

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

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**I. Call to Order**

**II. Roll**

2006-2007 Officers:

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

2006-2007 Senators:

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

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

**IV. April 6, 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
  - 1. Curriculum (pg. 6-7)
  - 2. Purge List as has been posted on the web
- B. Undergraduate Academic Board
  - 1. Curriculum (pg. 8-13)
  - 2. Purge List as has been posted on the web

- 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
- VII. Old Business**
- A.
- 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
- IX. Reports**
- A. Chancellor Elaine Maimon/ Interim Chancellor Fran Ulmer
  - B. Provost Michael Driscoll
  - C. Vice Chancellor Gebe Ejigu
  - D. Rich Whitney
  - E. Julia Martinez
- X. Informational Items & Adjournment**
- A. Banner Prerequisites (pg. 43-49)
  - B. Faculty Senate 2007-2008 Roster (pg. 50)

UAA Faculty Senate  
Summary  
April 6, 2007  
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		X	Robert Crosman, Parliamentarian

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X	Andy Veh	X	Jackie Cason		Sean Licka
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	Brad Bradshaw	X	John O. Riley	X	Susan Kalina
	Bruno Kappes	X	Kenrick Mock	X	Tara Smith
X	Carol Coose		Maria Ippolito	X	Terri Olson
	Catherine d'Albertis	X	Maureen O'Malley	X	Tim Hinterberger
	Dan Kline	X	Ping Tung Chang	X	Tim Jester
	Dave Fitzgerald	X	Rashmi Prasad	X	Toni Croft
	Diane Erickson	X	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. March 2, 2007 Meeting Summary Approval (pg. 3-5)**  
**Approved**

**V. Officer's Reports**

A. President's Report

**Call for assistance- 2 volunteers to get something together for Kodiak and for the Chancellor**

**Nominate Cheryl Smith and Genie Babb**

**Sustainability and Climate Change Event- Wed. April 11, 12-1:30**

**Alaska Native Oratory Contest**

**Report Made**

B. First Vice President's Report

Report made

C. Second Vice President's Report

Thanks for nominations; ballot will be up by Monday

Report made

**VI. Boards and Committees**

A. Graduate Academic Board

1. Curriculum (pg. 6)

**Unanimously approved**

2. Graduate School (pg. 7-16)

**MOTION (Caedmon Liburd): To endorse the Graduate Academic Board's request to establish a Graduate School.**

**2<sup>nd</sup>: PT Chang**

**Draft bylaws will come back to Faculty Senate to review.**

**For: 28**

**Against: 2**

B. Undergraduate Academic Board (pg. 17-18)

**Approved**

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 (pg. 19)

K. Professional Development Committee (pg. 20)

L. Student Academic Success Committee

M. Faculty Senate Awards Committee

**MOTION: Create special award to Chancellor Maimon**

**Present via mail, candidates to category three**

**VII. Old Business**

A. Priority Registration- Questions answered by Linda Lazzell and Mary Howard

**VIII. New Business**

A. UWFEF Bylaws (pg. 21-22)

**IX. Reports**

A. Chancellor Elaine Maimon  
Unable to attend

B. Provost Michael Driscoll  
Report made

C. Vice Chancellor Gebe Ejigu  
Report made

D. Vice Chancellor Linda Lazzell  
No further information to give

E. University Advancement Report- Debra Lopez, Denise Burger  
Report made

**X. Informational Items & Adjournment**

Chancellor's going away party- May 4<sup>th</sup> 11:30 to 1:30

**Meeting adjourned**

**Program/Course Action Request**

**A. CAS**

Add PSY A609 Applied Research Methods (3 cr) (3+0)  
Chg M.S. Clinical Psychology

**B. CBPP**

Chg Master of Public Administration

**C. COE**

Add EDL A652A Introduction to Teacher Leadership I (1 cr) (1+0)  
Add EDL A652B Introduction to Teacher Leadership II (2 cr) (2+0)  
Add EDAE A639 Instructional Technology Product Evaluation (3 cr) (3+0)  
Add EDAE A640 e-learning Course Development (3 cr) (3+0)  
Add EDFN A660 Fundamentals of Research in Education (2 cr) (2+0)  
Add EDFN A661 Data Informed Instruction (2 cr) (2+0)  
Add EDFN A662 Action Research in Education (2 cr) (2+0)  
Add EDFN A663 Research Design (2 cr) (2+0)  
Add EDFN A695E Internship: English for Speakers of Other Languages  
(2-4 cr) (0+6-12)  
Add Graduate Certificate in Language Education

**D. CHSW**

Chg NS A663 Family Nurse Practitioner IV (2-6 cr) ((0 or 2) +(8-16))  
Del NS A650 Advanced Community Health Nursing I (4 cr) (2+8)  
Del NS A651 Advanced Community Health Nursing II (4cr) (2+8)  
Del NS A652 Advanced Community Health Nursing III (4 cr) (2+8)

Chg	NS	A670	Advanced Psychiatric/ Mental Health Nursing I (5 cr) (4+4)
Del			Master of Science, Nursing Science Community Health Nursing Option
Chg	NS	A660	Family Nurse Practitioner I (4-6 cr) ((2)+(8-16))
Chg	NS	A662	Family Nurse Practitioner III (5 cr) (2+12)
Chg			Certificate in Nursing Education
Chg			Nursing Education specialty track

**Program/Course Action Request**

**A. CAS**

Chg	THR	A111	Introduction to Theatre (3 cr) (3+0)
Chg	THR	A311	Representative Plays I (3 cr) (3+0)
Chg	THR	A312	Representative Plays II (3 cr) (3+0)
Chg	THR	A411	History of the Theatre I (3 cr) (3+0)
Chg	THR	A412	History of the Theatre II (3 cr) (3+0)
Chg	CHEM	A331	Physical Chemistry (3 cr) (3+0)
Add	CHEM	A333L	Physical Chemistry Lab (2 cr) (0+3)
Chg			Bachelor of Science Chemistry
Add	MATH	A423	Advanced Engineering Mathematics (3 cr) (3+0)
Chg	MATH	A426	Numerical Methods (3 cr) (3+0)
Chg			BA in Mathematics
Chg			BS in Mathematics
Del	INTL	A302	Canada: Contemporary Issues (3 cr) (3+0)
Del	INTL	A303	Canada: Selected Topics (3 cr) (3+0)
Del	INTL	A304	Canada: Field Study Tour (3 cr) (3+0)
Del	INTL	A305	Canadian Far West (3 cr) (3+0)
Del	INTL	A492	North Pacific Studies Seminar (3 cr) (3+0)
Chg	CHEM	A332	Physical Chemistry II (3 cr) (3+0)
Chg	CHEM	A441	Principles of Biochemistry I (3 cr) (3+0)
Chg	ASTR	A103	Introductory Astronomy I (3 cr) (3+0)



Add	ASTR	A103L	Introductory Astronomy I Lab (1 cr) (0+3)
Chg	ASTR	A104	Introductory Astronomy II (3 cr) (3+0)
Add	ASTR	A104L	Introductory Astronomy II Lab (1 cr) (0+3)
Chg	PHYS	A123	Basic Physics I (3 cr) (3+0)
Chg	PHYS	A123L	Basic Physics I Laboratory (3 cr) (0+3)
Chg	PHYS	A124	Basic Physics II (3 cr) (3+0)
Chg	PHYS	A124L	Basic Physics II Laboratory (3 cr) (0+3)
Chg	INTL	A335	Canada: Nation and Identity (3 cr) (3+0)
Chg	BIOL	A102	Introductory Biology (3 cr) (3+0)
Chg	BIOL	A103	Introductory Biology Laboratory (1 cr) (0+3)
Chg	BIOL	A111	Human Anatomy and Physiology I (4 cr) (3+3)
Chg	BIOL	A200	Introductory to Complexity (3 cr) (3+0) (cross-listed w/CPLX A200)
Chg	INTL	A315	Canada: Nation and Identity (3 cr) (3+0)
Chg			Canadian Studies Minor
Chg			International North Pacific Studies Minor
Chg			International Studies BA
Chg	MATH	A060	Essential Mathematics (4 cr) (4+0)
Chg	PHYS	A456	Nonlinear Dynamics and Chaos (3 cr) (3+0) (stacked w/ CHEM A456 and BIOL A456)
Chg	CHEM	A456	Nonlinear Dynamics and Chaos (3 cr) (3+0) (stacked w/ PHYS A456 and BIOL A456)
Chg	BIOL	A456	Nonlinear Dynamics and Chaos (3 cr) (3+0) (stacked w/ CHEM A456 and PHYS A456)
Chg	GEOG	A345	Across this Land: The Historical Geography of North America (3 cr) (3+0) (stacked w/HIST A345 and INTL A345)
Chg	HIST	A345	Across this Land: The Historical Geography of North America (3 cr) (3+0) (stacked w/GEOG A345 and INTL A345)

A345)

Chg	BIOL	A112	Human Anatomy and Physiology II (4 cr) (3+3)
Chg	BIOL	A310	Principles of Physiology (4cr) (3+3)
Chg	PHYS	A311	Intermediate Classical Mechanics (3 cr) (3+0)
Add	PHYS	A403	Quantum Mechanics (3 cr) (3+0)
Add	PHYS	A413	Statistical and Thermal Mechanics (3 cr) (3+0)
Add	GEOG	A443	Northwest Passage: The Changing Canadian North (3 cr) (3+0)

**B. CBPP**

Chg	CIS	A330	Database Management Systems (3 cr) (3+0)
Chg	BA	A131	Personal Finance (3 cr) (3+0)
Chg	BA	A306	Real Estate Principles (3 cr) (3+0)
Add	BA	A315	Property Management and Marketing (3 cr) (3+0)
Add	BA	A320	Real Estate Finance (3 cr) (3+0)
Chg	BA	A325	Corporate Finance (3 cr) (3+0)
Chg	BA	A380	Investment Management (3 cr) (3+0)
Chg	BA	A385	Advanced Corporate Finance (3 cr) (3+0)
Chg	BA	A395	Property Management Internship (3 cr) (0+3)
Add	BA	A431	Real Estate Appraisal (3 cr) (3+0)
Add	BA	A432	Real Estate Law (3 cr) (3+0)
Add	BA	A451	Security Analysis and Portfolio Theory (3 cr) (3+0)
Add	BA	A452	Financial Derivatives (3 cr) (3+0)
Add	BA	A453	Bond Market Analysis (3 cr) (3+0)
Chg	BA	A151	Introduction to Business (3 cr) (3+0)
Chg			BBA in Finance

Add	Minor in Real Estate		
Chg	ECON	A321	Intermediate Microeconomics (3 cr) (3+0)
Chg	ECON	A324	Intermediate Macroeconomics (3 cr) (3+0)
Chg	ECON	A350	Money and Banking (3 cr) (3+0)
Chg	CIS	A390	Selected Topics in Management Information Systems (1-6 cr) (1-6+0)
Chg	CIS	A360	Object-Oriented Programming in .Net (3 cr) (3+0)
Chg	Associate of Applied Science, Small Business Management		
Chg	ACCT	A210	Income Tax Preparation (3 cr) (3+0)
Chg	ACCT	A222	Introduction to Computerized Accounting (3 cr) (3+0)
Chg	ACCT	A225	Payroll Accounting (3 cr) (3+0)
Chg	ACCT	A230	Workpaper Preparation and Presentation (3 cr) (3+0)
Chg	AAS, Accounting Degree		
Chg	CIS	A110	Computer Concepts in Business (3 cr) (3+0)
Chg	CIS	A345	Managing Data Communications and Computer Networks (3 cr) (3+0)
Chg	CIS	A365	Object-Oriented Programming (3 cr) (3+0)
Chg	ACCT	A301	Intermediate Accounting I (3 cr) (3+0)
Chg	ACCT	A302	Intermediate Accounting II (3 cr) (3+0)
Chg	ACCT	A342	Managerial Cost Accounting (3 cr) (3+0)
Chg	BA	A166	Small Business Management (3 cr) (3+0)
Chg	BA	A233	Survey of Finance (3 cr) (3+0)
Chg	BA	A343	Principles of Marketing (3 cr) (3+0)
Chg	BA	A381	Consumer Behavior (3 cr) (3+0)
Chg	BA	A420	Marketing Research (3 cr) (3+0)
Chg	BA	A426	Financial Institutions (3 cr) (3+0)

Chg BA A427 International Finance (3 cr) (3+0)

**C. CHSW**

Chg NURS A127 LPN to AAS Nursing Bridge (1 cr) (0.7+1)

**D. CTC**

Chg MEDT A303 Advanced Clinical Microbiology (6 cr) (3+6)

Chg MEDT A401 Introduction to Research (2 cr) (2+0)

Chg Bachelor of Science in Medical Technology

Chg CA A495 Hospitality Internship (6cr) (2+40)

Chg MEDT A295 Clinical Practicum (12 cr) (0+36)

Chg MEDT A495 Medical Technology Practicum (12 cr) (0+36)

Add Occupational Endorsement Certificate, Medical Office  
Training, Medical Office Coding

Chg AAS Aviation Administration

Chg Hospitality & Restaurant Management Catalog Copy  
Hospitality and Restaurant Management, BA

**E. HNRS**

Chg HNRS A191 Freshman Honors Tutorial (1 cr) (1+0)

Chg HNRS A192 Honors Seminar: Enduring Books (3 cr) (3+0)

Chg HNRS A291 Sophomore Honors Tutorial (1 cr) (1+0)

Chg HNRS A292 Honors Seminar in Social Sciences (3 cr) (3+0)

Chg HNRS A310 Community Service: Theory and Practice (3 cr) (1+6)

Chg HNRS A391 Junior Honors Tutorial (1 cr) (1+0)

Chg HNRS A392 Honors Thesis Seminar (1 cr) (1+0)

Chg HNRS A490 Senior Honors Seminar (6 cr) (6+0)

Chg HNRS A499 Honors Thesis (3 cr) (0+6)

Add CPLX A200 Introductory to Complexity (3 cr) (3+0)

(cross-listed w/BIOL A200)

Add                      Natural and Complex Systems Program in the University  
                                 Honors College

Add    HNRS   A309   Interdisciplinary Team-Based Research Methods  
                                 (3 cr) (3+0)

Chg                      University Honors College

**F.      KPC**

Chg    ART    A295V Internship-Digital/ Exhibition Environments (1-3 cr)  
                                 (0+3-9)

Chg                      Associate of Applied Science, Digital Art

Add    CED    A185   Presenting Art Lessons in Public Schools

# MEMORANDUM

Date: April 28, 2007

To: Faculty Senate  
University of Alaska Anchorage

From: Suresh Srivastava, Chair  
University Wide Faculty Evaluation Committee

## I. Files reviewed by UWFEC subcommittees:

### Bipartite Vocational

Promotion & Tenure	1
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### Bipartite Academic

Promotion & Tenure	14
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Promotion	6
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6-year post-tenure	2
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4 <sup>th</sup> year Comprehensive	<u>4</u>
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Total	26
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### Tripartite Academic

Promotion & Tenure	14
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Promotion	3
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Tenure	2
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6-year post-tenure	5
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4 <sup>th</sup> year Comprehensive	<u>12</u>
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Total	36
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Committee re-evaluated one bipartite file and two tripartite files because of the United Academic grievance on account of subcommittee composition.

- II. Four files were submitted for the award of Professor Emeritus. UWFEC forwarded these files to Provost without any recommendation. The Committee was very frustrated by the fact that there are no meaningful guidelines. Subsequently, Provost asked the Committee to propose evaluation guidelines. This task will be taken up by the Committee next year.

## III. Suggested subcommittee's structure:

### 1. Bipartite

Promotion & Tenure, Promotion, Tenure

### 2. Tripartite A

Promotion & Tenure, Promotion, Tenure

### 3. Tripartite B

Post-tenure and 4<sup>th</sup> year Comprehensive

Based on the last 3 years experience, each subcommittee will be evaluating 20 files. This structure will require:

- a. at least 9 Professors
- b. at least 7 tripartite members
- c. at least 5 bipartite members
- d. at least 15 members; additional members will serve as alternates.

No College shall elect more than 2 members in each workload track. An appropriate term-limit should be imposed.

Bipartite and tripartite should be formally defined. Suggestion: A full-time faculty member with at least 20 percent research component in each of the last 3 years.

IV. If April election and September by-election fails to elect appropriate subcommittee, then Provost should be authorized to fill the vacancy.

V. Committee feels that a revision of UAA's Promotion and Tenure guidelines (Chapter III, Faculty Handbook) is long overdue

SY 2006-2007 Report to UAA Faculty Senate  
Academic Computing, distance Learning and Instructional Technology Committee

ACDLIT Members 06-07: Kathi Baldwin, Anne Bridges, Jackie Cason, Carol Coose, Kate Gordon, Bogdan Hoanca, Bruno Kappes, David Meyers, Kenrick Mock, Shane Southwick, and Andy Veh

ACDLIT Goals for 2006-2007 were established in Sept. 2006 and completed as follows:

1. Follow-up on resolutions to faculty senate regarding student evaluations via online format with IDEA and the allocation of resources for the completion of current evaluation reports in a timely manner with return to faculty within 4 weeks.-

Status of Goal: Current student evaluation results are being returned to faculty in a more timely fashion, however have not met the 4 week goal. The executive board of the Faculty Senate took leadership of this objective. Several members of ACDLIT participated in the IDEA pilot.

2. Develop and implement a plan and procedure to inform, promote and emphasize to all UAA faculty the current technology tools that are available for use at UAA.

Status of Goal: Remains an on-going project with E-Learning UTC Workgroup.

3. Continue to work on the A-Z list of technology terms started in 04-05 and explore ways to link it for easier access by all UAA faculty.

Status of Goal: Shane Southwick, in e-Media is working on updating this list of technology terms. Members of the committee have offered input for the list and it continues as ongoing project.

4. Organize a Symposium on Learner Centered Distance Education, with faculty presentations and/or guest speakers.

Status of Goal: Kathi Baldwin, Jackie Cason, Carol Coose and the ACDLIT committee worked over the year to plan and organize the first Annual Learner Centered Symposium for Mar. 2, 2007. This was presented with the support of with CAFÉ and E-Media. Five UAA faculty members presented innovative uses of technology for student learning at this symposium. Lunch was provided and there was a discussion with Provost Driscoll and Rich Whitney during a lunch time faculty forum. As a extension of the learner-centered focus, Kathi Baldwin surveyed students electronically regarding faculty use of technology and made the collective responses available so that faculty can better understand their use of technology from the students' perspective.

Activities of the ACDLIT Committee included 2 motions taken to Faculty Senate and guest speakers providing input at ACDLIT meetings as follows:

- Provost Driscoll discussed his goals relating to distance education and asked the committee to help define the term as well as the priorities in funding for DE.
- Will Jacobs and Tom Miller presented a draft of the UAA Strategic Plan for Distance Education at the ACDLIT meeting. ACDLIT also presented a resolution to Faculty Senate endorsing the reinstatement of Technology Innovation Grants for UAA faculty. This motion was passed by Faculty Senate with an amendment.
- ACDLIT introduced a recommendation to Faculty Senate supporting that E-media report to CAFÉ and that the E-media leadership position be filled. This motion passed.
- Rich Whitney presented information on a survey of faculty re: e-Media services as well as information re: the position description for the new Director of E-Media and the plans for hiring and utilization of an e-Media Director.

At conclusion of the April meeting, there was no person on the committee available to Chair it for the next school year, thus the committee will need to be reviewed and reorganized in the fall semester 2007. ACDLIT believes the Spring 2007 decision to organizationally place the ITS Department, inclusive of the E-Media unit, under the Provost is significant. This creates an opportunity for ACDLIT, and the University Technology Council and its' subcommittees to collaborate and further simplify technology governance at UAA.

Respectfully Submitted, Carol Sue Coose, ACDLIT Chair 06-07



## UAA FACULTY SENATE DIVERSITY COMMITTEE

### MINUTES OF April 20, 2007 MEETING

**Secretary: Robert Crosman**

**Present:** Profs. Robt. Boeckmann (Co-chair), P.-T. Chang, Robt. Crosman, Herminia Din, Nancy Furlow, Helena Jermalovic, Sean Licka, David Fitzgerald (co-chair), Sudarsan Rangarajan, Sam Thiru. Marva Watson, Interim Director of Diversity and Compliance also in attendance.

**Minutes of 3.16.07** approved as given.

**Visit from National Coalition Building Institute.** Dialog on racism and diversity was worthwhile. We had group-dynamics modeling. We need to learn how to work together to bring about institutional change. Good to be connected to a national and international organization, a crisis response team. We need to create a diversity-oriented cohort (faculty, staff, students, administrators) on our own on this campus. NCBI can help us with this, but we need to take initiative. We need more practical strategies in the classroom.

First thing in the Fall, we need to plan to ramp up to their next visit by meetings on our own: A CAFÉ workshop on using “teachable moments”, planning for institutional change.

#### **Goals for this academic year – did we achieve them?**

- 1) Actively participate in hiring of new Director of Diversity. We’ve done that, and got the job up-graded for next year.
- 2) Sponsor at least one diversity-oriented event on campus each semester: School of Pan-American Unrest (SP 06); NCBI Thursday event, (SP 07). One event (FA 07) fell through due to illness.  
[Discussion of Licka’s event on Muslim women. Do we want to claim credit for it, since our name is on it and since it went well? **Yes.**]
- 3) Encourage the formation of a Faculty Senate committee on Alaska Native faculty concerns – **not done.**
- 4) Create a structure for greater coordination between Faculty Senate Diversity Committee and other related committees or organizations (such as Diversity Action Council) – we held a joint meeting in Feb. ’07.
- 5) Stimulate faculty appreciation of student diversity by presenting motions at Faculty Senate to require new faculty undergo a substantial diversity component in their orientation, encourage participation in diversity workshops for returning faculty, have sensitivity to and appreciation of diversity be a mandatory part of self review of teaching, and incorporation of means of assessing student evaluation of faculty sensitivity to student diversity.

**Website:** [ Cf. **Epsilen.com** is more powerful than Blackboard – Din. Free trial right now.] Interactive, list agendas, meeting times, events, links to members, etc. We can communicate through it. Boeckmann is planning to develop it.

**Treatment of International Faculty at UAA .** Getting hired in first place is problematic – visas, etc. have to be facilitated. Visas renewed, travel plans, are also difficult. Lack of training of personnel in Human Resources office. Also lack of concern and even courtesy. Dir. Watson asks permission to bring concerns (in general sense) to HR Director.

# UNIVERSITY *of* ALASKA ANCHORAGE

## The Faculty Grants & Leaves Committee Report May 2007

The committee met Friday, April 6, 2007. Acknowledging that funding requests exceeded available resources, and after review of preliminary rank order and some general discussion, the committee submitted their report to the provost recommending eleven of the sixteen proposals.

The committee discussed the range in quality of the proposals, and noted that the new scoring guidelines seemed to have had the intended impact of supporting new faculty and/or new directions for more seasoned faculty. Several submissions did not follow all guidelines, and those not recommended for funding were particularly incomplete. Applications recommended for funding were generally consistent with guidelines, and typically demonstrated clear faculty effort in preparation.

The committee requested that the Office of Academic Affairs review all applications recommended for funding for eligibility as there were several where the dates of requested support fell outside the Round 1 Guidelines (July 1-Dec 31, 2007). Should some of those recommended for funding be determined ineligible, then the committee recommends that additional faculty be funded in the rank order listed.

The committee reiterated its earlier suggestion to have CAFÉ offer workshops on a regular basis to support the application process for these funds, and recommended that the New Faculty Orientation process include a presentation to inform new faculty of these opportunities. CAFÉ has already agreed to this proposal and will offer workshops in the fall.

Submitted by Dave Fitzgerald  
Faculty Senate Grants & Leaves Committee

**Institution and Unit Assessment Committee**  
AY 2006-2007 Year-end Report  
4 May 2007

Members: Anne Bridges, Hilary Davies, Tim Hinterberger (co-chair), Frank Jeffries (co-chair), Shelley Theno

Approximately a year ago, the IUAC co-chairs met with Provost Kassier to discuss the possibility of using the IDEA Feedback System for College and University Administrators as the instrument for our faculty survey, with the costs to be paid by the Provost's office. After some delay following the arrival of Provost Mike Driscoll, co-chair Tim Hinterberger met with the Provost late in the fall 2006 semester to learn his views.

Provost Driscoll's Dec 1, 2006, memorandum to the Senate announced his intention to undertake a detailed performance evaluation of each dean near the end of the current academic year, with "faculty input [to] be obtained via a formal process using an appropriately designed instrument." The Provost also noted his interest in working with the Senate and its IUAC "to develop clearer goals for faculty input and to then design or identify the appropriate instrument for achieving those goals." (We have received no further communication from the Provost on this topic.)

However, we have concluded that the Senate must proceed independently from the Provost. It seems unlikely that the Provost will share the full results of the proposed faculty survey with the Senate (and it may be inappropriate for him to do so, if the survey is part of deans' performance evaluations.) Furthermore, the role of IUAC is to survey the faculty concerning "institutional performance" and "unit performance" rather than concerning individual deans per se.

The Bylaws that established this committee (see <http://governance2.uaa.alaska.edu/facultysenate/agendas/2003/iuac.pdf>) specify the survey topics, and the accompanying implementation plan specifies a process for reporting survey results to the Senate and to the faculty. But this committee is convinced that we should go beyond the objectives and the reporting process described in Bylaws. We aim to provide constructive feedback to deans, to the Provost and to the Chancellor, with the goal of creating closer working relationships between the faculty and the administration. In the absence of universally understood positive goals, IUAC surveys likely will be seen as pointless exercises, or, worse, will risk furthering rather than alleviating tension between administrators and their faculty. We therefore envision a system:

- To provide a means to communicate areas of strength and areas for potential improvement to the unit administrators, along with constructive suggestions.
- To facilitate more closely align faculty and administrative goals and objectives, for the benefit of the departments, the college, and the university.
- To provide a forum for constructive feedback from the dean to the faculty collectively, outside of the formal faculty evaluation process.

Understanding that for this to work all parties need to buy into it, we propose to:

1. Present the concept to the deans and directors, solicit their comments, and revise the concept as necessary.
2. Present the revised concept to both the Faculty Senate and deans and directors, and arrive at consensus.
3. Concurrently with the above, develop the faculty surveys and the process for presenting the feedback to the respective administrators. This will include an open forum with the

faculty and the administrator to discuss the survey results and for the administrator to respond to the faculty as a group.

4. Develop a process for improvement in areas identified as potentially fruitful for fostering a more productive and synergistic working relationship between the faculty and the administration. This should include a tracking process to monitor progress toward meeting the goals.

All current members of the IUAC volunteer to continue their service to the Senate on this committee throughout the 2007-2008 academic year.

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE  
APRIL 2007

- ATTENDANCE on April 6, 2007

Sally Bremner (Co-Chair), Anne Bridges (Co-Chair) [by teleconference], Steve Godfrey, Hiroko Harada, Janice High, Garry Kaulitz, Robert McCoy, Steve Rollins, Mary Rydesky, Steven Shore.

- RESIGNATION OF TWO MEMBERS

Anne reviewed the Faculty Senate guidelines regarding attendance, and advised that Jackie Cason and Sam Thiru have regretfully agreed to step down from the Library Advisory Committee as their workloads have prevented them from being able to attend meetings regularly. Project teams should be aware of the possible need to regroup.

- DEMONSTRATIONS OF ANTI-PLAGIARISM SOFTWARE

The Turnitin and MyDropBox WebEx demonstrations attracted 20 attendees-in-person. The library is offering trials of both products till May 18<sup>th</sup>. Jerry Voltura, instructional design specialist, plans a trial of Turnitin within Blackboard for May. Vanderbilt University Library has a similar trial, with some comparative information on the Web. Janice will share KPC faculty input. Sally will market the trials to APU and UAA faculty and try to involve individuals in writing-intensive programs also. Mary advised us to promote these suites also as editing software with potential for substantial time-saving for instructors.

- THREE LIBRARY ENTRIES FOR CHANCELLOR'S AWARDS OF EXCELLENCE

The library is proud of its three entries this year: the newly implemented interlibrary loan system [group entry] now impressing the UAA community with much faster borrowing and better tracking; Live Homework Help, a web-based tutoring service for Grade 4 to beginning college students which served 9000 students this year ( its 3<sup>rd</sup> in operation) [internal and external partnerships] and Susan Elliott, who leaves her position as Head of Library Systems in June [outstanding faculty]. Steve explained that the library's role in providing Live Homework Help to Alaska students gives it an important voice in any university discussions on student success, retention, tutoring etc.

- FREE-STANDING LIBRARY FLOORPLAN MAPS

Hiroko and her group have received a lot of feedback from their survey. Sally also provided photos of the attractive layouts used at the William S. Egan Library at UAS in Juneau. The group will meet and provide an update at the May meeting.

- PENDULUM SURROUND COMPLETION

Steve reported that the Alumni Association is working to sell the rest of the degree tiles, at which time his group will advise in the installation of small wedges of grout between them to successfully complete the surround. It was suggested that APU donors may wish to purchase tiles too; Steve will suggest the Alumni Association revise their promotional material for this group.

- ART FOR MUSIC LISTENING ROOM

The current exhibit, *Synaesthetic Divagations: The Musicality of Color and Form* in the Kimura Gallery of the Fine Arts Building, includes artwork under consideration for the media room in the library. LAC members are encouraged to take this opportunity to preview them.

- NEXT MEETING

May 4th, 2007 at 11:30 a.m., in Room 302A, Consortium Library, with guest, Jerry Voltura.

Prepared by Sally Bremner  
Co-Chair of the LAC.

## LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE SUMMARY REPORT FOR 2006-2007

The LAC thanks Kerri Morris, Faculty Senate President for her guidance on attendance issues, implementing the short format for monthly reports, and encouraging all the committees to be more productive in supporting UAA's mission and goals. LAC has had a very good year.

- ATTENDANCE

LAC started the year with 16 members including two new ones. Unfortunately both of the latter had to step down mid-year owing to other commitments. Meetings were moved to 11:30 am on the first Friday of each month, and were extended to 90 minutes.

- REVISION OF GOALS

LAC updated its goals to include testing and evaluation of electronic resources by members. This included assisting the library to select software and databases for library users.

- PROJECT GROUPS AND THEIR ACCOMPLISHMENTS

Members voted to prioritize potential projects, joined project groups, and designated project leaders. The groups worked on the following projects, with good progress made on several fronts.

<b>Group 1: Facilitate solutions to APU issues</b>	<b>Safe Rides Program:</b> Installed dedicated phone in library; facilitated publicity through posters and website announcements <b>APU⇌Consortium Library courier service:</b> under discussion <b>APU-annual ID/ library card:</b> will soon replace semester ones <b>Enhanced library services to APU users:</b> Offered new online interlibrary loan features, for easier, faster service. <b>Library brochure for APU students:</b> in final draft <b>UAA library liaison to APU:</b> Susan Mitchell has volunteered. <b>APU history wall in library:</b> Under consideration to help mark 50 <sup>th</sup> anniversary of APU.
<b>Group 2: Evaluate Citation &amp; Anti-plagiarism Programs</b>	<b>UAA-wide site license for RefWorks</b> in place, training available
<b>Group 3: Facilitate Completion of Pendulum Surround</b>	<b>Turnitin and MyDropBox demonstrated,</b> trials open till May 18
<b>Group 4: Promote Consortium Library Prize</b>	<b>Technical expertise</b> has been offered to Alumni Association for installation of commemorative degree tiles once all are sold. <b>Six applications</b> were submitted in March thanks to various promotional efforts - using Faculty List, posters and slips handed out to library borrowers.
<b>Group 5: Expedite free-standing library interior maps</b>	<b>Surveyed faculty and other interested patrons</b> to gather input on which elements to include. Group will review the resulting list & make recommendations to the Library Dean.
<b>Group 6/7: Organize fundraising events</b>	<b>Consultation with Library Dean</b> to gather information & ideas
<b>Group 8/9: Provide art for music listening room</b>	<b>Wall space has been assessed, potential works from several artists showcased to LAC members, and means of production discussed.</b> Goal is to have first works in place this summer.
<b>Facilitate regular displays in library gallery</b>	<b>Discussion document</b> was prepared with background information and other considerations to guide future development of this project.

This approach was very ambitious so not surprisingly, some of projects took off while others took some tentative preliminary steps. The new structure and its effectiveness will be evaluated by members at their final meeting of this year to help chart LAC's course for the future.

- FINAL MEETING

May 4th at 10:30 a.m., in Room 302A, Consortium Library, with guest, Jerry Voltura.

Prepared by Sally Bremner & Anne Bridges  
 Co-Chairs, Library Advisory Committee  
 April 27, 2007

## Christine Tullius

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**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](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

--

B. Lynn Shepherd  
Assistant Director  
Egan Library  
University of Alaska Southeast  
11120 Glacier Highway  
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:

<b>Total Net Proceeds per Supported and Sponsored Works</b>	<b>Creator's Share</b>	<b>University's Share</b>
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:

<b>Total Net Proceeds per Supported and Sponsored Inventions</b>	<b>Inventor's Share</b>	<b>University's Share</b>
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:

<b>Total Net Proceeds per Supported and Sponsored Works</b>	<b>Creator's Share</b>	<b>University's Share</b>
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:

<b>Total Net Proceeds per Supported and Sponsored Inventions</b>	<b>Inventor's Share</b>	<b>University's Share</b>
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*

CBAs/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.**

## MEMORANDUM

**DATE:** March 27, 2007

**FROM:** Barbara Hegel, UAS Registrar and Director of Admissions  
Dana Thomas, UAF Asst. Provost  
Rick Weems, UAA Associate Vice Chancellor  
Shirish Patil, UA Faculty Alliance Chair

**TO:** Systemwide Academic Council  
Dr. Craig Dorman, Chair  
Dr. David Veazey, Facilitator

**SUBJECT:** Scope of work, resources and timeline for activating registration-blocking pre-requisite checking on a course by course basis at UAOnline

**CC:** Student Services Council  
Saichi Oba, Chair

### Executive Summary:

Without additional resources all MAUs can ready themselves for registration-blocking pre-requisite checking at UAOnline, the student self-service interface for class registration, by November 2008 which corresponds to start of registration for the Spring 2009 academic term.

Except as additional tasks compete with and thus could jeopardize this preparedness date, no amount of additional resources can accelerate readiness due to the skills required and the rate of consideration by academic governance to review every course pre-requisite, course restriction and course recommendation already encoded into UA's student information system.

### Background:

Interest in using software to enforce academic policy in this case is derived from UAF and UAA faculty senate motions regarding the need to prevent students from enrolling in classes for which they are not adequately prepared (mandatory placement policies). Specifically, in response to UAF's new baccalaureate admission standards and its mandatory placement policy the UAF Faculty Senate has been seeking class enrollment blocking at the point of registration beginning "Fall 2006, with phase in completed no later than Fall 2007" (see full text senate motion in appendix). In response the UAF Provost's Office asked the UA Systemwide Academic Council to endorse and as needed facilitate the availability of a software-based solution.

Registration-blocking pre-requisite checking at UAOnline is activated globally, but is accomplished on a course by course basis by campus staff who configure UA's student information system (SIS). Due to the current state of UA's SIS a number of issues have been identified as standing in the way of activating registration-blocking pre-requisite checking:

- Registration blocking is an all or nothing software feature
- SIS is configured to enforce too numerous unverified prerequisites
- Curriculum review committees need to revisit definition of prerequisite
- Student advising and student body need to be readied for registration-blocking

Due to the all or nothing nature of this software feature all academic units must be simultaneously prepared. Without additional resources the forecasted date of readiness for all units is the Spring 2009 academic term (November 2008 registration).

The degree to which registration-blocking pre-requisite checking at UAOnline would be utilized is distributed as follows:

- **UAA** – all courses for which prerequisites and/or registration restrictions are present (80% or 2305 out of 2874)

Currently 56% of UAA courses (1614) have pre-requisites assigned. There are an additional 691 courses with registration restrictions. These will need to be clarified as well because some were implemented due to the absence of registration-blocking pre-requisites. If you include the registration restrictions, the number of courses needing attention becomes 80% (2305). Only 569 have neither pre-requisites or registration restrictions.

- **UAS** - all courses for which prerequisites and/or registration restrictions are present (65% or 558 out of 856)

Currently 60% of UAS courses (511) have pre-requisites assigned. There are an additional 47 courses with registration restrictions that may need to be clarified as well.

- **UAF** – a subset of the 55% (1779 out of 3239) of UAF courses that have a pre-requisite assigned<sup>1</sup>. For the initial phase all core and all developmental education<sup>2</sup> courses will be included which represent no more than 15% of UAF courses offered during any given term against which no more than 10% of UAF's active student body will attempt to enroll.

In subsequent phases colleges, schools and departments, especially those with specialized accreditation such as the School of Engineering, the School of Management and the Department of Computer Science, plan to implement prerequisite checking.

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<sup>1</sup> At least one entry for the course in SCRRTST

<sup>2</sup> UAF courses that contain an "X" or "DEVn" in their description

## ISSUES

### UAA, UAS, UAF

- A. All courses with current pre-requisite and/or course restrictions must be reviewed for faculty clarification. Campus Provost Offices and Faculty Senates will be responsible for coordinating a timely review of prerequisites, restrictions and course recommendations:
  1. A determination will need to be made on whether there is a pre-requisite, restriction or course recommendation is actually in effect.
  2. Courses which are pre-requisites of another course will need to include either a letter grade or "p" required for course satisfaction (adequate academic performance).
  3. These changes may need to go through a full or partial governance process.
  4. Governance approved changes will need to be reprogrammed into the Banner SIS by Student Services personnel.
- B. All MAUs hereby recommend the allowance of "in progress" to satisfy pre-requisite/registration requirements prior to the posting of grades, thus enabling students enrolled in pre-requisite courses and/or at a precursor class standing to successfully enroll when pre-registration opens for upcoming academic term(s):
  1. As grades are posted faculty and staff will need reports tailored to definitions for minimum academic performance to identify students who did not successfully complete "in progress" courses.
  2. Based on reports MAUs will need policy/procedures for handling students who pre-registered yet are no longer eligible – therefore withdrawals and drop/add changes will be necessitated and must be conducted in a manner that results in timely reregistering.
- C. Must determine the process and personnel who will handle the students blocked from registering and all of the related issues that will arise from the blocking of students from registering.

Note: UA students have grown accustomed to having a 24x7 registration opportunity.

Provost Office will be responsible for readying student advising services to handle the thousands of students blocked from courses they desire when pre-requisite/registration checking is turned on. At UAA this is not an Enrollment Services function as the determination has to be made at a faculty or department level.

  1. Potential to cause tremendous student run around and discontent
  2. Student process for clearing pre-requisite or registration restrictions must be clearly and consistently communicated across campus(es)
  3. Provost Office will be responsible for readying instructors to perform appropriate overrides of pre-requisites/registration restrictions so that students may register.
- D. Alert student advising services to effective date for registration blocking. Be sensitive to schedule and catalog publication dates:
  1. Fall Class Schedule preparation date – approximately February 15<sup>th</sup> of same calendar year (so 2/15/08 for Fall 2008 class schedule)

2. Fall Catalog preparation date – approximately May 15<sup>th</sup> of same calendar year (so 5/15/08 for Fall 2008 course catalog)
- E. Alert student body to effective date for registration blocking. Be sensitive to schedule and catalog publication dates:
  1. Fall Class Schedule preparation date – approximately February 15<sup>th</sup> of same calendar year
  2. Fall Catalog preparation date – approximately May 15<sup>th</sup> of same calendar year
- F. For UAF only due to phased implementation, re-program report generating software to obtain data from 'catalog pre-requisite' Banner table since the 'schedule pre-requisite' Banner table data will have been partially flushed. These are the reports made available to instructors after the start of each academic term revealing registered students who don't satisfy the institution's suggested prerequisites.

## RESOURCES & TIMELINE

### G. UA Anchorage

1. Without additional resources UAA forecasts it can ready itself for registration-blocking prerequisite checking for all its courses by (month/year): ***November 2008 which corresponds to registration for the Spring 2009 academic term.***
2. With the following additional resources UAA forecasts it can ready itself for registration-blocking prerequisite checking by (month/year): ***November 2008, meaning there is no identifiable means to accelerate readiness due to the skill set of required personnel and the rate of re-consideration by academic governance of pre-requisites and registration restrictions.***

Resource type, source, cost: \_\_\_\_\_

Resource type, source, cost: \_\_\_\_\_

### H. UA Fairbanks

1. Without additional resources UAF forecasts it can ready itself for registration-blocking prerequisite checking for its core developmental education courses by (month/year): ***April 2008 which corresponds to registration for the Fall 2008 academic term.***  
***If the scope is all UAF courses then readiness cannot be achieved until November 2008 corresponding to registration for the Spring 2009 academic term.***

2. With the following additional resources UAF forecasts it can ready itself for registration-blocking prerequisite checking by (month/year): ***April 2008, meaning there is no identifiable means to accelerate readiness due to the skill set of required personnel and the rate of re-consideration by academic governance of pre-requisites and registration restrictions.***

Resource type, source, cost: \_\_\_\_\_

**I. UA Southeast**

1. Without additional resources UAS forecasts it can ready itself for registration-blocking prerequisite checking by (month/year): ***April 2008 which corresponds to registration for the Fall 2008 academic term.***
2. With the following additional resources UAS forecasts it can ready itself for registration-blocking prerequisite checking by (month/year): ***April 2008, meaning there is no identifiable means to accelerate readiness due to the skill set of required personnel and the rate of re-consideration by academic governance of pre-requisites and registration restrictions.***

Resource type, source, cost: \_\_\_\_\_

**J. Statewide**

1. Without additional resources SW forecasts it can ready itself for registration-blocking prerequisite checking by (month/year): ***November 2007 which corresponds to registration for the Spring 2008 academic term.***
2. With the following additional resources SW forecasts it can ready itself for registration-blocking prerequisite checking by (month/year): ***November 2007, meaning under current market conditions six months has proven to be inadequate to recruit, hire and then appropriately train an additional Banner programmer.***

***In addition to building the required reports EAS will explore options surrounding a non-detrimental flush of currently configured pre-requisites and other means of accelerating technical and/or functional readiness.***

Resource type, source, cost: \_\_\_\_\_

3. SW Student and Enrollment Services will be responsible for supporting MAU notification of the student body.
4. SW Office of Information Technology's Technical Services group (TS) c/o David.DeWolfe@alaska.edu will be responsible for forecasting and bracing the information systems for the transactional loading impact of pre-requisite checking during registration.
5. SW Office of Information Technology's Enterprise Applications Services group (EAS) c/o Janet.Johnson@alaska.edu will be responsible for coordinating, analyzing and fulfilling software and report modification requirements to prepare each MAU for registration-blocking prerequisite checking.
6. EAS will be responsible for coordinating pre-production user interface testing at Banner and UAOnline followed by MAU sign-off before the production

environment is changed (report generation and global activation of registration-blocking against schedule pre-requisites).

7. EAS will ascertain whether 'registration-blocking prerequisites' can be wholly or partially flushed in an automated fashion to minimize the manual work required of MAU staff.

## **APPENDIX - Pertinent Faculty Governance Action**

The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

MOTION: The UAF Faculty Senate moves to amend the Mandatory Placement Policy (Senate meeting #116, May 5, 2003) to read:

CAPS - Addition

[[ ]] - Deletion

### **Mandatory Placement**

Students who do not meet basic skills standards in reading, writing, and mathematics must complete appropriate Developmental Education course instruction. Such students may not enroll in 100-level or above courses that depend on these skills until they have satisfactorily met the exit criteria of the appropriate Developmental Education course(s).

STUDENTS WITHOUT APPROPRIATE STANDARDIZED TEST SCORES (ACT/SAT/COMPASS/ASSET), ADVANCED PLACEMENT CREDITS, TRANSFER CREDITS, OR PREREQUISITE COURSEWORK MUST HAVE UAF-APPROVED PLACEMENT TEST SCORES PRIOR TO REGISTERING FOR CLASSES THEIR FIRST SEMESTER AT UAF. STUDENTS MAY NOT ENROLL IN CLASSES UNLESS THEY MEET THE PLACEMENT REQUIREMENTS. PLACEMENT INTO APPROPRIATE DEVELOPMENTAL OR CORE CLASSES MUST BE DONE WITH THE HELP OF AN ADVISOR. STUDENTS WHO ENROLL IN A COURSE WITHOUT MEETING THE REQUIREMENTS WILL BE WITHDRAWN FROM THE COURSE BY FACULTY INITIATED WITHDRAWAL.

FOR PLACEMENT INTO ANY DEVELOPMENTAL MATH COURSE, OR ANY COURSE SATISFYING CORE MATH REQUIREMENTS, PREREQUISITE COURSES AND/OR PLACEMENT EXAMS MUST BE TAKEN WITHIN ONE CALENDAR YEAR PRIOR TO COMMENCEMENT OF THE COURSE.

STUDENTS MAY NOT ENROLL IN PERSPECTIVES ON THE HUMAN CONDITION COURSES UNLESS THEY MEET THE PLACEMENT REQUIREMENTS FOR ENGLISH 111 (INCLUDING READING). STUDENTS



MAY NOT ENROLL IN CORE SCIENCE CLASSES UNLESS THEY HAVE PLACEMENT AT DEVM 105 OR ABOVE AND PLACEMENT INTO ENGLISH 111.

THE UAF FACULTY SENATE REITERATES ITS REQUIREMENT THAT FINANCIAL SUPPORT FOR ACADEMIC RESOURCES TO ASSIST MANDATORY PLACEMENT OF STUDENTS AT UAF BE INCREASED TO AN ADEQUATE LEVEL PRIOR TO IMPLEMENTATION.

**EFFECTIVE: Fall 2006, with phase in completed no later than Fall 2007.**

**RATIONALE:** Mandatory testing, advising, and placement have been identified as elements which have a strong correlation with increased student success in college-level coursework. A motion to phase in mandatory placement in appropriate Developmental Education courses was approved by the UAF Faculty Senate on May 5, 2003.

Further, the additions more clearly spell out the implicit expectations for Core 100-level courses at UAF—namely, that a student has sufficient academic preparation to be able to complete college-level English and math classes.

**Note: Additional Banner augmentation to support prerequisite and test compliance will need to be coordinated with UAA and UAS. The UAA Faculty Senate recently approved a similar motion on Mandatory Placement.**

The Developmental Studies committee will work with the Department of Developmental Education, the Math department, the English department, and other affected departments and committees to develop guidelines for enforcement of placement.

## 2007-2008 Faculty Senate Membership

Officers	Position	Term	Email	Phone	Fax
Bogdan Hoanca	President	07-08	<a href="mailto:afbh@uaa.alaska.edu">afbh@uaa.alaska.edu</a>	786-4140	786-4115
Anne Bridges	1 <sup>st</sup> Vice President	07-08	<a href="mailto:afab@uaa.alaska.edu">afab@uaa.alaska.edu</a>	786-1404	786-1402
Sarah Kirk	2 <sup>nd</sup> Vice President	07-08	<a href="mailto:afsjk@uaa.alaska.edu">afsjk@uaa.alaska.edu</a>	786-6851	786-6857
	Chair, UAB	07-08			
Genie Babb	Chair, GAB	07-08			
Kerri Morris	Past President	07-08	<a href="mailto:afkkm@uaa.alaska.edu">afkkm@uaa.alaska.edu</a>	786-4372	786-4383

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