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20 July 2026

Dr. Smentkowski,

Please accept this report as the final requirement to close out our Tier-1 Faculty Initiative Fund grant, entitled *MOOSE Tracks (Masterworks of Our Student Expression): Mapping Student Writing Across Alaska*. The MOOSE began as an idea at the 2024 Quinquennial Statewide Symposium on Effectiveness in First-Year Writing, itself a Faculty Initiative Fund project; the Assessment Working Group there imagined a living, cross-campus archive of undergraduate writing that could serve teaching, assessment, and public celebration of student work all at once. Eighteen months later, that idea is a working reality. The MOOSE is live, accepting submissions from students across the University of Alaska system, and already shaping how we teach with and talk about student writing.

What we built. The MOOSE is a relational archive built on Airtable, the platform already licensed by the University, paired with a public-facing website where approved work is displayed and searched. Students submit through a guided form that collects the metadata the archive runs on (course, campus, genre, type of work, keywords, and the identity features a writer wishes known) and asks each writer to choose a Creative Commons license from a simplified menu with plain-language explanations. Writers decide how they appear: real name, pseudonym, or anonymous, with similar control over the precision of their location information. Behind the form sits a moderation workflow with distinct queues for new, in-review, approved, and denied submissions, so that nothing reaches the public archive without a human reader. A Banner-fed course list lets submissions attach to live sections, which keeps the archive tethered to actual classrooms rather than floating free of them.

We made deliberate choices about artificial intelligence, and we believe they distinguish the project. The MOOSE uses AI to generate abstracts and suggested keywords for submissions, which lowers the barrier to entry for students and keeps metadata consistent; every confirmation email discloses this, explains how a writer can request changes or removal, and states expected response times. At the same time, we built safeguards to keep student texts from being harvested into external AI training corpora, and we published FAQ pages on AI policy and privacy, copyright and ownership, and terms and conditions, which the team reviews on a standing four-month cycle. Our position is simple; namely, that a student archive in 2026 must be honest about the tools it uses and fierce about the writing it protects.

How we built it. The investigators met monthly from January through May 2025 to conceptualize the archive structure, work through FERPA-compliant consent and submission pathways, and draft the tagging taxonomy. On May 7, Heather Moreira of Planning and Institutional Research, assisted by Alex Jenner, led a systemwide Zoom training on Airtable’s workspaces, views, linked records, forms, and AI features. From May 8 through 11, investigators from Juneau, Anchorage, and Bethel traveled to Fairbanks and joined our UAF colleagues for the working session at the heart of this grant, hosted by the English Department in the Gruening Building on the Troth Yeddha’ campus. Over those days we designed the base architecture, hammered out the submission and moderation workflows, debated what a tagging system owes to emergent student categories versus institutional ones, and drafted the identity markers (first-generation status, Indigenous affiliation, and other elective identifiers) that let writers place themselves in the archive on their own terms.

We piloted the archive in summer 2025 with student artifacts from select writing and anthropology sections, refined the interface through the fall based on what the pilots taught us, and launched publicly in December 2025, with faculty at UAS and UAA issuing the first invitations to student writers from their courses.

Sharing the work. We have carried the MOOSE beyond Alaska. Jay Szczepanski and Carrie Aldrich presented the archive at the 2026 conference of the National Organization for Student Success in February 2026, and in March 2026 we submitted a proposal to, and were accepted at, the College Reading and Learning Association’s 2026 conference. “MOOSE Tracks: A Decentralized Peer Writing Archive,” will be a session that walks participants through the live database and helps them draft institutional action plans of their own. We remain committed to publishing about the archive’s design and early adoption, and the archive itself now generates the kind of questions (which texts get taken up in classrooms, and which do not) that will drive that scholarship.

How we spent the funds. Grant funds supported stipends for the principal investigator and co-investigators, travel to Fairbanks for the four investigators based outside the Interior (airfare, three hotel nights, ground transportation, and per diem), and contracted Airtable training. Beverley Keefe at UAS Juneau managed the budget under fund and org 182287-72200.

What comes next. The MOOSE was designed to outlive its grant. Moderation rotates among the investigators; the FAQ and policy pages sit on a standing review schedule; and a regular writing-harvest rhythm, in which faculty invite submissions at the close of each term, keeps the archive current without depending on any single person’s labor. Faculty workshops at each campus each fall and spring will widen the circle of instructors who teach with the archive. We also intend to use the MOOSE for the archival analysis the Assessment Working Group first imagined: reading across the collection to see which genres, assignments, and voices our programs elicit, and which they do not, so that the archive informs curriculum rather than merely decorating it.

The University's mission asks us to inspire learning and to disseminate knowledge with an emphasis on the North and its diverse peoples. The MOOSE takes that charge literally. It gathers writing from Juneau to Bethel to Fairbanks to Anchorage, lets students name their places and affiliations as they wish, and puts their work where other students, their families, and their communities can find it. Students who browse the archive see that they do not write alone, and that the writing process is messy, iterative, and shared. We are grateful to the Faculty Initiative Fund for making it possible, and to Heather Moreira and Alex Jenner, whose technical guidance turned a working group's sketch into infrastructure. We would be glad to demonstrate the archive for your office at any time.

You can access the site via <https://moose.open.uaf.edu/>.

Sincerely,

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