

UAA Faculty Senate
Agenda
September 7, 2007
2:30 – 4:30 p.m. – LIB 309

I. Call to Order

II. Roll

2007-2008 Officers:

Bogdan Hoanca, President	Caedmon Liburd, Chair, UAB
Anne Bridges, 1 st Vice President	Genie Babb, Chair, GAB
Larry Foster, 2 nd Vice President	Kerri Morris, Past President
	Robert Crosman, Parliamentarian

2007-2008 Senators:

Ann McCoy	Heidi Mannion	Ping Tung Chang
Caedmon Liburd	Herminia Din	Randy Magen
Carlos Alsua	Hilary Davies	Rashmi Prasad
Carol Coose	Jackie Cason	Robert Boeckmann
Catherine d'Albertis	Janice High	Robert Crosman
Cathryn Pearce	Jeremy Tasch	Robin Wahto
Charles Licka	John Pauli	Sam Thiru
Dan Kline	Judith Moore	Sarah Kirk
Dave Fitzgerald	Katherine Rawlins	Susan Kalina
David Meyers	Maria Ippolito	Susan Mitchell
Eva Kopacz	Mark Fitch	Terri Olson
Gail Holtzman	Maureen O'Malley	Tim Jester
Gail Johnston	Nicolae Lobontiu	Toni Croft
Genie Babb	Peter Dedych	Trish Jenkins

III. Agenda Approval (pg. 1-2)

IV. May 4, 2007 Meeting Summary Approval (pg. 3-5)

V. Officer's Reports

- A. President's Report
- B. First Vice President's Report
- C. Second Vice President's Report

VI. Boards and Committees

- A. Graduate Academic Board
- B. Undergraduate Academic Board
- C. University-wide Faculty Evaluation Committee
- D. Academic Computing, Distance Learning and Instructional Technology
- E. Budget, Planning, and Facilities Advisory Committee- BPFA

- F. Committee on Committees
 - G. Diversity Committee
 - H. Faculty Grants and Leaves Committee
 - I. IUAC- Evaluation of Deans & Directors Update
 - J. Library Advisory Committee
 - K. Professional Development Committee
 - L. Student Academic Success Committee
 - M. Faculty Senate Awards Committee
- VII. Old Business**
- A. Faculty Intellectual Property Rights (pg. 6-30)
 - B. Priority Registration (pg. 31)
- VIII. New Business**
- A. Updated Strategic Plan (pg. 32- 44)
 - B. New UA Metric on Community Engagement (pg. 45-61)
 - C. Recap of UAA Faculty Senate Summer Retreat and Goals (pg. 62-66)
- IX. Reports**
- A. Provost Michael Driscoll
 - B. Interim Vice Chancellor Bill Spindle
 - C. Chief Dale Pittman- Campus Safety Update
 - D. Union Representatives
 - i. ACCFT
 - ii. United Academics
- X. Informational Items & Adjournment**
- A. Faculty Senate 2007-2008 Roster (pg. 67-68)
 - B. Online Faculty Evaluation Instrument - IDEA
 - C. ORP Question

UAA Faculty Senate
 Summary
 May 4, 2007
 2:30 – 4:30 p.m. – LIB 307

I. Call to Order

II. Roll

2006-2007 Officers:

X	Kerri Morris, President		Caedmon Liburd, Chair, UAB
X	Bogdan Hoanca, 1 st Vice President	X	Jocelyn Krebs, Chair, GAB
X	Debbie Narang, 2 nd Vice President	X	Greg Protasel, Past President
		x	Robert Crosman, Parliamentarian

2006-2007 Senators:

X	Andy Veh	X	Jackie Cason	X	Sean Licka
X	Ann McCoy*		Janice High	X	Shelley Theno
X	Anne Bridges		Jeff White		Steve Godfrey
	Brad Bradshaw	X	John O. Riley		Susan Kalina
X	Bruno Kappes		Kenrick Mock	X	Tara Smith
X	Carol Coose	X	Maria Ippolito	X	Terri Olson
X	Catherine d'Albertis	X	Maureen O'Malley	X	Tim Hinterberger
	Dan Kline	X	Ping Tung Chang	X	Tim Jester
X	Dave Fitzgerald		Rashmi Prasad	X	Toni Croft
X	Diane Erickson		Robert Boeckmann	X	Trish Jenkins
X	Genie Babb	X	Robert McCoy		Vacant- SOENGR
X	Gerry Busch	X	Sally Bremner		
X	Hilary Davies	X	Sam Thiru		
X	Jack Pauli	X	Sarah Kirk		

III. Agenda Approval (pg. 1-2)
Approved

IV. April 6, 2007 Meeting Summary Approval (pg. 3-5)
Approved

V. Officer's Reports
 A. President's Report
MOTION: Independent Commission
For 29
Against 0
Unanimously approved

B. First Vice President's Report

C. Second Vice President's Report

VI. Boards and Committees
 A. Graduate Academic Board
 1. Curriculum (pg. 6-7)
2nd PT Chang

Approved

2. Purge List as has been posted on the web

B. Undergraduate Academic Board

1. Curriculum (pg. 8-13)

2nd Gerry Busch

Approved

2. Purge List as has been posted on the web

Motion to approve both GAB and UAB purge list (Jocelyn Krebs)

2nd Hilary Davies

Approved

C. University-wide Faculty Evaluation Committee (pg. 14-15)

D. Academic Computing, Distance Learning and Instructional Technology (pg. 16)

E. Budget, Planning, and Facilities Advisory Committee- BPFA

F. Committee on Committees

G. Diversity Committee (pg. 17)

H. Faculty Grants and Leaves Committee (pg. 18)

I. IUAC- Evaluation of Deans & Directors Update (pg. 19-20)

J. Library Advisory Committee (pg. 21-22)

K. Professional Development Committee

L. Student Academic Success Committee (pg. 23-24)

M. Faculty Senate Awards Committee

Distinguished Service Awards given to:

Steven Johnson

Sarah Kirk

Sandra Schoff

Elaine Maimon

VII. Old Business

- A. Will do more research on UWFEC bylaw

VIII. New Business

- A. Welcome New Senators and Adjourn the 2007-2008 Senate

- B. Inauguration of the new Faculty Senate President Bogdan Hoanca

- C. Intellectual Property Law (pg. 23-42)

- D. SAS Motion- Advising

MOTION (Sarah Kirk)

"The Provost's charge to the Student Success Taskforce should include a focus on the following:

- **student (college) readiness;**

- advising;
- the role of student success in review of faculty; and,
- acting as a liaison to Statewide initiatives and discussions surrounding 'student success.'

In particular, we recommend that the priority task of the Student Success Taskforce for AY2007-

2008 is to focus on advising, specifically on increasing the number of students who get advising and improving the advising for all UAA students."

2nd Gerry Busch

Unanimously approved

IX. Reports

- Chancellor Elaine Maimon/ Interim Chancellor Fran Ulmer
Report given by Fran Ulmer
- Provost Michael Driscoll
Report given
- Vice Chancellor Gebe Ejigu
Report given
- Rich Whitney
- Julia Martinez

**Linda Lazzell presented revised priority registration document
Motion to untable Priority Registration & replace with new document (Tim Hinterberger)**

2nd Dave Fitzgerald

Motion to table (Sam Thiro)

2nd

X. Informational Items & Adjournment

- Banner Prerequisites (pg. 43-49)
- Faculty Senate 2007-2008 Roster (pg. 50)

***** 1st meeting item agenda for the Fall- Priority Registration**

Christine Tullius

From: Hoanca, Bogdan [hoanca@cbpp.uaa.alaska.edu]
Sent: Tuesday, May 01, 2007 1:52 PM
To: Christine Tullius
Subject: FW: [Faculty]IP documents from 2003 UAS Working Group

Follow Up Flag: Follow up
Flag Status: Yellow

Attachments: United Academics Article14_Final_Revised.doc; ATT62481.doc; Interpretation of UA Regs.doc



United Academics
Article14_Fin...



ATT62481.doc



Interpretation of
UA Regs.doc

-----Original Message-----

From: Faculty [mailto:ml-faculty@email.alaska.edu] On Behalf Of Lynn Shepherd
Sent: Tuesday, March 06, 2007 1:09 PM
To: Faculty
Subject: [Faculty]IP documents from 2003 UAS Working Group

The UAS IP Working Group convened in AY2003 and prepared the attached documents for United Academics and ACCFT collective bargaining negotiating teams. You'll see that the UNAC Article 14 proposed revisions are accompanied by the same document with explanations in color. The other document pertains to UA Regulations, which was the starting point for our Working Group discussions.

Current CBA provisions are at
http://www.alaska.edu/hr/labor/unac/PDF/ARTICLE_14.pdf
and
<http://www.alaska.edu/hr/labor/accft/PDF/Article3.pdf> (see 3.8)

When CBA negotiations yielded no changes, efforts were made to develop revised IP Regulations for eventual submission to the Administration and

BOR for discussion. The SW Copyright Committee, composed of faculty, library directors, General Counsel's Office, UAF IP Director, was working on those policy revisions up until February 2005, when the Director of Intellectual Property and Licensing at UAF notified committee members, "...Promulgation of TEACH-related regulations fulfilled the primary charge of the Statewide Copyright Committee. The committee is therefore formally disbanded. The work contemplated beyond the TEACH Act regulations is duplicative of other statewide efforts and is not rightfully the purview of the committee."

Lynn

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B. Lynn Shepherd
Assistant Director
Egan Library
University of Alaska Southeast
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Juneau, AK 99801
Phone: (907) 796-6515
Fax: (907) 796-6249

Article 14
Intellectual Property
2003 UAS Working Group – Proposed Revisions

14.1 Preamble

The parties to this agreement believe that the public interest and learning are best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged, supported, and rewarded, while still retaining for the university and its learning communities reasonable access to and use of the intellectual property for whose creation the university has provided assistance. The assignment of rights to works and inventions described herein ensures that the benefits of intellectual property shall accrue to the public, the creator, the University, and the sponsors of research in varying degrees as circumstances justify and require in order to preserve that intellectual environment.

14.2 Definitions The following definitions shall apply in Article 14:

- a. A “work” is any work of authorship fixed in any tangible medium of expression and therefore copyrightable under the Federal Copyright Act. Typical works include, but are not limited to: fiction or non-fiction articles and books, poems, music, drama, choreography, pictures, diagrams, graphic designs, sculpture, architectural drawings, motion pictures, sound and video recordings, compilations of data, computer programs, software, lectures, syllabi, assignments, tests, and other instructional materials, whether delivered in a classroom or using satellite, CD/DVD, web-based courseware, networked, or other technologies.
- b. An “invention” is any new or useful process, machine, manufacture, or composition of matter, or any improvement upon these, which is therefore patentable under the U.S. Patent Act and the Patent Cooperation Treaty.
- c. “Independent efforts” are works or inventions made at the unit member’s initiative and using normal and usual University resources, such as: UA library or computing system; UA facilities, laboratories, and equipment; the faculty member’s office and networked computer; normal staff and administrative support, including the fiduciary administration of grants and contracts. These are normal and usual resources, commonly made available to faculty as part of their normal teaching and scholarly activities, and what constitutes normal and usual usage will depend upon a faculty member’s discipline, job description, and customary uses.
- d. “University supported efforts” are works or inventions made at the unit member’s initiative which make substantial use of University funds, personnel, facilities, equipment, materials, or technological information beyond the normal and usual resources commonly made available to faculty as part of their regular teaching and scholarly activities. For example, university support may include an extraordinary quantity or quality of media development, significant research assistance, or access to or use of other special, limited University facilities or resources.

e. “University sponsored” includes works created not at the unit member’s initiative but as an assigned institutional duty in which the University expressly directs unit member to create a specified work, (for example development of an accreditation report, or an analysis of student learning outcomes). These works do not include faculty-created instructional materials or courseware because faculty members teach courses as part of their regular responsibilities. Works created in conjunction with grant-supported agreements with outside agencies may also be considered university sponsored.

g. “Collaborative efforts” involve members of different categories of the university community, such as staff or students, as well as members of other agencies or institutions who contribute copyrightable expression to a work and for whom rights accrue under the Federal Copyright Act or U.S. Patent Act.

h. “Net proceeds” are the gross receipts derived from trademarks, materials, inventions, discoveries, or other intellectual properties, including but not limited to: rents, royalties, dividends, earnings, gains, and sale proceeds, less all costs, expenses, and losses paid or incurred by the university in connection therewith. Such costs include but are not limited to: all direct costs and expenses, indirect costs and expenses as allocated and determined by the University, of obtaining, securing, and protecting patents, copyrights, and trademarks and all attorney’s fees. Gross receipts do not include tuition and fees received by the University of Alaska.

i. “inventor” originator of any new or useful process, machine, manufacture, or composition of matter, or any improvement upon these, which is therefore patentable under the U.S. Patent Act and the Patent Cooperation Treaty.

j. “creator” – originator of a work of authorship fixed in any tangible medium of expression and therefore copyrightable under the Federal Copyright Act.

14.3 Works

a. Ownership, Rights, and Responsibilities

1. Independent Efforts

Works made in the course of “independent efforts” are the property of the unit member, who has the right to determine the disposition of and revenue derived from such a work. The University may use such works for administrative purposes, such as satisfying the need for syllabi, assignments, and tests in accreditation reviews.

2. University-supported Efforts

Works made with “university support” are the property of the unit member who retains the current and future rights to distribute, adapt, and revise the works. The University retains the right to facilitate institutional access to such works and make nonprofit educational uses of them for its courses in consultation with the unit member, as well as share in the net proceeds from any distribution of the work outside the University, according to Article 14.3c, during the term of the unit member’s employment with the University. Upon termination of the unit member’s employment with the university, the unit member retains ownership of university-supported works.

3. University-sponsored Efforts

Works made under university sponsorship are the property of the University which retains the right to distribute and revise the works in consultation with the unit member. Written agreements between the University and the unit member should specify at the outset what the terms and conditions are for these works. Unless a written agreement pertaining to the work specifies otherwise, the University grants faculty non-exclusive rights to use and distribute University-owned works they created for non-commercial purposes. Accordingly, faculty members who leave the University may continue to use at another nonprofit institution or organization for teaching, research, and other non-commercial purposes, all University-owned works they created.

4. Collaborative Efforts

Ownership of a work resulting from collaborative efforts is complicated and will be governed by written agreements signed as early as possible in the process of creation in order to clarify the degree of support or sponsorship. Such agreements will also clarify the extent of rights and responsibilities of each party and indicate the intentions of each contributor with regard to the finished work. Collaborative efforts which involve unit members working in conjunction with others, whose university employment or written agreements make their contributions works for hire or whose student status entitles them to copyright, will be jointly owned by the unit member and the University or outside agency or student. Whether it is agreed that there is a single owner or several, agreements may specify that the rights to use such works can be divided and/or shared (e.g. non-exclusive rights to make copies and distribute them) in order to serve the varying needs of its contributors.

b. Disclosure of Works and University Review

1. Independent efforts

No disclosure is necessary for works resulting from independent efforts.

2. Supported, sponsored or collaborative efforts

Upon creation of supported, sponsored, or collaborative works with potential commercial value and prior to their publication, the department head of the unit member (and collaborators) shall disclose to the UA Intellectual Property Committee such works, and the written agreement and conditions under which they were made.

3. Within 120 days after such disclosure, the Intellectual Property Committee, will inform the unit member (and collaborators) whether the University disclaims an interest in the work. Failure to inform the unit member within the 120 days will signify forfeiture of the university's interest.

c. Distribution of Net Proceeds from Works

1. Independent works

Full net proceeds belong to the creator.

2. Supported and Sponsored works

Net proceeds from works may be subject to restrictions arising from overriding obligations of the University under terms of grants or contracts with outside organizations or agreements negotiated early in the process of creation. Barring those overriding obligations, the University agrees, in consideration of copyrights, to pay annually to the named creator(s) or creator(s)' heirs the net proceeds from revenues received by the University for each copyright assigned to the University, as given below:

Total Net Proceeds per Supported and Sponsored Works	Creator's Share	University's Share
First \$10,000	100%	0%
Any monies above \$10,000	50%	50%

3. Collaborative works

Net proceeds shall be distributed according to agreements entered into at the commencement of a project.

14.4 Inventions

a. Ownership, Rights, and Responsibilities

1. Independent Efforts

All inventions made in the course of independent efforts are the property of the unit member, who has the right to determine the disposition of such work and revenue derived from such work. The inventor and the Intellectual Property Committee may agree that the patent for such invention be pursued by the University and the proceeds shared.

2. Supported and collaborative efforts

Inventions created as the result of supported or collaborative efforts shall belong to the University, which will work with the unit member(s) to obtain suitable patents. The University retains the right to facilitate the institution's use of such inventions.

3. Sponsored efforts

Inventions created under university sponsorship are the property of the University which retains the rights to obtain suitable patents, in consultation with the unit member. Any written agreements entered into and resulting in inventions should specify the terms and conditions which pertain to securing and profiting from patents.

Although a unit member may, in accordance with Article 17.7 of the Agreement, engage in outside activity, including employment, pursuant to a consulting agreement, any requirement that a unit member waives the unit member's or University's rights or responsibilities to any work or inventions which arise during the course of such outside activity must be disclosed to and approved by the Intellectual Property Committee. See 14.4.b.2.

b. Disclosure of Inventions and University Review

1. Independent efforts

No disclosure is necessary for inventions resulting from independent efforts.

2. University-supported, university-sponsored, and collaborative inventions

The department head of the unit member(s) shall fully and completely disclose to the Intellectual Property Committee all supported, sponsored, or collaborative inventions which the unit member(s) develop or discover while unit member(s), together with an outline of the project and the conditions under which it was done.

3. Within 120 days after such disclosure, the Intellectual Property Committee, will assess the respective equities of the unit member and the University in the invention and inform the unit member (and collaborators) whether the University disclaims an interest in the invention. Failure to inform the unit member(s) within the 120 days will signify forfeiture of the University's interest.

4. Before the 120 days have elapsed, the unit member(s) and Intellectual Property Committee shall execute a written statement reflecting the distribution of net proceeds from the invention as set forth in Article 14.4d.

5. Any pre-existing commitments to outside sponsors or contractors may override the disclosure provisions for inventions.

c. Release of Rights

1. All assignments or release of inventions, including patent rights, by the Intellectual Property Committee, to the unit member shall contain the provision that such invention, if patented by the unit member, shall be available royalty-free for University use, unless otherwise agreed to in writing by the University.

2. At any stage of making the patent applications, or in the commercial application of an invention, if it has not otherwise assigned the right to pursue its interests to a third party or is otherwise obligated, the Intellectual Property Committee may elect to withdraw from further involvement in the protection or commercial application of the invention. At the request of the unit member in such case, the University shall endeavor to obtain a waiver or approval from the third party and, if obtained, shall transfer the invention rights to the member, in which case the invention shall be the unit member's property.

3. In the event a sponsored research contractor has been offered the option to apply for the patent to an invention or other rights to an invention, and the University elects to disclaim, the University shall attempt to obtain the contractor's decision regarding the exercise of such rights and obtain a waiver or approval from the third party within 75 days after such election.

d. Distribution of Net Proceeds from Inventions

Subject to restrictions arising from overriding obligations of the University pursuant to grants, contracts, or other agreements with outside organizations, the University agrees,

for and in consideration of patent rights, to pay annually to the named inventor(s), the inventor(s)' heirs, successors, or assigns, a royalty share of the net proceeds, after all licensing, patent, legal, marketing, and other costs have been paid, received by the University for each patent or other intellectual property right assigned to the University as provided below:

Total Net Proceeds per Supported and Sponsored Inventions	Inventor's Share	University's Share
First \$10,000	100%	0%
Any monies above \$10,000	50%	50%

14.5 Dispute Resolution:

Disputes regarding works, inventions, and any other intellectual property shall first be presented to the Intellectual Property Committee (BOR Reg. 10.07.05.B.3) for an informal meeting to resolve disputes. Disputes unresolved by this informal meeting are then resolved in accordance with grievance resolution processes, as in Article 7.2.

Article 14

Intellectual Property

2003 UAS Working Group - Proposed Revisions

14.1 Preamble

The parties to this agreement believe that the public interest and learning are best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged, supported, and rewarded, while still retaining for the university and its learning communities reasonable access to and use of the intellectual property for whose creation the university has provided assistance. The assignment of rights to works and inventions described herein ensures that the benefits of intellectual property shall accrue to the public, the creator, the University, and the sponsors of research in varying degrees as circumstances justify and require in order to preserve that intellectual environment.

- **Current CBA only mentions “inventions and discoveries”. This version is a broader treatment of IP and acknowledges the rights of all involved within our “intellectual environment”**

14.2 Definitions The following definitions shall apply in Article 14:

- **This section redefines university support to allow for some use of university resources without triggering university ownership – prior language was too all-encompassing and gave university rights if any resources were used**

a. A “work” is any work of authorship fixed in any tangible medium of expression and therefore copyrightable under the Federal Copyright Act. Typical works include, but are not limited to: fiction or non-fiction articles and books, poems, music, drama, choreography, pictures, diagrams, graphic designs, sculpture, architectural drawings, motion pictures, sound and video recordings, compilations of data, computer programs, software, lectures, syllabi, assignments, tests, and other instructional materials, whether delivered in a classroom or using satellite, CD/DVD, web-based courseware, networked, or other technologies.

- **This definition is derived from the Copyright Act.**
- **Our examples of works are meant to be all-encompassing in the distance education environment.**
- **Current CBA uses this definition to establish the University’s rights over a unit member’s works; however, reference to rights belongs in section 14.3.**
- **Current CBA is inherently contradictory – saying that faculty own and control “university supported work” and then stating that the university may exercise its right to control those works in some ways.**

b. An “invention” is any new or useful process, machine, manufacture, or composition of matter, or any improvement upon these, which is therefore patentable under the U.S. Patent Act and the Patent Cooperation Treaty.

- **The proposed language is based on the Patent Act**

- **Previous CBA wording made “instructional materials” an invention, which is an unconventional interpretation. Inventions fall under patent law, while typical instructional materials fall under copyright law.**
- **Legal definition. Did away with naming “Instructional material” as an invention.**
- **Deleted the definition for “instructional material” because the “works” definition above (14.2.a) covers this.**

c. “Independent efforts” are works or inventions made at the unit member’s initiative and using normal and usual University resources, such as: UA library or computing system; UA facilities, laboratories, and equipment; the faculty member’s office and networked computer; normal staff and administrative support, including the fiduciary administration of grants and contracts. These are normal and usual resources, commonly made available to faculty as part of their normal teaching and scholarly activities, and what constitutes normal and usual usage will depend upon a faculty member’s discipline, job description, and customary uses.

- **Meant to allow for the “academic exception” and give faculty the freedom and ability to pursue their professional interests without signing away rights to the university when using office computers, library resources, labs...under normal working conditions.**
- **We added “unit member’s initiative” to emphasize the principle of academic freedom (as opposed to the “work-for-hire” principle in copyright law which is the principle on which businesses and agencies operate).**
- **The “normal and usual University resources” phrase is crucial. Otherwise faculty would have to work at home on their own personal computers, without using university networks or equipment, in order to be engaged in “independent efforts” and have any rights under copyright.**
- **Previous CBA wording discourages faculty from using the university’s infrastructure to be creative because it includes the phrase “with university support”, which carries with it the unit member’s loss of the rights inherent in copyright (distribution, adaptation, copying, performance, display)**

d. “University supported efforts” are works or inventions made at the unit member’s initiative which make substantial use of University funds, personnel, facilities, equipment, materials, or technological information beyond the normal and usual resources commonly made available to faculty as part of their regular teaching and scholarly activities. For example, university support may include an extraordinary quantity or quality of media development, significant research assistance, or access to or use of other special, limited University facilities or resources.

- **“At the unit member’s initiative” helps to distinguish these efforts from “university sponsored efforts” (below) and preserves academic freedom.**
- **Acknowledges the university’s contribution to creative activities and their claim to some rights under copyright.**
- **The distinction between “normal and usual use” {independent effort} and “substantial use....beyond the normal and usual” {university supported} is crucial here. To preserve academic freedom, only unusual support should trigger exercise of (some) university rights over a unit member’s intellectual property.**

- **Current CBA wording gives the university rights over any work a faculty member does on campus {i.e. supported} and a share in the net proceeds {if supported}. This is a disincentive to creativity and to use of the infrastructure. It infringes on academic freedom by making faculty activities essentially “work-for-hire” and therefore subject to direction by the university.**

e. “University sponsored” includes works created not at the unit member’s initiative but as an assigned institutional duty in which the University expressly directs unit member to create a specified work, (for example development of an accreditation report, or an analysis of student learning outcomes). These works do not include faculty-created instructional materials or courseware because faculty members teach courses as part of their regular responsibilities. Works created in conjunction with grant-supported agreements with outside agencies may also be considered university sponsored.

- **Current CBA wording makes any release time (e.g. to make a transition from face-to-face coursework to distance-delivered coursework; to incorporate multimedia or innovative teaching methods into syllabi) or overload payment (e.g. for the additional effort involved in teaching at a distance) a “work-for-hire,” which automatically gives the university all rights under copyright.**

g. “Collaborative efforts” involve members of different categories of the university community, such as staff or students, as well as members of other agencies or institutions who contribute copyrightable expression to a work and for whom rights accrue under the Federal Copyright Act or U.S. Patent Act.

- **We propose this as a new definition to address those projects that are only possible through the talents of many and allow for rights to be distributed to multiple parties.**

h. “Net proceeds” are the gross receipts derived from trademarks, materials, inventions, discoveries, or other intellectual properties, including but not limited to: rents, royalties, dividends, earnings, gains, and sale proceeds, less all costs, expenses, and losses paid or incurred by the university in connection therewith. Such costs include but are not limited to: all direct costs and expenses, indirect costs and expenses as allocated and determined by the University, of obtaining, securing, and protecting patents, copyrights, and trademarks and all attorney’s fees. Gross receipts do not include tuition and fees received by the University of Alaska.

- **No change in wording**

i. “inventor” originator of any new or useful process, machine, manufacture, or composition of matter, or any improvement upon these, which is therefore patentable under the U.S. Patent Act and the Patent Cooperation Treaty.

- **Need this new definition for section 14.4**

j. “creator” – originator of a work of authorship fixed in any tangible medium of expression and therefore copyrightable under the Federal Copyright Act.

- **We make a distinction between an inventor of patentable materials and a creator of course materials. There is a big difference between creating an**

online course or writing a publishable article and developing a new invention, and we felt the creator part needs to be addressed more in our CBA.

14.3 Works

a. Ownership, Rights, and Responsibilities

1. Independent Efforts

Works made in the course of “independent efforts” are the property of the unit member, who has the right to determine the disposition of and revenue derived from such a work. The University may use such works for administrative purposes, such as satisfying the need for syllabi, assignments, and tests in accreditation reviews.

- **No change in wording of the first sentence, but the meaning changes because of the new definition of “independent efforts” in 14.2.c.**
- **Recognizes the university’s claim on such work for specific purposes because of the unit member’s primary commitment to the university.**

2. University-supported Efforts

Works made with “university support” are the property of the unit member who retains the current and future rights to distribute, adapt, and revise the works. The University retains the right to facilitate institutional access to such works and make nonprofit educational uses of them for its courses in consultation with the unit member, as well as share in the net proceeds from any distribution of the work outside the University, according to Article 14.3c, during the term of the unit member’s employment with the University. Upon termination of the unit member’s employment with the university, the unit member retains ownership of university-supported works.

- **This wording is contrary to the current CBA wording and hinges on the new distinction between “independent efforts” {usual use of commonly available resources} and ‘university supported efforts’ {substantial use....beyond the normal and usual}**
- **Acknowledges that a unit member’s principal commitment is to the University, and s/he is therefore obliged to share works and net proceeds within the institution. Current CBA uses double negatives to say essentially the same thing.**

3. University-sponsored Efforts

Works made under university sponsorship are the property of the University which retains the right to distribute and revise the works in consultation with the unit member. Written agreements between the University and the unit member should specify at the outset what the terms and conditions are for these works. Unless a written agreement pertaining to the work specifies otherwise, the University grants faculty non-exclusive rights to use and distribute University-owned works they created for non-commercial purposes. Accordingly, faculty members who leave the University may continue to use at another nonprofit institution or organization for teaching, research, and other non-commercial purposes, all University-owned works they created.

- **These are legitimate “works-for-hire” situations where faculty members should be consulted as a courtesy, even though they give up rights under copyright.**
- **Individual faculty contracts for work must be negotiated at the outset.**

4. Collaborative Efforts

Ownership of a work resulting from collaborative efforts is complicated and will be governed by written agreements signed as early as possible in the process of creation in order to clarify the degree of support or sponsorship. Such agreements will also clarify the extent of rights and responsibilities of each party and indicate the intentions of each contributor with regard to the finished work. Collaborative efforts which involve unit members working in conjunction with others, whose university employment or written agreements make their contributions works for hire or whose student status entitles them to copyright, will be jointly owned by the unit member and the University or outside agency or student. Whether it is agreed that there is a single owner or several, agreements may specify that the rights to use such works can be divided and/or shared (e.g. non-exclusive rights to make copies and distribute them) in order to serve the varying needs of its contributors.

- **This new section reflects our current working environment, especially with regard to distance education.**

b. Disclosure of Works and University Review

1. Independent efforts

No disclosure is necessary for works resulting from independent efforts.

- **Current CBA asks a faculty member to disclose works and a project's terms and conditions under all circumstances. This is neither a practical nor legitimate requirement; determination of workloads (see 13.3) already covers this.**

2. Supported, sponsored or collaborative efforts

Upon creation of supported, sponsored, or collaborative works with potential commercial value and prior to their publication, the department head of the unit member (and collaborators) shall disclose to the UA Intellectual Property Committee such works, and the written agreement and conditions under which they were made.

- **We suggest that the UA Intellectual Property Committee – a joint faculty-administrative committee which makes decisions per BOR R10.07.05 - should review works and agreements for their creation.**
- **BARGAINING POINT – this committee must become active and deal with works as well as inventions {i.e. copyright as well as patents}**
- **Current CBA provides for review by “Chancellor, or designee” and makes no provision for dispute resolution other than the grievance procedure.**
- **Current CBA is a disincentive to getting involved in anything but “independent efforts” and counteracts the institution’s investment in infrastructure.**

3. Within 120 days after such disclosure, the Intellectual Property Committee, will inform the unit member (and collaborators) whether the University disclaims an interest in the work. Failure to inform the unit member within the 120 days will signify forfeiture of the university’s interest.

- **Current CBA gives the “Chancellor or designee” 120 days**
- **Current CBA does not give the unit member any recourse if there is a delay or no response.**

- **Current CBA asks the unit member to facilitate the process, whereas the University should be the party offering to facilitate by making the IP Committee active and viable and making model agreements available to faculty.**

c. Distribution of Net Proceeds from Works

- **Current CBA does not make a distinction based on conditions under which works were created {supported vs sponsored}**
- **Current CBA assumes that net proceeds beyond the first \$10,000 shall be shared with the university for works created using any “funds, personnel, facilities, equipment, materials, or technological information”**

1. Independent works

Full net proceeds belong to the creator.

- **This allows for the creation of works ‘on campus’ {independent efforts} without yielding proceeds to the university – akin to the book publishing scenario under which academe has operated for decades.**

2. Supported and Sponsored works

Net proceeds from works may be subject to restrictions arising from overriding obligations of the University under terms of grants or contracts with outside organizations or agreements negotiated early in the process of creation. Barring those overriding obligations, the University agrees, in consideration of copyrights, to pay annually to the named creator(s) or creator(s)’ heirs the net proceeds from revenues received by the University for each copyright assigned to the University, as given below:

Total Net Proceeds per Supported and Sponsored Works	Creator’s Share	University’s Share
First \$10,000	100%	0%
Any monies above \$10,000	50%	50%

- **Simplifies distribution. This model is based on the current BOR Regulations and is slightly more favorable to faculty than the current CBA. It does not allow for a separate percentage to the faculty member’s department/program.**

3. Collaborative works

Net proceeds shall be distributed according to agreements entered into at the commencement of a project.

- **As outlined in the new section 14.3.a.4**

14.4 Inventions

a. Ownership, Rights, and Responsibilities

1. Independent Efforts

All inventions made in the course of independent efforts are the property of the unit member, who has the right to determine the disposition of such work and revenue derived from such work. The inventor and the Intellectual Property Committee may agree that the patent for such invention be pursued by the University and the proceeds shared.

- **Only change is “no university support” (current CBA) becomes “independent efforts,” which means that the inventor retains rights over inventions made using “normal and usual” on-campus resources.**

2. Supported and collaborative efforts

Inventions created as the result of supported or collaborative efforts shall belong to the University, which will work with the unit member(s) to obtain suitable patents. The University retains the right to facilitate the institution’s use of such inventions.

- **Inventions (patent law) have traditionally been handled somewhat differently from works (copyright law) because inventions usually made “substantial use of University funds, personnel, facilities, equipment, materials, or technological information beyond the normal and usual”, as we indicated in our definition of “supported efforts.”**

3. Sponsored efforts

Inventions created under university sponsorship are the property of the University which retains the rights to obtain suitable patents, in consultation with the unit member. Any written agreements entered into and resulting in inventions should specify the terms and conditions which pertain to securing and profiting from patents.

- **New section**

Although a unit member may, in accordance with Article 17.7 of the Agreement, engage in outside activity, including employment, pursuant to a consulting agreement, any requirement that a unit member waives the unit member’s or University’s rights or responsibilities to any work or inventions which arise during the course of such outside activity must be disclosed to and approved by the Intellectual Property Committee. See 14.4.b.2.

- **Current CBA puts this principle under section 14.5 “Outside Activity.”**
- **Change “President or designee” to IP Committee**

b. Disclosure of Inventions and University Review

1. Independent efforts

No disclosure is necessary for inventions resulting from independent efforts.

- **Current CBA requires disclosure of “all inventions...while a unit member” along with an outline of the project and conditions.**

2. University-supported, university-sponsored, and collaborative inventions

The department head of the unit member(s) shall fully and completely disclose to the Intellectual Property Committee all supported, sponsored, or collaborative inventions which the unit member(s) develop or discover while unit member(s), together with an outline of the project and the conditions under which it was done.

- **Current CBA calls for “President or designee” to “assess the respective equities of the unit member and the University”**
- **We suggest that the UA Intellectual Property Committee – a joint faculty-administrative committee which makes decisions per BOR R10.07.05 - should review inventions and agreements for their creation.**
- **Current CBA leaves the “President or designee” to determine the “extent to which the University should be involved in [patent] protection, development, and promotion”, thus giving the University the right to direct further development (research) or promotion of an invention (academic freedom).**

3. Within 120 days after such disclosure, the Intellectual Property Committee, will assess the respective equities of the unit member and the University in the invention and inform the unit member (and collaborators) whether the University disclaims an interest in the invention. Failure to inform the unit member(s) within the 120 days will signify forfeiture of the University’s interest.

- **Current CBA gives no recourse to the faculty member if there are delays or no response after 120 days.**
- **Current CBA makes no provision for dispute resolution other than, perhaps, the grievance procedure, which ignores the time sensitivity of obtaining patents.**
- **This provision gives the inventor an opportunity to further develop and promote the invention and protect own patent rights.**

4. Before the 120 days have elapsed, the unit member(s) and Intellectual Property Committee shall execute a written statement reflecting the distribution of net proceeds from the invention as set forth in Article 14.4d.

- **Add time limit**

5. Any pre-existing commitments to outside sponsors or contractors may override the disclosure provisions for inventions.

- **No change**

c. Release of Rights

1. All assignments or release of inventions, including patent rights, by the Intellectual Property Committee, to the unit member shall contain the provision that such invention, if patented by the unit member, shall be available royalty-free for University use, unless otherwise agreed to in writing by the University.

- **Changes “President or designee” to IP Committee**

- **Current CBA includes this language, which affirms the principal commitment of the faculty member to the institution.**

2. At any stage of making the patent applications, or in the commercial application of an invention, if it has not otherwise assigned the right to pursue its interests to a third party or is otherwise obligated, the Intellectual Property Committee may elect to withdraw from further involvement in the protection or commercial application of the invention. At the request of the unit member in such case, the University shall endeavor to obtain a waiver or approval from the third party and, if obtained, shall transfer the invention rights to the member, in which case the invention shall be the unit member’s property.

- **Changes “President or designee” to IP Committee**
- **Current CBA also makes provision for 12.5% of all future net proceeds for releasing its rights.**

3. In the event a sponsored research contractor has been offered the option to apply for the patent to an invention or other rights to an invention, and the University elects to disclaim, the University shall attempt to obtain the contractor’s decision regarding the exercise of such rights and obtain a waiver or approval from the third party within 75 days after such election.

- **No change**

d. Distribution of Net Proceeds from Inventions

Subject to restrictions arising from overriding obligations of the University pursuant to grants, contracts, or other agreements with outside organizations, the University agrees, for and in consideration of patent rights, to pay annually to the named inventor(s), the inventor(s)’ heirs, successors, or assigns, a royalty share of the net proceeds, after all licensing, patent, legal, marketing, and other costs have been paid, received by the University for each patent or other intellectual property right assigned to the University as provided below:

Total Net Proceeds per Supported and Sponsored Inventions	Inventor’s Share	University’s Share
First \$10,000	100%	0%
Any monies above \$10,000	50%	50%

- **Simplifies distribution. This model is based on the current BOR Regulations and is slightly more favorable to faculty than the current CBA. It does not allow for a separate percentage to the faculty member’s department/program.**

14.5 Dispute Resolution:

Disputes regarding works, inventions, and any other intellectual property shall first be presented to the Intellectual Property Committee (BOR Reg. 10.07.05.B.3) for an informal meeting to resolve disputes. Disputes unresolved by this informal meeting are then resolved in accordance with grievance resolution processes, as in Article 7.2.

- **There are no dispute resolution procedures in the current CBA, making grievance procedures a unit member's only recourse.**

Interpretations of UA Regulations
2003 UAS Working Group

UA should recognize the 'academic exception' in IP collective bargaining agreements and not insert language in CBA's which categorizes most faculty and student copyrightable creations as 'supported works,' or essentially the equivalent of 'works made for hire' as described in the Copyright Act. The 'academic exception' is the prevailing tradition in academe for faculty members, who have customarily retained rights to develop, modify, and distribute course-related materials and use whatever pedagogy they determine is effective for teaching the subject matter of their expertise.

In developing proposed changes to United Academics Article 14 (ACCFT Article 3), the UAS Working Group interpreted UA Regulations according to the rationales given below.

University of Alaska Regulations R10.07.05 Inventions, Patents, Copyrights, Trademarks and Other Intellectual Properties

A. Introduction

...This regulation is adopted to *encourage and support creative activity* by employees and students

UA will attract and retain quality teaching faculty and innovative researchers if academic freedom is clearly affirmed in its IP policies and contract language.

Faculty members derive satisfaction, peer recognition, and rewards and get promoted for works that they create autonomously and spontaneously. If there are disincentives or hassles involved in establishing ownership over IP then faculty will not come to UA, not stay, or necessarily reach their creative potential.

Recognition of the 'academic exception' will stimulate research and creative activities amongst faculty. If UA treats faculty as 'employed knowledge workers' instead of 'appointed knowledge creators', then faculty are less likely to undertake collaborative projects. They are more likely to work on projects that meet the criteria for 'independent works' as currently defined in the CBA and less likely to embark on projects that require negotiation for the rights given under copyright. (Actual cases can be cited)

R10.07.05 D. Copyrights

....Copyright ownership of all materials which are developed with the use of University facilities shall reside with the University **except** as follows:

- a. The University will not assert ownership of copyrightable materials produced by faculty members *as part of their normal teaching and scholarly activities* at the University and *which do not result from projects specifically funded in whole or in part by the University.....*
- b. Copyright ownership of all materials which are developed in the course of, or pursuant to, sponsored research *or other*

CBA's/workloads may be/are contracts signing rights away

agreement(s) will be determined in accordance with the terms of those agreement(s).....

The norm for usage of university facilities and resources has shifted with the integration of computing and educational technologies into everyday academic life. Usual teaching and scholarly activities now include the use of computers, software, and digital resources that only the institution can efficiently provide and maintain. **Claiming ownership of faculty works, including instructional materials that heretofore have been considered faculty IP, because they make use of institutional computing and educational technologies is a disincentive to their use and has a negative impact on the quality of instruction and faculty output of scholarly works.**

UA will maximize its investment in the system's technology infrastructure by letting faculty use technology resources to create innovative learning environments and still control rights (under copyright, to reproduce, distribute, display, adapt, perform) over what they create.

University of Alaska Regulations R10.07.05 Inventions, Patents, Copyrights, Trademarks and Other Intellectual Properties

A. Introduction

...This regulation is adopted to encourage and support creative activity by employees and students *for the public benefit*....

Any commercialization of copyrightable IP (i.e. not inventions) **envisioned by the university would limit the availability of scholarly works** to those in the university community or to members of the general public who can pay for them and imposes limits on the extent to which works can be disseminated. It increases the divide between those who have information and those who do not, **which is contrary to the mission of state-supported universities.**

More works become less available to other scholars and the public over time if an institution owns copyright, as **the term of copyright protection** is longer for institutional owners than individuals. This **ultimately reduces the contribution of publicly supported institutions to the public domain.**

University of Alaska Regulations R10.07.05

B. Administration

...The Director of Intellectual Property and Licensing will be empowered, with the approval of the President, to:

- a., b., c., d., e., f.,
 - g. *Grant use* of copyrighted materials and patented inventions;
 - h., i. *Obtain and maintain requisite documentation* as necessary
- in all matters concerning the management of intellectual properties;
- j., k., l., m., n., o., p. [i.e. extensive list of responsibilities]

UA does not have the organizational structure and support in place *or* envisioned to adequately manage the numbers and kinds of works over which it (currently) claims ownership. There is no one on the UAS or UAA campuses with this administrative responsibility and only a single individual at UAF. **Faculty cannot rely on the institution to protect them against violations of their rights.** (Actual cases can be cited.) **Faculty cannot rely on the institution for timely and effective assistance in management of their IP rights and royalties.**

3.8 Intellectual Property

The parties agree to abide by University Policy regarding Intellectual Property as attached to this agreement as Appendix E., except those provisions omitted by agreement.

Appendix “E”

Regents’ Policy

PART X – Academic Policy

CHAPTER VII

Research Scholarship and Creative Activity Inventions, Patents, Copyrights, Trademarks and Other Intellectual Properties P10.07.05

In meeting the university’s mission of teaching, research and public service, the Board of Regents recognizes and encourages the development of intellectual property of value to the publicly university personnel and students.

The president of the university will adopt appropriate regulations to encourage and support intellectual activity by employees and students, and will detail rights and obligations concerning inventions, patents, copyrights, trademarks and other intellectual properties developed as a result of university support.

(06-20-97)

University Regulation

PART X – Academic Regulation

CHAPTER VII

Research, Scholarship and Creative Activity

Inventions, Patents, Copyrights, Trademarks and Other Intellectual Properties R10.070.5

A. Introduction

This regulation is adopted to encourage and support creative activity by employees and students for the public benefit and shall be deemed to be a part of the conditions of employment of every employee of the University and a part of the condition of enrollment and attendance at the University for every student.

B. Administration

1. All matters relating to inventions, patents, copyrights, trademarks and other intellectual properties in which the University of Alaska is in any way concerned will be administered by the President of the University or such person as the President may designate.

2. Director of Intellectual Property and Licensing. The University President may appoint a Director of Intellectual Property and Licensing to serve as the President's designee in executing all activities pertaining to all University intellectual property. The Director of Intellectual Property and Licensing will be empowered, with the approval of the President, to:

- a. Waive University rights to an invention or other intellectual properties;
- b. Submit patent, copyright, trademark and license applications on behalf of the University and/or the author(s) or inventor(s);
- c. Obtain copyrights, trademarks and patents on behalf of the University and/or the author(s) or inventor(s);
- d. Grant licenses on behalf of the University;

- e. Promote University intellectual property to Alaska firms to provide opportunities for Alaskan economic development;
- f. Purchase licenses for non-University copyrighted material or patented inventions for University use and/or sub-license;
- g. Grant use of copyrighted materials and patented inventions;
- h. Execute on behalf of the University and/or the inventor(s) any agreements as may be appropriate;
- i. Obtain and maintain requisite documentation as necessary in all matters concerning the management of intellectual properties;
- j. Execute royalty division agreements with the inventor(s) or author(s) on behalf of the University.
- k. Seek out and recommend appropriate patent management and license marketing organizations, recommend to the President working contracts between such organizations and the University and, after consultation with the Intellectual Property Committee, transmit reports of invention(s) to such organizations;
- l. Assure appropriate involvement of the inventor(s) in licensing and other commercial development activities;
- m. Promote the marketing of University-trademarked products;
- n. Receive, account for, and properly disperse all proceeds received pursuant to this policy;
- o. Facilitate communication between all parties involved, and enforce the terms and conditions of these regulations; and
- p. Prepare and submit an annual report on the University patent, copyright, trademark and license activities and finances to the President and the Chancellors and prepare such other reports and perform such other functions as may be requested by the President.

3. [Omitted by agreement.]

4. [Omitted by agreement.]

C. Inventions and Patents

1. The assignment of inventions and patents to the University, except for those resulting from permissible activities outside of University employment without the use of University facilities, shall be mandatory for all University personnel, for persons not employed by the University but who use University facilities in the development of intellectual property, and for those who receive grant or contract funds through the University. Exemptions from such assignments may be authorized in those circumstances where the mission of the University is better served by such action, provided that the overriding obligations to other parties are met and such exemptions are not inconsistent with other Board of Regents' Policy or University regulation.

2. University personnel and all those using University facilities in the development of intellectual property shall immediately and properly disclose the conception and/or reduction to practice of potentially patentable inventions. Such disclosure shall be made to the President or president's designee. Persons making disclosures shall execute such declarations, assignments or other documents provided by the University as may be necessary in the course of invention evaluation, patent prosecution, or protection of patent rights.

3. Subject to restrictions arising from overriding obligations of the University pursuant to grants, contracts or other agreements with outside organizations, the University agrees,

for and in consideration of the assignment of patent rights, to pay annually to the named inventor(s), the inventor(s)' heirs, successors or assigns, a royalty share of the net proceeds received by the University for each patent or other intellectual property right assigned to the University, as shown below.

Total Net Royalty Per Invention (\$)	Inventor's Share (%)	University Share (%)
First \$10,000	100%	0%
> \$10,000	50%	50%

Where there are two or more inventors, each inventor shall share equally in the inventor's share of net proceeds, unless all inventors previously have agreed in writing to a differing distribution of such share. Distribution of the inventor's share will be made no less than annually. In the event of any litigation, actual or imminent, or any other action to protect patent rights, the University may withhold distribution of all royalty proceeds until resolution of the matter. Of the remaining net proceeds, the share shall be distributed as determined by the President.

University proceeds from university inventions will be used for the support of university research and scholarly activities; however, exceptions may be granted by the President or President's designee.

D. Copyrights

1. The President or President's designee shall be responsible for the administration of the University copyright regulation and for securing copyrights in the name of the University. Revenues received through the licensing of copyrights shall be shared with the author as follows: 50 percent to the author, 50 percent to the University on all proceeds. Exceptions to the above may be granted by the President in consultation with the Intellectual Property Committee.

2. Ownership and disposition of copyrightable material:

Copyright ownership and the rights thereof are terms defined by Federal law. The University believes that its copyright regulation objectives will best be attained within the context of the Federal law by defining the equities of ownership of copyrightable material in terms of the following categories. Copyright ownership of all materials, which are developed with the use of University facilities, shall reside with the University, except as follows:

- a. The University will not assert ownership of copyrightable materials produced by faculty members as a part of their normal teaching and scholarly activities at the University and which do not result from project specifically funded in whole or in part by the University or by a sponsor of the University.
- b. Copyright ownership of all materials which are developed in the course of, or pursuant to, sponsored research or other agreement(s) will be determined in accordance with the terms of those agreement(s) or, in the absence of such terms, the copyright will be the property of the University.

c. Copyrighted materials not within the provisions of categories "a" and "b" above will be the property of the University, except for theses; however, the author(s) of theses must, as a condition of a degree award, grant royalty-free permission to the University to reproduce and publicly distribute copies of the thesis.

E. Trademarks

All trademarks are the exclusive property of the University. No steps will be taken by University personnel for securing trademarks by usage or registration with respect to any University products resulting from the University's scholarly, research, athletic or other activities, except with the approval of the President or President's designee after consultation with the University Director of Intellectual Property and Licensing. Applications for trademarks will be made on behalf of the University by the President or President's designee. Revenues received through the licensing of trademarks will be shared as determined by the President after consultation with the Intellectual Property Committee.

F. Other Intellectual Property

Other forms of intellectual property, including those which may emerge in the future, will be administered by the President or President's designee after consultation with the Intellectual Property Committee in accordance with the regulations governing the University's interests in inventions, patents, trademarks and copyrights.

G. Definitions

As used in this regulation, the following terms have the meaning indicated:

Author - University personnel, singly or as a group, who produce written, visual or recorded materials.

Disclosure - A detailed, complete and accurate description of materials of an item of intellectual property.

Intellectual Property - Inventions, copyrights and copyrightable material, patents, trademarks and trade secrets.

Inventions - All inventions, discoveries, processes, methods, uses, products or combinations, or other intellectual properties, whether or not patented or patentable at any time under the U.S. Patent Act and the Patent Cooperation Treaty as now existing or hereafter amended or supplemented.

Net Proceeds - The gross receipts derived from trademarks, materials, inventions, discoveries and/or intellectual properties, including but not limited to, rents, royalties, dividends, earnings, gains and sale proceeds, less all costs, expenses and losses paid or incurred by the University in connection therewith, including, but not limited to, all direct costs and expenses, indirect costs and expenses as allocated and determined by the University, costs and expenses of obtaining, securing and protecting patents, copyrights and trademarks and all attorney's fees.

Trade Secret - Any information, device, method, formula, etc., whether or not copyrightable or patentable, which is not generally known or accessible apart from the University, and which gives competitive advantage to its owner.

Trademarks - Distinctive marks of authenticity such as words, letters, symbols, designs, etc., identifying the source producer or distributor of goods or services.

University Facilities - All University buildings, laboratories, classes, equipment and/or supplies, excluding libraries.

University Personnel - Part-time, full-time, visiting and volunteer members of the faculty, staff, and all other agents and employees, undergraduate and graduate students, and postdoctoral fellows of the University.

Written Materials - All literary, dramatic and musical material or works, and all other works such as lab manuals, study guides and architectural designs published or unpublished, copyrighted or copyrightable at any time under the Federal Copyright Act as now existing or hereafter amended or supplemented.

(06-20-97)

UAA FACULTY SENATE

PRIORITY REGISTRATION - REVISED PROPOSAL

The following priority registration schedule is proposed, effective for the Anchorage campus spring 2008 registration, to advance university goals of increasing student persistence and improving student graduation rates.

1. All certificate- and degree-seeking students with completed UAA admissions files who are continuing from the previous semester (summer excluded) and all designated learner populations approved by the Associate Vice Chancellor for Enrollment Management. **Semester registration would open for this group beginning at 12:01 a.m. on Monday of Week One.**
2. All others seeking to register. **Semester registration would open for this group beginning at 12:01 a.m. on Monday of Week Two.**

STRATEGIC PLAN



UNIVERSITY *of* ALASKA ANCHORAGE

UAA 2017

UAA Strategic Plan

Draft 7b

05 August 07
Small Corrections 21 August 07

UAA Mission (Proposed New Language)

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.

Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

UAA Vision for 2017

UAA is

- a Carnegie Master's-L¹ open-access institution that unites the traditional missions of the comprehensive community college and state university to serve residential, commuter, and distant students in our communities and across the state;
- Alaska's biggest source of workforce training, career and technical education; its major provider of baccalaureate education in the arts, sciences, and professions; and its largest source of graduates at the master's level;
- a powerful force in Alaska's social, economic, and cultural life, serving more Alaskans than the rest of the University of Alaska system combined;
- one of the ten largest employers in the state, a major cultural center; a rapidly expanding source of research-based intellectual capital, and a nationally recognized "Community-Engaged University."²

Building on this foundation UAA will be a university of first choice distinguished for

- excellence in teaching, learning, research, and creative expression;
- expanding educational opportunity and supporting lifelong learning;
- building student success with special attention to serving Alaska Natives, other under-represented populations, and first-generation college students;
- innovative undergraduate and graduate education centered on professional and craft practice, academic research, or creative performance;
- high quality research that includes special attention to Alaska, the Pacific Rim, and the circumpolar North;
- driving Alaska's social and economic development through education and training for workforce development and high-demand careers;
- its diverse, engaged community of students, staff, faculty, alumni and schools, colleges, and campuses;
- its role as public square: the extent and quality of its community engagement, its partnerships with public and private institutions, and its support for critical inquiry, public debate, and creative expression; and
- commitment to sustainability and environmental responsibility.

¹ This is a new Carnegie Classification intended to identify non-doctoral master's degree institutions which produce 200 or more graduate awards per year.

² UAA was designated a "Community Engaged University" by the Carnegie Foundation for the Advancement of Teaching in December 2006.

UAA Core Values

In the performance of its mission, UAA places the greatest emphasis on these core values:

- Academic Freedom and Diversity
- Affordable Access and High Quality
- Student Success and Community Engagement
- Innovation and Creativity
- Cooperation and Collaboration
- Sustainability and Stewardship
- Integrity and Accountability
- Effectiveness and Efficiency

Strategic Priorities for UAA 2017

Priority A. Strengthen and Develop the Total UAA Instructional Program.

To build a university of first choice distinguished for excellence in teaching and learning and to become a leader in undergraduate and graduate education centered on professional and craft practice, academic research, or creative expression, we will

1. build depth, reinforce success and ensure sustainability in programs that support student success³, general education,⁴ workforce development, preparation for high- demand careers, or respond to high student demand;⁵
2. collaborate closely with public and private sector partners to maintain and develop our programs supporting workforce development and high-demand careers;⁶
3. continue to design and implement new, mission-appropriate academic programs with special attention to advanced graduate study;⁷

³ This includes developmental through advanced education based on individual student need.

⁴ See Commonwealth North, *The University of Alaska: A Key to Alaska's Future*. 11.20.02, "The University system as a whole, and each major campus, must maintain and offer a quality core curriculum in the arts and sciences . . . that equip a person to think, function and grow into a contributing member of society."

⁵ UA Board of Regents, *The University of Alaska System Strategic Plan 2009: Building Higher Education for Alaska's Golden Anniversary*, September 2003, Goal 5, Objectives A and F. The published text of the plan does not identify objectives or sub-objectives by letter. The Appendix to the present UAA plan is an edited version of the BOR plan with letters inserted to facilitate easy reference. The BOR plan is hereafter cited as *UA 2009*.

⁶ The current (2007) UAA models for these practices are the Community and Technical College and the School of Nursing.

⁷ *UA 2009*, Goal 2, Objective D.

4. develop selected programs of distinction, designed to attract the best students and faculty from Alaska and beyond;⁸
5. build organization and support, including collaboration with Alaska and WICHE partners, for our distance education efforts to assure maximum access to courses and programs;⁹
6. organize and expand our internationalization and inter-cultural programs to prepare our students to think, work, and serve in a world being transformed by integration and globalization;
7. assure that all instruction is centered on current and active professional and craft practice, academic research, or creative expression;
8. increase the active participation of our students, both undergraduate and graduate, in professional or craft practice, academic research, creative expression, and service learning to enrich their learning experience, increase their opportunities for academic distinction, and sustain the growth of engagement with our communities;¹⁰
9. complete the full implementation of program and institutional outcomes assessment to reinforce excellence in teaching and learning;¹¹
10. systematically review all programs for quality, effectiveness, efficiency, and continued relevance to UAA's mission;¹² and
11. consolidate, reduce, or eliminate programs, where indicated by program review, to assure the best use of limited resources.

⁸ See Commonwealth North, *The University of Alaska: A Key to Alaska's Future*. 11.20.02, "Each major campus [of the UA System] needs to develop centers of excellence based on its own natural advantages."

⁹ *UA 2009*, Goal 6, Objectives C and D.

¹⁰ *Ibid*, Goal 3, Objective B.

¹¹ The implementation of program and institutional outcomes assessment is an accreditation requirement of the Northwest Association of Colleges and Universities. See Standards One and Two of the NWACC Accreditation Handbook. The number of academic programs having fully implemented outcomes assessment is a UA system key performance metric. See the renewed emphasis on this subject in US DoE, *Action Plan for Higher Education: Improving Accessibility, Affordability and Accountability*.

¹² The Federal Commission on the Future of Higher Education recommends that "America's colleges and universities embrace a culture of continuous innovation and quality improvement." US DoE, *A Test of Leadership: Charting the Future of U.S. Higher Education*, (2006), p. 5.

Priority B. Reinforce and Rapidly Expand our Research Mission.¹³

To produce high quality research, to become a leader in research and research-centered undergraduate and graduate education, and to give special attention to Alaska, the Pacific Rim, and the circumpolar North¹⁴ we will

1. build a physical infrastructure and foster an institutional culture to support, promote, and reward both basic and applied research;¹⁵
2. strengthen our capacity for competitive sponsored research and greatly expand the number and value of externally-sourced research grants;
3. significantly increase the quantity and quality of scholarly presentations and peer-reviewed publications by our faculty; and
4. build selected research-centered graduate programs of distinction by recruiting critical masses of the most highly qualified faculty and graduate students.

Priority C. Expand Educational Opportunity and Increase Student Success.¹⁶

To become a university nationally recognized for expanding educational opportunity and increasing student success, we will

1. work with school districts to increase the UAA share of Alaska's college-bound students and to improve student transition to higher education¹⁷ with special attention to Alaska Natives, other under-represented populations, and first-generation college students;
2. intensify our recruitment of the most talented and highly qualified high school graduates from Alaska and beyond;
3. assure that open access leads to enhanced opportunity by continuing to improve our rates of retention and completion of educational goals;
4. improve the efficiency with which students navigate our programs and campuses from entry to completion; and
5. substantially increase the numbers of our students who achieve the highest academic distinction in their programs and in university honors.

¹³ *Ibid*, Goal 3; "Letter from President Mark Hamilton" in *University of Alaska President's Report, 2006-2007*. The letter identifies "reinvigorating UA research" as a major goal to be achieved in the next 1000 days. See also Commonwealth North, *The University of Alaska: A Key to Alaska's Future*. 11.20.02, "Each major campus [of the UA System] needs to develop centers of excellence based on its own natural advantages. Each must include research and advanced degrees." Emphasis added.

¹⁴ For research focus, see *UA 2009*, Goal 3, Objective C. See also Goal 5, Objective D.

¹⁵ *Ibid*, Goal 3, Objective A.

¹⁶ *Ibid*, Goal 1.

¹⁷ US DoE, *Action Plan for Higher Education: Improving Accessibility, Affordability and Accountability*. The relevant passage reads, "Strengthen K-12 preparation and align high school standards with college expectations."

Priority D. Strengthen the UAA Community.

To make the best of the opportunities and challenges that lie ahead, we must focus our attention on building and strengthening the UAA community as a whole. To build an institution distinguished as a diverse, engaged community of students, staff, faculty, alumni, and schools, colleges, and campuses, we will

1. increase the cultural, social, and intellectual diversity of students, staff, and faculty; place special emphasis on the recruitment, retention, and success of Alaska Natives and other underrepresented populations; substantially increase our recruitment of students from outside Alaska;
2. enhance student life on our campuses by expanding our residential life programs; increasing student involvement in co-curricular opportunities; and promoting academic success, civic responsibility, and personal growth;
3. become a model employer, recognized for high quality hiring, training, development, performance review, and succession planning;¹⁸
4. recruit, develop, and retain the highest quality faculty and staff to support our continuing drive for excellence in all dimensions of our mission;¹⁹
5. create a strong alumni community, closely engaged in the work of continuing development of the university;²⁰
6. build an institution recognized for its collaborative efforts between and among programs, schools, colleges, campuses, and universities;²¹
7. strive to make the facilities on our several campuses models for northern universities, giving particular emphasis to support for environmental sustainability;
8. Construct and maintain plant and equipment (including information technology) to provide a dynamic, state-of-the-art environment for high quality teaching, research, engagement, and creative expression;
9. substantially increase our total on-campus residence capacity;
10. build strong wellness, exercise, recreation, and intercollegiate athletics programs and facilities to serve students, faculty, staff, and our communities;
11. accelerate our drive to increase donor giving, support from partnerships, and revenue from grants and contracts to diversify funding sources for university operations.²²

¹⁸ *UA 2009*, Goal 4.

¹⁹ *Ibid.*

²⁰ *Ibid.*, Goal 1, Objective C.

²¹ *Ibid.*, Goal 2, Objective B.

²² *Ibid.*, Goal 7.

Priority E. Expand and Enhance the Public Square.

The public university is the public square of 21st century America, the meeting ground for higher education and the society it serves. Nowhere in our society is there a greater opportunity to turn the diverse encounters between cultures, classes, interests, and ideas to the discovery of knowledge, to creative expression, and to preparation for work and civic engagement. To make UAA the exemplar of the public square, we will

1. expand our commitment to make community engagement and service learning a cornerstone of our institutional identity;²³
2. act as good neighbors and citizens in each of our communities, working with local partners to build and maintain attractive, useful, and sustainable facilities as community assets;
3. become a national model for wide-ranging community partnerships in training, education, research, and service;²⁴
4. increase the role of our campuses as centers for creative exhibition and performance and become the venue of choice for Alaskan public life;
5. build, in partnership with our community school districts, a coherent, integrated, mutually reinforcing public education program from pre-school through post-graduate continuing education;²⁵
6. continue to build the Consortium Library as the Knowledge Commons, merging traditional collections with digital services in partnership with community libraries and other information providers to support teaching, learning, and advanced research.

²³ *Ibid*, Goal 5, Objective E.

²⁴ *Ibid*, Goal 5, Objectives A and F.

²⁵ *Ibid*, Goal 2, Objective A, Sub-Objective ii. See also US DoE, *Action Plan for Higher Education: Improving Accessibility, Affordability and Accountability*. The relevant passage is, “Strengthen K-12 preparation and align high school standards with college expectations.” The more extensive language of the report on which the action plan is based reads: “States’ K–12 graduation standards must be closely aligned with college and employer expectations, and states should also provide incentives for postsecondary institutions to work actively and collaboratively with K–12 schools to help underserved students improve college preparation and persistence. While better high-school preparation is imperative, admitted students and colleges themselves must jointly take responsibility for academic success.” US DoE, *A Test of Leadership: Charting the Future of U.S. Higher Education*, (2006), p. 2.

Appendix: Extracts from ***The University of Alaska System Strategic Plan 2009: Building Higher Education for Alaska's Golden Anniversary***

[Note: The published text of the plan does not identify objectives and sub-objectives by outline letters. These have been added to make reference easier.]

Goals and Objectives

The University system priorities and decisions through 2009 will be guided by key goals and objectives. Examples of the major decisions that must be made are the following:

- What students should be recruited, at what level of tuition, with what advising programs, and with what opportunities for employment or additional study once they graduate?
- What academic programs should be developed, modified, or eliminated? How much are we looking to gain from, or willing to pay, for these decisions? Where should we focus this review effort?
- What research programs should be supported, where, and for how much financial, space, and other resources?
- Who (faculty and staff) should be recruited, in what academic or administrative fields, for how much, and with what opportunities for career development?
- What are the needs of the state, at present and in the foreseeable future, and how can the University meet those needs through its teaching, research, and outreach?
- What facilities and information technology are required to support our mission? Where should we expand our facilities? How much will it cost? How long will it take?

The key goals and objectives of the Board of Regents, in the context of the University's values and available resources, will guide University system decision-making. More detailed implementation plans will be developed for each goal, with direction for each MAU based on its mission, capabilities, opportunities, and resources.

Goal 1: Student Success

The University will provide the learning environments, support systems, academic programs, facilities, technology, and faculty to enable the life-long success of our students, with their diverse needs, interests, capabilities, and ambitions. We seek to increase the number and share of traditional and non-traditional student attending a University campus. We are particularly committed to the success of Alaska Native students.

Objectives

- A. Enhance efforts in student recruitment and retention.
 - i. Develop recruitment programs that target traditional, non-traditional students, Alaska Native, and former students.
 - ii. Enroll college-bound Alaskans at the national average rate.
 - iii. Expand the Emerging Scholars program to all three MAUs.
 - iv. Expand on-line student resources.
 - v. Obtain funding for the Alaska Scholars program.
 - vi. Support a needs-based financial aid program and increase coordination between financial aid and admissions offices.
- B. Continue placing students in good jobs.
 - i. Increase partnerships with major employers.
 - ii. Provide additional internship programs.
- C. Build life-long relationships with alumni.
 - i. Complete construction of an alumni database.
 - ii. Create a network of alumni groups and events at various locations in and outside Alaska.
 - iii. Develop alumni publications, including a periodic magazine.
 - iv. Enlist alumni in student recruitment efforts.

Goal 2: Educational Quality

The University will offer the highest quality in our educational offerings, from non-degree training programs to graduate degrees. Our campuses will provide the highest possible quality programs and services within their respective missions.

Objectives

- A. Emphasize the community college mission.
 - i. Increase the number of programs, course sections, and scheduling options in the areas of vocational/technical training, community interest, and professional workforce development.
 - ii. Increase partnerships with high schools in vocational/technical fields.
- B. Improve collaboration among campuses.
 - i. Expand collaborative graduate programs across MAUs and with other institutions.
 - ii. Develop additional degree programs that rely on content from the several campuses.
 - iii. Erase technology barriers to communicate and share content between campuses and beyond campuses.
- C. Ensure efficient allocation of programs.
 - i. As new programs are introduced and existing programs reviewed, determine the most appropriate location(s) and methods for program delivery.
- D. Develop new and relevant programs.
 - i. Expand the range of degree programs to that of comparable university systems.
 - ii. Provide additional staff support for entrepreneurial program development.
 - iii. Expand opportunities through distance delivery for graduate training (including the PhD level) for place-committed Alaskans.
- E. Strengthen advising services for our diverse student community.
 - i. Add to campus-based academic advising resources.
 - ii. Build new on-line advising services.

Goal 3: Research Excellence

The University will be a globally recognized leader in areas of research for which Alaska has special competitive capabilities or unique environments in key areas of culture, economy, and health, using approaches that integrate the human dimension with natural sciences, and expand from basic processes to synthesis and policy advice.

Objectives

- A. Enhance competitive capacity.
 - i. Rely to a greater extent on competitively obtained financial support for research.
 - ii. Recruit/inspire the faculty in areas of comparative advantage and provide the research facilities and administrative support required to compete effectively.
- B. Increase opportunities for undergraduate and graduate student participation in research.
- C. Capture Alaska-specific opportunities for the State and the University.
 - i. Establish strong research relationships with the private sector and government agencies that address issues of importance to Alaska.
 - ii. Focus on fields where the University has an advantage, e.g., cold climates and coastal engineering, ocean science, arctic biology, climate change, telecommunications, fisheries, and health.
- D. Account for the value and cost of research.
 - i. Communicate the value of University research in terms of the University's educational quality and Alaska's economy.
 - ii. Ensure that the costs of research are fully accounted for and weighed in the balance with alternative priorities.
- E. Expand support for the transfer of University intellectual property to private economic development.
 - i. Enhance support for faculty with interests in the development of intellectual property.
 - ii. Create opportunities for the private sector to be informed about University development works.
 - iii. Grow percentage of Alaska Native participation to a part with the population.

Goal 4: Faculty and Staff Strength

The University will recruit, develop, and retain a culturally diverse faculty and staff who bring excellence to our research, teaching, and public service and through innovative and mission-focused academic and staff human resources programs and services.

Objectives

- A. Invest in faculty and staff development.
 - i. Regularly assess development needs including career planning and professional development.
 - ii. Provide development programs that reflect University priorities and are suited to particular faculty and staff, relying where possible on existing University resources and expertise.
 - iii. Routinely use visiting committees and other peer review mechanisms.
- B. Reward faculty and staff for innovation, creativity, and excellence.
 - i. Ensure merit-based and market competitive recognition, promotion, and compensation programs.
 - ii. Provide venues for faculty and staff to demonstrate excellence.
- C. Ensure alignment between institutional goals and workload, productivity, and selection.
 - i. Regularly review faculty and staff workloads in appropriate comparative context and standards of their fields.
 - ii. Distinguish faculty selection criteria and professional expectations based on the respective mission of the MAU and its academic programs.
- D. Ensure excellent administrative practices that are integrated with the university's strategic priorities.
- E. Ensure high quality teaching.
 - i. Maintain a rigorous faculty evaluation system.

Goal 5: Responsiveness to State Needs

The University will continuously enhance its capacity to meet the changing needs of Alaska's people and work through core programs as well as creative, entrepreneurial arrangements and partnerships to meet those needs. Among the changing conditions affecting the state's needs are continued rapid population growth in Anchorage and surrounding communities, the need for economic diversification, particularly in rural Alaska, and uncertainty regarding the state's ability to provide for its own economic future.

Objectives

- A. Assess and meet Alaska's current and projected workforce needs.
 - i. Continue to survey employers and work with the cognizant state agencies to assess workforce demand.
 - ii. Build strong partnerships with employers to ensure our graduates possess needed skills and abilities.
 - iii. Strengthen the University's continuing education and corporate programs.
 - iv. Streamline review processes for non-degree programs.
- B. Focus on rural Alaska needs.
 - i. Continue to build health research programs that address the needs of Alaska Natives.
 - ii. Expand vocational/technical training programs in rural Alaska to provide greater employment opportunities for local people.
 - iii. Explore new technologies that will create economic development opportunities in rural Alaska.
- C. Provide support for cultural needs.
 - i. Celebrate the unique contributions to Alaska that come from its Native Peoples.
 - ii. Continue to conduct research and provide instruction in Alaska Native languages and cultures.
 - iii. Build on the role University campuses play as centers for cultural activity, e.g., arts and lectures.
- D. Increase public policy analysis.
 - i. Expand the study of critical public policy issues.
 - ii. Develop the means to more rigorously identify critical public policy issues and expand faculty participation across the University.
 - iii. Protect the role of the University as a venue for the exploration of potentially contentious issues.
- E. Build community engagement programs.
 - i. Encourage faculty, student, and staff involvement in service to Alaska's diverse communities.
 - ii. Integrate community service with research and instructional programs.
 - iii. Increase partnerships with Alaska Native corporations and social service agencies to foster stronger communities.
- F. Enhance responsiveness to workforce needs.
 - i. Expand programs to train graduates in high demand fields.

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WAJ Draft 7b (5 August 07)**

- ii. Continue to survey industry, small business, and governments for their workforce needs.
- iii. Continue to reallocate faculty, staff, and other resources to high need areas.

Goal 6: Technology and Facility Development

The University will provide students, faculty, and staff the facilities and technology they need to most effectively pursue their research, education, and public service goals.

Objectives

- A. Address process issues: facility planning and facility utilization.
 - i. Develop campus master plans that are aligned with University system priorities, institutional missions, funding opportunities, and needs.
 - ii. Create culture of facilities responsiveness to needs and concerns of faculty and students.
 - iii. Increase effective utilization of facilities, to include times not traditionally in use.
 - iv. Obtain land near University campuses to accommodate expansion.
- B. Explore privatization and partnering.
 - i. Focus University resources on its educational mission by privatizing those services that may be performed at a higher level of performance and/or lower cost.
 - ii. Explore creative, opportunistic approaches with the private sector to providing needed research, instruction, telecommunications, or residential facilities.
- C. Support distance education through additional technology and faculty development.
 - i. Work with the provider community to provide internet connectivity among all University facilities sufficient to support distance delivery of academic programs, collaboration between researchers, and administrative coordination.
 - ii. Provide all faculty the support necessary to develop and deliver high quality curricula with appropriate technologies, based on research into the effectiveness of various distance education pedagogies.
 - iii. Work with the provider community to provide affordable access for every Alaskan, regardless of location, to university programs and services offered online.
- D. Expand access through appropriate technologies to as many university programs and services as possible.
 - i. Develop an integrated, interactive interface for students that is comprehensive and customizable by each student as educational needs and goals change.

Goal 7: Diverse Sources of Revenue

Engaging major stakeholders to increase their investment in the University is a critical precondition for the achievement of the above six goals. These stakeholders include all citizens of Alaska, but especially alumni, state, federal, and local governments; businesses, including non-profit organizations; and private philanthropy.

Objectives

- A. Diversify funding sources to reduce reliance on the state's general fund.
 - i. Increase tuition rates so they bear an appropriate share of the University's revenue base.
 - ii. Increase financial support from alumni, faculty, and staff.
 - iii. Increase financial participation from partnerships with industry and government agencies.
 - iv. Increase financial support from corporate and individual donors giving to the University of Alaska Foundation.
- B. Pursue land for long term endowment and growth.
 - i. Ensure the University obtains a sufficient land grant.
 - ii. Manage proceeds from the land grant to the maximum benefit of the University.
- C. Encourage the commercial utility and application of University intellectual property.
 - i. Increase the number of patents filed by University supported investigators.
 - ii. Expand interaction between University faculty and the state's business community.



**UAA 2017
(Outline)
Draft 7b: 5 Aug 07**
Full text @
<http://www.uaa.alaska.edu/strategicplan/index.cfm>

**STRATEGIC
PRIORITIES**

PRIMARY STRATEGIES

VISION

UAA will be a university of first choice distinguished for

- excellence in teaching, learning, research, and creative expression;
- expanding educational opportunity and supporting lifelong learning,
- building student success with special attention to serving Alaska Natives, other underrepresented populations, and first-generation college students
- innovative undergraduate and graduate education centered on professional and craft practice, academic research, or creative expression
- high quality research that includes special attention to Alaska, the North Pacific Rim, and the circumpolar North
- driving Alaska's social and economic development through education and training for workforce development and high demand careers
- a diverse, engaged community of students, staff, faculty, alumni and schools, colleges, and campuses
- its role as public square, the extent and quality of its community engagement and its support for free inquiry, public debate, and creative expression
- commitment to sustainability and environmental responsibility

Strengthen and Develop Total Instructional Program

Reinforce and Rapidly Expand Research Mission

Expand Opportunity and Increase Student Success

Strengthen UAA Community

Expand and Enhance the Public Square

Build Depth, Ensure Sustainability	Student Success, General Education, WF Development, HD Careers, High Student Demand
Collaborate With	Public and Private Sector Partners in WF Development and HD Career Pgms
Design and Implement	New Mission-Appropriate Programs with Special Attention to Advanced Graduate Study
Develop	Selected Pgms of Distinction
Organize and Support	Distance Education
Organize and Support	Internationalization
Increase	Student Participation in Research and Service Learning
Fully Implement	Program and Institutional Outcomes Assessment
Review	All Academic Programs
Consolidate, Reduce, or Eliminate	Academic Programs Where Indicated by Pgm Rev
Assure	Instruction is centered on Academic Research, Prof or Craft Practice, or Creative Expression
Build	Infrastructure and Institutional Culture
Strengthen	Competitive Sponsored Research Capacity
Increase significantly	Quantity and Quality of Presentations and Publications
Build	Selected Research-Centered Graduate Programs of Distinction
Improve	Student Transition to Higher Education
Increase	UAA Share of Alaska's College Bound Students
Intensify	Recruitment of Highly Qualified HS Graduates
Increase	Rates of Retention and Completion
Improve	Efficiency of Navigation
Increase substantially	Academic Distinction and Honors
Increase	Cultural, Social, and Intellectual Diversity (Special Focus Alaska Natives)
Increase	Recruitment of Students from Outside Alaska
Enhance	Student Campus Life
Become	Employer of First Choice
Recruit, develop, retain	Highest Quality Faculty and Staff
Create	Strong Alumni Community
Build	Quality Collaborative Institution
Make	Campuses Models for Northern Universities
Construct & Maintain	Plant and equipment to support high quality teaching, research, engagement, creative expression
Increase substantially	Total On-Campus Residence Capacity
Build	Strong Wellness, Exercise, Recreation and Intercollegiate Athletics Programs and Facilities
Accelerate	Drive to Increase Non-GF Revenue
Expand	Community Engagement and Service Learning
Act as	Good Neighbors and Citizens
Increase	Role of Campuses as Centers for Creative Exhibition and Performance
Build	National Model for Community Partnerships
Become	Venue of Choice for Alaskan Public Life
Develop	In Partnership with School Districts, Coherent, Integrated Public Education Program
Develop	Consortium Library as Knowledge Commons



To: Faculty Alliance Chair, Shirish Patil

From: Paloma Harbour, Policy Analyst

Cc: Pat Pitney, Vice-President for Planning and Budget
Pat Ivey, Executive Officer for Governance

Date: May 14, 2007

Re: Feedback request for Partnership & Outreach Metric

In December 2006 a new system-wide committee commenced, at the request of the Faculty Alliance (appendix A), tasked with pursuing further definition of outreach activities and working on a proposal for a performance-based budgeting measure of outreach activities. A system-wide committee had previously explored the possibility of such a metric in 2004-2005 and dissolved without endorsing a definition of this activity or an associated performance measure.

This memorandum provides a summary of the work of the current system-wide committee as well as implementation recommendations from the committee and the Statewide office of Institutional Research and Planning (SWIRP). I would like to thank the faculty who volunteered their time and expertise over the last five months toward this effort. A list of participants can be found in appendix B.

Please review the information in this memorandum and provide any feedback on the following issues to me, Paloma Harbour, no later than October 8th, 2007,

1. Does the common system definition clearly define partnership and outreach under the umbrella of engagement?
2. Are the recommended metric areas adequate to demonstrate progress toward partnership and outreach priorities?
3. Do you agree with the recommended next steps? If not, what next steps would you recommend?

UA's system-wide academic council (SAC), and Staff Alliance will also be asked to provide similar feedback. Comments from governance groups and SAC will be incorporated into a formal communication to the President and Chancellors in the fall.

System Definition

The committee focused its efforts on defining a single system definition (appendix C) of outreach and partnership under the umbrella of engagement. The purpose of this definition is to aid each MAU in defining a dynamic working definition that ties directly to its mission and strategies. Please see appendices D, E and F for current UAA, UAF and UAS working

Outreach Committee 2

definitions, respectively. Committee members were responsible for vetting the attached MAU definitions with the MAU Provost and faculty governance organizations, incorporating any feedback.

Metric Areas

There was a consensus among committee members that any one measure would not provide a suitable picture of UA partnership and outreach. Therefore, it is this committee's suggestion that multiple metrics be utilized covering each of the following metric areas:

1. public perception and awareness of UA outreach and partnership
2. university resources utilized for partnership and outreach
 - a. student, faculty and staff time
 - b. undesignated revenue expenditures
3. university revenue generated for partnership and outreach

Recommended Next Steps

In order for any new metric to be tied to performance funding and reported externally, a single common performance metric must be used throughout the UA system. If this is the direction UA decides to head, a new, broader system wide committee will need to work on a common metric definition and implementation timeline.

Recognizing the lack of data available, but keeping in mind the mission critical nature of this activity, this committee and SWIRP recommend a phased approach be used for this performance measure. The first years of implementation would measure each MAU's performance in relation to implementing systems for data collection, strategy articulation and quantifiable self assessment of progress.

Such a phased approach might occur over the next three performance-based budgeting (PBB) reporting cycles. Each MAU should begin data collection and reporting for the metrics that are most important to assessing progress toward meeting their specific strategic partnership and outreach goals.

The committee developed some reference documents that may serve as starting points for future planning and implementation. Appendix G is a narrowly focused metric including the amount of expenditures in applied research for a given academic year and the number of student and faculty involved in active learning courses. Appendix H is an "ideal" data set and potential data collection methods.

Faculty Alliance

Lynn Shepherd, Chair
11120 Glacier Highway
Juneau AK 99801
Phone: 907-796-6515
Fax: 907-796-6249
lynn.shepherd@uas.alaska.edu
February 26, 2006

Pat Pitney, Associate VP for Planning & Budget Development
University of Alaska
910 Yukon Drive, Suite 108
Fairbanks, Alaska 99775

Dear Pat:

At its February 24th meeting, the Faculty Alliance voted in favor of re-constituting a committee to work on proposals for a performance-based budgeting measure for Outreach Activities. Faculty and institutional involvement in outreach activities was under consideration in the Fall of 2004 and considerable work went into conceptualizing parameters that might be used to define and track activities. The committee ceased meeting when one of your staff went on leave. Now that an electronic faculty workload system is under development, the time seems right to pursue further definition of outreach activities and provide the e-system with the capability of tracking faculty involvement, before it gets fully implemented in another mode.

We suggest that representatives from each MAU meet face-to-face for approximately 1.5 days this Spring to work with documents already in existence and draft a proposal for Faculty Senates and the Statewide Administration to review in the Fall of 2006. Faculty Senate Presidents have made a commitment to naming faculty representatives to the proposed committee.

Please let me know whether this proposal is in accord with your plans for developing additional performance-based budgeting measures, and if so, what timeline you propose.

Sincerely yours,



Lynn Shepherd

cc: Pres. Hamilton
AVPAA Dave Veazey
Exec. Officer Pat Ivey



Appendix B

Committee Members:

Paloma Harbour, Chair	SW
Michele Hebert	UAF
Sue Koester	UAS
Lisa Hoferkamp	UAS
Daniel Lord	UAS – Sitka
Nancy Andes	UAA
Gwen White	SW
Peter Pinney	UAF

PROPOSED UNIVERSITY OF ALASKA SYSTEM DEFINITION

Outreach and Partnership

Outreach and partnership are different approaches to community engagement. ***Community engagement*** is a broad term that describes the collaboration between the University of Alaska and external entities for the extension or exchange of knowledge and resources in a framework of partnership and reciprocity. Outreach and partnership are more specifically defined below.

Outreach refers to the many ways in which the University of Alaska extends its resources, for the welfare of communities, ranging from local communities and tribes to global causes, and other external audiences. It involves organizational units or departments of the university and raising the public profile of the university as a whole. In outreach, there is the development, integration, transmission, application, and preservation of knowledge, as well as making available to external organizations and groups the different resources and facilities of the university to address pressing problems and issues of concern to the community.

Partnership is a term describing the arrangements for collaborative interaction of the University of Alaska with its larger communities and external audiences. Such arrangements include a mutually beneficial exchange in the pursuit and application of knowledge and resources. Close bonding, collective decision making, an atmosphere of shared learning, and unified movement towards a common goal characterize collaborative partnerships.

Outreach and partnership require the utilization of university resources and one of the university's most important resources is employee effort. Therefore, provided below are specific definitions for faculty and staff outreach and partnership.

Faculty and staff outreach occurs in a variety of forms and places, whenever faculty and staff make their research, scholarship, expertise and creativeness available to a community by addressing the needs and problems identified by the community, and whenever such engagement would result in the advancement and usefulness of knowledge. It involves the integration, development, transmission, application, and preservation of knowledge. Examples of outreach include providing technical assistance for policy analysis or program evaluation, mentoring or tutoring initiatives, participating in community-based art projects and theater, and implementing pedagogies of engagement such as problem-based and service learning. It is important to note that faculty outreach cuts across the traditional split focus of teaching, research, and service activities.

Faculty and staff partnerships refer to the collaboration of individual faculty and staff with communities or external audiences. Partnerships are conducted in the spirit of reciprocity, where research and scholarship, and creative activity are enhanced; curriculum, teaching and learning enriched; and issues of the community addressed. Examples of faculty and staff partnerships include collaborative teaching projects, supervised internships, participatory action research, and faculty-sponsored cooperative extension programs.

* * *

**University of Alaska Anchorage
Definitions of Community Engagement,
Curricular Engagement, Community-based Research, and Engaged Service**

**Complementing UA Statewide Definition for
the Metric “Faculty and Organizational Outreach and Partnerships”**

As Reviewed and Revised by the
UAA Faculty Senate and
UAA Office of Academic Affairs

Submitted by
Nancy Andes, Professor of Sociology, and
Director, Center for Community Engagement & Learning

May 8, 2007

The University of Alaska Anchorage describes *community engagement* as collaborations between institutions of higher education and individuals, organizations, and institutions in their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Community engagement expands the variety of university outreach and partnership activities of and recognizes community-based research, engaged service, and curricular engagement as forms of scholarly engagement when they demonstrably meet the principles of good scholarship.ⁱ

Community-based research is rooted in a particular time and setting and calls for shared expertise. It values the participation of local community members and brings their perspectives into the research process. It includes community-responsive clinical and population-based care (for example, community-oriented primary care, academic public health practice), and participatory action research. **Key differences from traditional social science research is the active inclusion of community members' perspectives and reciprocal learning.** Related methodologies include applied research, technical assistance, and policy research, though these do not necessarily maintain a reciprocal relationship with community members during the research process.

Engaged service happens when faculty are engaged in service in the community in a way that enhances both their experience and the community's well being. This kind of public work and collaborative practice is linked to community-identified problems in a process of community change and development. It relies on faculty expertise and components that define scholarship (for example, clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigor, and peer review).

Curricular engagement includes approaches where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

One form of curricular engagement is community-based, service-learning courses. *UAA's definitionⁱⁱ of a community-engaged learning course* is a course or competency-based, credit-bearing educational experience in which students:

- participate in an organized service activity that meets identified community needs;
- gain an enhanced sense of civic responsibility; and
- reflect on the service activity in such a way as to gain further understanding.

A UAA faculty committeeⁱⁱⁱ approved *learning outcomes for all UAA community-based learning courses*. After completing a community-based learning course, students will be able to:

- integrate learning with experience and apply it;
- appreciate the responsibilities of service, ethics, and diversity as values;
- distinguish compassionate citizens from effective citizens;
- develop problem-solving skills, know where resources are, and learn how to learn; and
- develop skills in collaboration and reciprocity.

Faculty activities are an integral component of an institution's broader organizational outreach and partnership. UAA faculty's unique contributions are recognized through their scholarly and creative activities in research, teaching, and service.

ⁱ Drawn from Community-Campus Partnerships for Health. 2007. *Community-Engaged Scholarship Toolkit*. Seattle, WA: University of Washington (URL: <http://depts.washington.edu/ccph/toolkit-intro.html>); Carnegie Foundation for the Advancement of Learning. 2006. "Community Engagement Elective Classification." Stanford, CA: Carnegie Foundation for the Advancement of Learning (URL: <http://www.carnegiefoundation.org/classifications/index.asp?key=1213>); Anne Colby, Thomas Ehrlich, Elizabeth Beaumont, and Jason Stephens. 2003. *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*. San Francisco: Jossey-Bass; and R. Eugene Rice. 2003. "Rethinking Scholarship and Engagement: The Struggle for New Meanings." *Campus Compact Reader: Service-learning and Civic Engagement*, Fall, pages 1-9.

ⁱⁱ Approved by UAA Faculty Senate May 2006 and UA Board of Regents December 2006.

ⁱⁱⁱ Approved by UAA Center for Community Engagement & Learning Faculty Minigrant Award Winners 1999 and affirmed by CCE&L Dream Team.

Initial Request from Pat Pitney....10/07/04 via email - Each group of MAU representatives (UAA: Kim & Nancy, UAF: Bernice, Tony, Paula & Abel, UAS: Karen & Lynn) will provide a draft document that defines the range of outreach activity and the types of partnerships evident at their MAU. These will be bullet listing of activities and/or brief paragraphs in general terms of activities

I. Range of Outreach Activities at UAF – Definition and Examples

Defining “outreach” by UAF faculty:

Activities that go above and beyond normal academic teaching and research and are inclusive of currently existing workload public/university service activities.

- Activities designed for the general public or specific community members. Some examples are listed below:
 - Lectures
 - Tours
 - Science lectures/programs
 - Workshops
 - Life Long Learning
 - Group or Clubs for college students (math or science related)
 - Activities that will bring or enhance a college student’s education at UAF
 - REU (research education unit)
 - CEU (continuing education unit)
 - Research internships
 - Teaching assistantships
 - Research travel scholarships
 - Professional Development training for teachers (fee or no fee)
 - AK Native Cultural Events/Programs dealing with science and math

Additional: Below is a list of activities and resources we also consider outreach:

- UAF Museum exhibits, programs, related activities
- KUAC programs and related activities
- Tours of UAF research facilities ie Palmer Experiment Farm
- Science/Math Lectures
- Open Houses
- Career Focused Activities

- Special Events for the Community
- Displays
- Camps
- Field Trips
- Science Fairs
- Community Focused Workshops
- Professional Development for Teachers
- UAF Grant Opportunities for Teachers
- UAF Student Science/Math Societies
- UAF Student Science/Math Clubs
- Research Internships for UAF Students
- Research Exchange Opportunities for UAF Students
- Research Travel Scholarships for UAF Students
- Other related activities and events and/or resources:
 - UAF Developed Curricula
 - UAF Science and math Mentor/Speakers (Experts to ask questions)
 - UAF Science and Math On-Line Resource
 - UAF Libraries
 - UAF Developed Science and Math Kits
 - Publications for sale/ “cost recovery”

II. Types of Partnerships and Suggested Measurement Indicators

Focus of Partnerships: To provide public outreach and non-traditional education that responds to identified needs and directly impacts quality of life and socio-economic possibilities for audiences/clientele.

Beyond the University Community - Activities/Agreements that develop and foster dynamic relationships between the university and Alaskan communities and other audiences, international/national/statewide/local appropriate to the respective school, unit and/or UAF faculty member.

- External Indicators
 - University-community partnerships (MOA’s)
 - Diverse mechanisms for stakeholder input (needs assessments)
 - Active and empowered advisory councils (meeting agendas)
 - University-trained community volunteer base (number of contacts)
 - Increase in community participation (% increase in activities)

- Increase in demand for new or expanded partnerships (partnership request counts)
- Increased availability of university outreach info on community (Web sites)
- Internal Indicators
 - Accreditation (CRA and other colleges)
 - Collaborative relationships (joint grants, workshops, etc)
 - Joint appointments (i.e. 9+3 appointment – 9 months UAF School of Natural Sciences and Ag Sci / 3 months summer assignment CES)

Within the University Community - Activities/Agreements that seek to provide Alaskans relevant, research-based information through improved collaboration and information sharing within the university community.

- External Indicators
 - More diversity of outreach information available to public (types/units involved)
 - Number of Web site visits (Web stats)
 - Number of downloaded publications (Web stats)
 - Improved public perception of university as a positive influence (Need to determine how will this be measured and establishing a beginning point for comparison)
 - Greater potential for university-community partnerships (Need to determine how will this be accounted for.)
- Internal Indicators
 - Centralized knowledge base for university outreach (UAF Science Education Clearinghouse)
 - Collaborative relationships (joint grants, workshops, etc)
 - Increased interlinking of university outreach-related Web sites and pages
 - Increased interdepartmental publications/brochures (measure using initial numbers)

III. Where are we going? Recommendation for each School, Unit to develop a plan to provide outreach/engagement within their respective communities with the focus on answering the following questions:

- Does the plan include a means to assess community interest or needs? Does the unit have a clear understanding which community members (ie

children/adults, local vs statewide) would be served by the plan and is the plan evaluated?

- Does the unit include that assessment in its outreach/engagement plan development?
- Are the engagement activities one-way (ie newsletters) or two-way (public meetings with Q/A)?
- What amount of time yearly is dedicated to outreach/engagement? Is this appropriate for the nature of the unit?
- Who is responsible for developing and tracking outcomes of this plan?
- Who is responsible for the outreach/engagement activities?
- Do faculty workloads reflect this level of commitment? Is there a demonstrated buy-in by faculty?
- Is there a method to evaluate these activities? Does the outreach/engagement plan change in response to evaluation? Ie. an engagement table that summarizes workload and outcomes for individual schools and/or units.

V. Concluding comments on Extension, Outreach and Engagement

Extension, Outreach, and Engagement are almost synonymous in meaning. Engagement--a concept adopted by the Kellogg Commission emphasizes mutual respect, collaboration, power sharing, reciprocity, partnerships in which the University and a public (client group) collaborate in sharing knowledge, embracing common goals, and in mounting action to respond to or resolve an issue/problem. Extension as we have practiced it in Cooperative Extension and MAP is identical to the concept and process of engagement.

The function of Extension/Outreach/Engagement is embedded in the University's mission and is on an equal par with the other two functions, Teaching and Research. Extension/Outreach/Engagement has a scholarship base specific to its practice as is true of scholarship bases of the science and practice of Teaching and Research.

The university's science and practice of Extension / Outreach / Engagement are intentional--the focus is to engage the University in planning for and facilitating change in its external publics. The mission of the University defines its external

publics.

Our conceptual framework about the science and practice of Extension / Outreach / Engagement will emphasize knowing the external environment of the University, using the mission of the Land Grant/Sea Grant University to guide us in a continuing study of the dynamics of this external environment including the study, analysis and mapping of the current and potential external publics and stakeholders that should become the focus of our Extension/Outreach/ Engagement programmatic efforts, identifying the leaders of each of these publics and their stakeholders, partnering with these leaders in collaborative needs identification, assessment and analysis, designing and implementing joint programs to respond to these assessed needs, and importantly, measuring outcomes achieved and demonstrating accountability with respect to these planned programs.

The practice of Extension/Outreach/Engagement is encompassed in many programs that focus on publics external to the Land-grant/Sea Grant University-- they are intentional and planned--have a research-based content, and are delivered in many different contexts including the media, publications, Internet, museums, institutes, workshops, lecture/forum series, community development, Master Gardner programs, use of volunteers, farm tours, organized groups/organizations (i.e. 4-H and Youth Development) and many others. Importantly -- the scholarship and practice of Extension is manifest and can be discerned in each program activity including a clear definition of the intended public, goals, evidence of preparation, methods used to achieve the goals, outcomes intended, and measurement of outcomes.

UAS faculty response on ‘Outreach Activities’ PBB measure

Definition:

UAS faculty favor using the term ‘outreach activities’ to describe the range of professional activities that are distinguishable from their institutional service, community service unrelated to their discipline, and disciplinary professional activities.

We agree that ‘outreach activities’ are characterized by the core concepts identified by other universities (e.g.UNC, UIllinois) as:

- Contributing to the public welfare or the common good
- Calling upon the faculty member’s academic and professional expertise
- Directly addressing or responding to real-world problems, issues, interests, or concerns

At UAS, the range of activities include:

Sponsoring and participating in public fora, seminars, performances, and exhibitions

Presenting lectures and workshops for the public

Broadcasting on-campus classes and programs to communities via cable TV

Interacting with the media (TV, radio, newspapers, etc.) to provide professional opinions

Serving as board members for public agencies, non-profits, community advisory groups

Hosting or serving as visiting scholars and offering public lectures and workshops

Organizing, hosting, and/or judging contests of a creative or educational nature

Working with K-12 educators on curriculum, in-service topics, classroom projects

Identifying and coordinating internships and service-learning activities for students

Undertaking community-based research

Applying for and managing grants that include activities in concert with external partners

Providing technical expertise to meet a community need or resolve a problem

Fostering partnerships with industries to identify and meet their training needs

Developing new degrees and certificates based on community needs and opportunities

Suggested metrics:

1. Compile lists of outreach activities in which faculty and students participate

- Compile lists from faculty activity reports or end-of-term surveys of faculty using categories such as those listed above for reporting
- Use data from the National Survey of Student Engagement for items that relate to students' community engagement (per UAA proposal – questions re course assignments, service-learning activities, community-based research, etc.)
- Use those lists and NSSE data to enhance public awareness of the University's role in the state

2. Conduct a periodic regional survey of public awareness about 'outreach activities' and public satisfaction with the University's role in

- Enhancing the state's research and technology capabilities
 - Preparing the workforce of the future
 - Keeping young people in the state
 - Enhancing the state's quality of life
 - Liaising with businesses and employers in the state
- * these are selected from the parameters identified by UAA

3. Use data from surveys of graduates

- Include questions that provide data on the importance of internship, service-learning, and community-based experiences while pursuing a degree and the extent of graduates' current involvement in 'outreach activities'

University of Alaska
System and MAU level Outcomes
 FY08 Proposed Operating Budget Request Guidelines
 Outcome Title:

Faculty and Organizational Partnership and Outreach

(UAA’s Suggested Definition, April 2007)

Board of Regent Strategic Plan 2009

Goal: Responsiveness to State Needs

Objectives: Build community engagement, outreach and partnerships.

Measurable Outcome: The number of students and faculty engaged in applied research and active learning with one or more community partners.

Established Outcome Targets:

	UAA	UAF	UAS	SW	Total
FY2008 Baseline Data					
FY2009 Target					
FY2010 Target					
FY2011 Target					
FY2012 Goal					
FY2013 Goal					

Applicable Conditions: Following the UA Values set forth in the BOR Strategic Plan 2009.

Is this measurable outcome currently part of UA’s Legislative Measures? Yes.

Legislative Measure #12: Occurrences of applied research benefiting the State’s economy.

Narrative/Description: Faculty and organizational partnership and outreach activity will be measured by **two metrics:**

Applied Research: Expenditures of applied research projects in a given academic year. Applied research is defined as “systematic study to gain knowledge or understanding necessary to determine the means by which a recognized and specific need may be met” as required for several mandated surveys found at the National Science Foundation, ”Definitions of Research and Development: An Annotated Compilation of Official Sources,” URL: <http://www.nsf.gov/statistics/randdef/fedgov.cfm>.

Active Learning: Student and faculty headcount enrolled in or teaching course sections identified as having a community-based service learning, project-based, problem-based, experiential, or civic engagement component (including internships, practica, and cooperative education).

Appendix H

Ideal Data Set:

- Area of concern – i.e. preK-12 education, environmental preservation, public safety ... (Note: policy analysis should be listed under the area of concern the policy is related to ie legal, health...)
- Type of Activity – i.e. outreach instruction, applied research, clinical service, student experiential/service learning, public events and information ...
- Partners or Groups Involved (aka collaborators) – i.e. educators, business and industry managers, labor advocacy and employment support personnel ...
- Location – actual geographical implications of the activity, with a drop down list ranging from specific Alaskan communities to global
- Financial Impact Estimates - internally and for external collaborators, i.e. applied research expenditures
 - Count of applied research grant expenditures
 - Count of RSAs and other formalized partnerships
 - Count of initiative programs fitting the criteria of outreach or partnership and Amount of funding associated with said initiative programs
- Public ranking of O&E areas of concern (by location/region of respondent)
- Public rating of UA performance in each area of concern

Potential Data Collection Methods:

- Survey similar to the Outreach and Engagement Measurement Instrument used at MSU, or the online survey that feeds the Portland State Interactive Map
- Integrate in Banner workflow implementation
- Survey of Students such as the NSSE, CCSSE
- Survey of Public opinion

Faculty Senate Retreat Summary

Welcome- Bogdan Hoanca

How to Run an Effective Meeting- Chancellor Fran Ulmer
(audio file will soon be posted online)

Update from Provost Driscoll

Strategic Plan update from Will Jacobs

Discussion

Round 1

Group A **How can the Senate be more engaged and inclusive?
What does it mean to be an effective Senator at UAA?**

Group B **How do we define excellence in what we do at UAA?
How do we ensure the relevance of our curriculum?**

Round 2

Group A **How do we ensure work life balance at UAA?
How do we create and sustain learning communities at UAA?**

Group B **What are our guiding values and ethical principles?
What is the place of spirituality or core life values at UAA?**

Round 1

A1 How can the Senate be more engaged and inclusive?

What does it mean to be an effective Senator at UAA?

1. Distribute and collect information from faculty, departments, division, and colleges
2. How to distribute information- need tools
3. Proper list serves- use up to date lists and green and gold or CAFÉ
4. Make invite to staff, students, regents, community campus representative, local government/state officials
5. Effective meetings- difficult dialogs (topic, member, questions)
6. Demonstrate the success/viability of governance
7. Ask Chancellor Ulmer to provide “Effective Faculty Leadership” course to chairs of committees/ wise choice of chairs
8. More food
9. Learn names (name tags)
10. Enforce attendance rules
11. Fix committees that never meet

A2 How can the Senate be more engaged and inclusive?

What does it mean to be an effective Senator at UAA?

1. Higher visibility
 - a. Make a difference
 - b. Publicize differences we make
 - c. Invite faculty to attend
2. Ask President to facilitate arguments
3. Be attentive to central issues

4. Elect new members
5. Represent constituency better (communicate with others)

B1 How do we define excellence in what we do at UAA?

How do we ensure the relevance of our curriculum?

Excellence is...

Quality

Teaching meets course objectives

Durable

Student success after graduation

- Jobs/salary

- Accepted in grad school

- Community relations

Great faculty

- Well trained

- Individualized attention

- Culturally aware and responsive to diversity

- Student evaluations

Community Relations

- School district involvement

- Service learning

- Community service

Curriculum

- Innovative delivery modes

- Inclusive of rural Alaska- meet them in own environment

- Using technology innovatively

- Collaborative learning

- Industry standards

- Accrediting bodies

- Responsive to industry and other advisory groups

- Demographic responsive

- Outcome assessment

- Focus on thematic offerings

- UAB & GAB

- Meet needs of state

Research/Scholarship

- ISER- create quoted and utilized work

- Publication rates/ journal quality

- Integrates scholarship into classroom

- Grants- number and quality

- Coverage in media

Service

- Serving in professional organizations

- Review boards

- Results matter

- Attention to process

Facilities and Grounds

- Physically attractive

- Functional

- Student life space

- Easy access, signage utilization

B2 How do we define excellence in what we do at UAA?

How do we ensure the relevance of our curriculum?

Excellence

1. Professional Competence in Teaching
 - a. Nationally competitive students
 - b. Faculty share expertise w/ new faculty
 - c. Imaginative/ stimulating
 - d. Friendliness, supportiveness, caring with students
2. Research/ Scholarly activity
 - a. Grants, publications, performance
 - b. Creative works
3. Service
 - a. Community
 - b. University
4. Collegiality within dept and through out

Relevance

Professional Competency

Current in field

Provide knowledge in order for students to use knowledge after they graduate

Round Two

A1 How do we ensure work life balance at UAA?

How do we create and sustain learning communities at UAA?

1. Exchanges with in UA system
 2. Leisure activities that contribute to community
 3. Workload- allow more time for research
 4. Increase infrastructure for professional development (TA's)
 5. Collaborative work (support)
 6. Increase number of tenure track faculty
 7. Scrutiny and reevaluation of promotion and tenure process
-
1. What are Learning Communities?
 - a. Math Labs
 - b. Dorms
 - c. ANSEP
 - d. Student Chapters
 - e. Nursing
 2. Maintain contacts between student organizations and professional organizations (internships)
 3. Collegiality between faculty and students (establish mentoring relationships)
 4. Welcoming environment in dept office staff
 5. CAFÉ/ GAB/ eMedia

A2 How do we ensure work life balance at UAA?

How do we create and sustain learning communities at UAA?

Ensure work/life balance

Have a life (outside of work!)

Mentoring new faculty about what s expected (with no mixed messages!)

Make service worthwhile and communicate with Dept. Chair Need university wide agreement on culture and inform faculty

Promises of support and workload are made to new faculty, but not always given

Learn to say no
Administrative role models who also have good balance

Learning Community

What is it?
Unified purpose
Book of semester
ANSEP
Honors
Collaboration with industry and public schools
Set aside time and money to work on learning community
Need planning and energetic staff support

B1 What are our guiding values and ethical principles? What is the place of spirituality or core life values at UAA?

Humility
Inclusive excel
Respect of other's ideas/ individuals/culture
Availability to students/ staff
Teaching inquiry
Being good role model

Pace of core life values/ spirit
Expand difficult dialogs tool
Need forums for difficult dialogs
Expand core offerings
Build "ethics-core values" in course work
Tool kit for academic dishonesty

B2 What are our guiding values and ethical principles? What is the place of spirituality or core life values at UAA?

University can be considered a church of reason
Join a civil community
Public virtues kindness, honesty, truthfulness
Do not interfere with individual belief
But we expect students to follow our values

What goals should the UAA Faculty Senate adopt for the year 2007-2008? Discussion on Goals for 2007-2008

Group 1

Faculty Senators being more viable and effective
Assessing Curriculum Relevance/ Strength
How is faculty excellence properly measured?
Define "service" and standardize
Facilitate difficult dialogs

Group 2

Examine Faculty bylaws and constitution - committee structure, size, & responsibilities
Workloads – overall look and also encourage more support for research
Take active role in supporting PhD programs long term (Biology and Nursing)
Pedagogy/ distance education and curriculum related

Examine UWFEAC and promotion and tenure related issues

Group 3

Reduce size of University-wide Evaluation Committee by eliminating bipartite vocational

Expand release time for faculty producing scholarship

More regard for public health issues

Improve communication- put highlight in *Green and Gold*, minutes posted sooner than the agenda for next meeting

Training for faculty in cultural sensitivity with regard to AK Native cultures and AK Native students

Examine viability of current committees and overall committee structure

Group 4

Communication getting more people involved

Revising committee bylaws do all committees are equally active

Look at revising of curriculum process (ways to improve)

Provost comments- in strategic plan don't expect to find specific programs

Develop markers of programs of focus

Some goals from last year

Improve IDEA

Make improvements on P&T

Graduate College

2007-2008 Faculty Senate Membership

Officers	Position	Term	Email	Phone	Fax
Bogdan Hoanca	President	07-08	afbh@uaa.alaska.edu	786-4140	786-4115
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Kerri Morris	Past President	07-08	afkkm@uaa.alaska.edu	786-4372	786-4383

Senators	Representing	Term	Email	Phone	Fax
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Mark Schreiter	Kodiak	07-09	mschreiter@kodiak.alaska.edu	486-1227	486-1257

UAA Faculty Senate 2007-2008 Boards & Committees

Bogdan Hoanca, President
Caedmon Liburd, UAB Chair

Anne Bridges, 1st Vice President
Genie Babb, GAB Chair

Larry Foster, 2nd Vice President
Kerri Morris, Past President

Undergraduate Academic Board

FS	Toni Croft	CHSW	Catherine Sullivan
FS	Gail Holtzman	CTC	Cheryl Smith
FS	Caedmon Liburd	Library	Deborah Mole
FS	Robin Wahto	SOENGR	Grant Baker
Advising	Roy Poole	Kenai	Stephen Gillon
CAS	Hilary Davies	Kodiak	Barbara Brown
CAS	Caedmon Liburd	Mat-Su	Erik Hirschmann
CAS	Len Smiley	USUAA	
CBPP	Jack Pauli	CBPP	Fred Barbee
COE	Hillary Seitz	CAS	Suzanne Forester

Graduate Academic Board

FS	Carlos Alsua	CTC	Peter Olsson
FS	Genie Babb	Library	Arlene Schmuland
FS	Judith Moore	SOENGR	Yens Munk
FS	Terri Olson	USUAA	
CAS	Genie Babb		
CAS	Pat Sandberg		
CBPP	Alpana Desai		
CBPP	Minnie Yen		
COE	Debra Russ		
CHSW	Tracey Burke		

Academic Computing, Distance Learning, & Instructional Technology Committee

FS Jackie Cason
FS Carol Coose
FS Hilary Davies
FS David Meyers
FS Jack Pauli
CAS Fred Pearce
CTC Kathi Baldwin
LIB Kate Gordon
COE Debra Russ
CTC Angela Dirks
CTC Steven Pyle
CTC Carrie King

Budget, Planning, & Facilities Advisory Committee

FS Peter Dedych
FS Mark Fitch
FS Randy Magen
FS Maureen O'Malley
CBPP Yong Cao
SOENGR Grant Baker
CAS Brian Wick

Diversity Committee

FS Robert Boeckmann
FS PT Chang
FS Dave Fitzgerald
FS Tim Jester
FS Sean Licka
FS Sam Thiru

Committee on Committees

FS Larry Foster*
FS Dan Kline
FS Mark Schreiter
FS Rashmi Prasad

Institutional and Unit Assessment Committee

FS Nicolae Lobontiu
FS Heidi Mannion
FS Katherine Rawlins
FS vacant
CBPP Frank Jeffries*
Kenai Shelly Theno
Kodiak Alisha Drabeck
CAS Larry Foster

Library Advisory Committee

FS Janice High
FS Eva Kopacz
FS Sean Licka
FS Susan Mitchell
CAS Chris Hanson
CAS Hiroko Harada
CAS Gary Kaulitz
CAS Kirk Scott
FS Anne Bridges

Professional Development Committee

FS Mari Ippolito
FS Susan Kalina
FS Ann McCoy
FS Cathryn Pearce
FS Gail Johnston

Student Academic Success Committee

FS Catherine d'Albertis
FS Trish Jenkins
FS Dave Fitzgerald
CAS Tom Skore
CAS Alberta Harder
CAS Kamal Narang
Mat-Su Connie Fuess
Mat-Su Joan O'Leary
CTC Trish Grega
CTC Michael Buckland

Faculty Grants & Leaves

CAS	Hugh McPeck	05-08
CAS	Tom Bueller	07-10
CAS	Frank Moore	06-09
CBPP	Leyuan You	07-10
CHSW	Rhonda Johnson	06-09
COE	Allan Turner	05-08
CTC	Trish Grega	05-08
LIB	Daria Carle	05-08
SOENGR	Orson Smith	06-09

University – Wide Faculty Evaluation Committee

Bipartite Academic		Bipartite Vocational		Tripartite Academic	
CAS Elizabeth Dennison	07-09	CTC Mark Madden	06-08	CAS Jeane Breinig	06-08
CTC Sarah Kirk	06-08	CTC Robin Wahto	06-08	CAS Toby Widdicombe	07-09
Mat-Su PT Chang	07-09	CTC Ellen McKay	07-09	CAS F. Lautenberger	06-08
CAS Les Heasley	06-08	CTC Emil Remus	07-09	LIB Trina Carter	06-08
CTC Cheryl Smith	07-09	CHSW Kathleen Stephenson	06-08	CHSW Larry Trostle	06-08

Faculty Representatives to the UAA Assembly

Community Campus Representative Andy Veh
Faculty At-Large Representative Kate Gordon

FS President Bogdan Hoanca
FS 1st Vice President Anne Bridges
FS 2nd Vice President Larry Foster