2015-2016

UAF Faculty Senate

Directory and Handbook

"…SOUND GOVERNANCE PRACTICE AND THE EXERCISE OF ACADEMIC FREEDOM ARE CLOSELY CONNECTED, ARGUABLY INEXTRICABLY LINKED."

A good governance system is no guarantee that academic freedom will flourish. A governance system is merely a structure that allocates authority, and authority needs to be exercised if even the most appropriate allocation of it is to have its intended effects. Faculty members must be willing to participate in the decision-making processes over which a sound governance system gives them authority.

American Association of University Professors
Academic Freedom for a Free Society

UAF GOVERNANCE

Faculty Senate Office

Prepared by:
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President's Memorandum

TO: UAF Faculty Senators and Members of the Standing and Permanent Committees

FROM: Debu Misra, President, UAF Faculty Senate Debasmita Misra

SUBJECT: 2015-2016 Faculty Senate

I am excited to welcome you all to the UAF Faculty Senate and extend my sincere appreciation for your commitment to serving the university through your work on the senate. I am honored to be leading this body and deeply appreciate the trust and support of my colleagues. I feel very fortunate to have Orion Lawlor of CEM, serving as the President-Elect this year.

Faculty **are** the university, and as their representatives, we have a critical responsibility to provide guidance to strengthen and further the mission of UAF. This is only possible by working as a team, providing input in a timely manner, assuming ownership of the senate and developing effective policies in matters germane to the faculty, the general welfare of the university and its greater educational aspirations. This is only possible through shared governance. My goal is for us to work as a team in strengthening shared governance, engaging with the community and the public we serve, and to excel in our mission of research, teaching, outreach, scholarly/creative activities and public service. Through shared governance, we develop mutual respect and trust within the university community. It is only through our collective wisdom and experience and our commitment that we can continue to create an outstanding institution.

One of our many opportunities in the coming year is to work closely with Interim Chancellor Mike Powers in setting the direction for UAF in the coming years. As you all know, Interim Chancellor Powers brings his unique experience as a former member of the Board of Regents to provide leadership and discover opportunities for UAF in this transition period. UAF serves a diverse population on many campuses and being inclusive of them is extremely important.

My role as the Faculty Senate president is to facilitate communication between the faculty, students and staff, the administration and our three faculty unions. I will ensure that the faculty voice is heard and respected and that the senate functions in an open, transparent and democratic manner. Orion and I also serve on the state-wide Faculty Alliance, along with Past-President Cécile Lardon. We will have the opportunity to work closely with our new President James Johnsen, who I am sure will be using his leadership along with governance input to enhance the reputation of UAF as the flagship university of Alaska and a leading Arctic university.

Your contribution to the Faculty Senate will make a significant difference. This Directory and Handbook and the Faculty Senate website (http://www.uaf.edu/uafgov/faculty-senate/) are useful resources that you will need to familiarize yourself with the structure, composition, and processes of the Faculty Senate. The senate progresses through the ground work done in various standing, permanent and ad hoc committees. Orion and I have worked to make committee assignments fair, well-represented and based on our perception of what each committee needs to succeed. Please consider your responsibility to your committee as a priority and your engagement as a significant contribution towards the success of our university.

I am sure we all have the difficult financial circumstance in our minds. While we need to deal with the reality of the situation in the short term, working together and thinking out-of-the-box, it could

be possible to use this situation as an opportunity to improve educational quality, securing community support and attracting more students to UAF. Your role in this process is significant as you represent your unit and lend your perspective and judgement to Faculty Senate policies and decisions. The senate will engage in a multitude of decisions and actions in the coming year. You will receive advance notice of the Faculty Senate agenda and the actions to be taken. Please make a sincere effort to review the agenda prior to each meeting and if needed, procure input from your unit faculty members on actions that might directly affect them. If you find problems and are not sure whom to speak to, the Faculty Senate Office is always a good point of contact and of course you are always welcome to contact Orion or me directly. In addition, each faculty member is encouraged to bring their concerns or comments directly to the senate during the public comment period. Members of the UAF and Fairbanks community are always welcome to provide their comments or concerns during these public comment periods of the senate, as well.

Last but not the least, we are very fortunate to have Jayne Harvie serve as our Governance Office Coordinator. As senior Senators and committee members know and new members will quickly learn, Jayne makes our lives easier through her efforts. Orion, Jayne and I are ready to move forward with the mission of improving the academic quality of UAF to enhance education, research and service to its diverse constituents while respecting the diversity of its students and its mission.

Chapter

1

General Information

Faculty Senate Meeting Calendar for 2015-2016

Fall 2015 Semester				
Meeting #:	**Date**	**Day**	**Time**	**Type**
208	Sept. 14, 2015	Monday	1-3 PM	Audio Conference
209	Oct. 12, 2015	Monday	1-3 PM	Face to Face
210	Nov. 9, 2015	Monday	1-3 PM	Audio Conference
211	Dec. 7, 2015	Monday	1-3 PM	Audio Conference
Spring 2016 Semester				
212	Feb. 8, 2016	Monday	1-3 PM	Face to Face
213	Mar. 7, 2016	Monday	1-3 PM	Audio Conference
214	Apr. 4, 2016	Monday	1-3 PM	Video / Audio Conf.
215	May 2, 2016	Monday	1-3 PM	Face to Face

Meeting Location and Information

The meeting location for Faculty Senate is typically the Wood Center Carol Brown Ballroom. Meeting location should be verified by checking the UAF Governance web site. Meetings begin at 1:00 PM and usually end by 3:00 PM. All meetings are recorded. Information on how to participate remotely (for rural representatives) is included in the meeting agendas.

http://www.uaf.edu/uafgov/faculty-senate/meetings/

From time to time a location change is necessary on short notice. Please refer to the web link shown above for the official meeting location.

Faculty Senate Administrative Committee Meetings

Fall 2015 Semester	**Time**	**Location**
Friday, Aug. 28, 2015	1-3 PM	330 Signers' Hall - CCR
Friday, Oct. 2, 2015	1-3 PM	330 Signers' Hall - CCR
Friday, Oct. 30, 2015	1-3 PM	330 Signers' Hall - CCR
Monday, Nov. 30, 2015	1-3 PM	330 Signers' Hall - CCR
Spring 2016 Semester		
Friday, Jan. 29, 2016	1-3 PM	330 Signers' Hall – CCR
Friday, Feb. 26, 2016	1-3 PM	330 Signers' Hall – CCR
Friday, Mar. 25, 2016	1-3 PM	330 Signers' Hall – CCR
Friday, Apr. 22, 2016	1-3 PM	330 Signers' Hall – CCR

2015-16 Faculty Senate Directory : Alphabetical Listing of Senators

Ken Abramowicz (16)
Accounting
225C Bunnell Building
474-7080 kfabramowicz@alaska.edu

Elizabeth Allman (16)
Mathematics and Statistics
308B Chapman Building
474-2479 e.allman@alaska.edu

Bill Barnes (16)
Information Technology Specialist Program
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455-2854 bill.barnes@alaska.edu

Bob Bolton (16)
IARC
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Donie Bret-Harte (17)
Biology & Wildlife
122 Arctic Health Research Bldg.
474-5434 msbretharte@alaska.edu

Jennifer Carroll (17)
Alaska Native Studies and Rural Dev.
311 Brooks Building
474-1562 jlcarroll@alaska.edu

Julie Cascio (16)
CES, Mat-Su: Home, Health & Family Dev.
809 S. Chugach, Ste. 2, Palmer, AK 99645
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Jessica Cherry (16)
Hydrometeorology, Climatology
408A Akasofu Building
474-5730 jessica.cherry@alaska.edu

Jamie Clark (16)
Anthropology
312 Bunnell Building
474-5911 jlclark7@alaska.edu

R. Eric Collins (17)
Biological Oceanography – IMS
Irving II Building
474-6482 recollins@alaska.edu

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Business Administration
109B Bunnell Building
474-5401 nlcundiff2@alaska.edu

Candi Dierenfield (17)
4-H Youth Development
247 Cooperative Extension Building
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Diana DiStefano (16)
History
604C Gruening Building
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Daryl Farmer (17)
English
820 Gruening Building
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Valerie Gifford (17)
Counseling
717A Gruening Building
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Don Hampton (17)
Space Physics and Aeronomy
701A Elvey Building
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Cathy Hanks (16)
Petroleum Engineering; Geology & Geophysics
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Chris Hartman (16)
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201D Chapman Building
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John Heaton (17)
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Steven Hunt (16)
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202C Akasofu Building
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Resources Management
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Orion Lawlor (17) – President-Elect
Computer Science
201E Chapman Building
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Jenny Liu (16)
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245C Duckering Building
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Lisa Lunn (17)
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Andrew Mahoney (16)
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Julie "Jak" Maier (17)
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David Maxwell (16)
Mathematics and Statistics
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Leslie McCartney (17)
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Debu Misra (16) – President
Geological Engineering
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Geology and Geophysics
328 Reichardt Building
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Rorik Peterson (17)
Mechanical Engineering
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Allison "Sunny" Rice (16)
Marine Advisory Program
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605C Gruening Building
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UAF-CTC
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Faculty Senate Alternates –

Andreas Anger (17)
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Brian Himelbloom (16)
Seafood Science and Technology
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Falk Huettmann (16)
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Steven Hunt (17) – Moved to Rep seat vacated by Dennis Moser (16), effective Dec. 2015.

Galen Johnson (17)
Construction Management
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NOTE: This list is published in Fall 2015. The most current list will be maintained online: http://www.uaf.edu/uafgov/faculty-senate

2015-2016 Faculty Senate by College/School/Unit

President:
Debu Misra
CEM

President-Elect:
Orion Lawlor
CEM

College of Liberal Arts

Representatives	Alternates
Arts & Communication – Jamie Clark (16)*	Arts & Communication – VACANT (17)
English & Humanities – Eileen Harney (17)	English & Humanities – Gerri Brightwell (16)
Language & Culture – Siri Tuttle (17)	Language & Culture – Patrick Plattet (16)
Social Sciences – John Heaton (17)	Social Sciences – Alexander Hirsch (17)
At large – Diana DiStefano (16)	At large – ~~Jamie Clark (17)~~*
At large – Daryl Farmer (17)	
At large – Walter Skya (16)	

*Appointed to fill Brian Cook's vacancy for 2015-16.

Libraries

Representatives	Alternate
Leslie McCartney (17)	~~Steven Hunt (17)~~ * *Vacancy*
Steven Hunt (16)*	

*Appointed to fill Dennis Moser's vacancy for 2016.

College of Natural Sciences & Mathematics

Representatives	Alternates
Elizabeth Allman (16)	Bernard Coakley (17)
Donie Bret-Harte (17)	Falk Huettmann (16)
Cathy Hanks (16)	Larry Duffy (17)
Lisa Lunn (17)	
David Maxwell (16)	
Franz Meyer (17)	
Rainer Newberry (17)	

College of Rural & Community Development

Representatives	Alternates
Bill Barnes (16) – UAF CTC	Andy Anger (17) – UAF CTC
Jennie Carroll (17) - CRCD	Cindy Hardy (17) - CRCD
Julie "Jak" Maier (17) - CRCD	Galen Johnson (17) – UAF CTC
Jennifer Tilbury (17) – UAF CTC	
Jane Weber (16) – CRCD	
Sandra Wildfeuer (16) – CRCD	

College of Engineering & Mines

Representatives	Alternates
Chris Hartman (16)	Dejan Raskovic (17)
Jenny Liu (16)*	Vacancy (Jenny L. appointed to fill
Rorik Peterson (17)	Orion Lawlor's seat)*

2015-2016 Faculty Senate by College/School/Unit - continued

School of Natural Resources and Extension

Representatives	Alternate(s)
Julie L. Joly (17)	Joshua Greenberg (17)
John Yarie (16)	

Cooperative Extension Service*

Representatives	Alternate
Julie Cascio (16)	Mara Bacsujlaky (16)
Candi Dierenfield (17)	

*Reference Bylaws, Sect. 1 (Art. III Membership), subsection E

School of Education

Representatives	Alternate(s)
Valerie Gifford (17)	Carie Green (17)
Joan Hornig (16)	

School of Fisheries & Ocean Sciences

Representatives	Alternates
Eric Collins (17)	Brian Himelbloom (16)
Sarah Hardy (17)	Gay Sheffield (17)
Andrew McDonnell (16)	
Allison “Sunny” Rice (16)	

School of Management

Representatives	Alternate
Ken Abramowicz (16)	Thomas Zhou (17)
Nicole Cundiff (17)	

Geophysical Institute

Representatives	Alternate
Don Hampton (17)	Chris Fallen (17)
Andrew Mahoney (16)	

Int’l Arctic Research Center

Representatives	Alternate
Jessica Cherry (17)	~~Bob Bolton (17)~~*
Bob Bolton (16)*	

*Appointed to fill Georgina Gibson vacancy 2015-16

NOTE: This list is printed in Fall 2015, and may not reflect more recent staffing changes. The most current lists will be maintained at the UAF Governance web site.

http://www.uaf.edu/uafgov/faculty-senate

2015-2016 Faculty Senate Committees

STANDING COMMITTEES
(Faculty Senate members only)

Curricular Affairs
- Ken Abramowicz, SOM (16)
- Jennifer Carroll, CRCD (17) - Chair
- Joshua Greenberg, SNRE (17 - Alternate)
- Cathy Hanks, CNSM (16)
- Cindy Hardy – SADAC Rep
- Eileen Harney, CLA (17)
- Joan Hornig, SOE (16)
- Jenny Liu, CEM (16)
- Rainer Newberry, CNSM (17)
- Patrick Plattet, CLA (16 – Alternate)
- *Doug Goering, ex officio*

Faculty Affairs
- Elizabeth Allman, CNSM (16)
- Andy Anger, CRCD-CTC (17 - Alternate)
- Nicole Cundiff, SOM (17)
- Chris Fallen, GI (17 - Alternate) - Chair
- Valerie Gifford, SOE (17)
- Galen Johnson, UAF CTC (17 - Alternate)
- Julie "Jak" Maier, CRCD (17)
- Leslie McCartney, LIB (17)
- Walter Skya, CLA (16)
- *John Eichelberger, ex officio*

Unit Criteria
- Mara Bacsujlaky, CES (16 - Alternate) - Chair
- Bob Bolton, IARC (17 - Alternate)
- Carie Green, SOE (17 - Alternate)
- Sarah Hardy, SFOS (17)
- Chris Hartman, CEM (16)
- Alexander Hirsch, CLA (17 - Alternate)
- David Maxwell, CNSM (16)
- Sunny Rice, SFOS (16)
- Jennifer Tilbury, CRCD CTC (17)
- *Mark Herrmann, ex officio*

PERMANENT COMMITTEES
(appointed by Faculty Senate)

Faculty Development, Assessment & Improvement
- Gerri Brightwell, CLA (17, Alternate)
- Bernard Coakley, CNSM (17, Alternate)
- Candi Dierenfield, CES (17)
- Diana DiStefano, CLA (16)
- Brian Himelbloom, SFOS (16, Alternate)
- Steven Hunt, LIB (17 - Alternate)
- Franz Meyer, CNSM (17) – Chair
- *Mike Castellini, ex officio*

Additional Non-Senate Members to be confirmed.

Graduate Academic & Advisory Committee
- Anne Beaudreau, SFOS (non-senate member)
- Donie Bret-Harte, CNSM (17) - Chair
- Michael Daku, CLA (non-senate member)
- Daryl Farmer, CLA (17)
- Don Hampton, GI (17)
- Sean McGee, SOM (non-senate member)

Graduate Academic and Advisory - continued
- Mitch Reed, (graduate student member)
- John Yarie, SNRAS (16)
- *Mike Castellini, ex officio*

Research Advisory Committee
- Jessica Cherry, IARC (17) - Chair
- Jamie Clark, CLA (17 - Alternate)
- Larry Duffy, CNSM (17 - Alternate)
- Kris Hundertmark, IAB (non-senate member)
- Andrew Mahoney, GI (16)
- Andrew McDonnell, SFOS (16)
- ~~Dennis Moser, LIB (16)~~ Resigned 12/2015
- Dejan Raskovic, CEM (17 - Alternate)
- Gay Sheffield, SFOS (17 - Alternate)
- *Larry Hinzman, ex officio*

Information Technology Committee
- Bill Barnes, UAF CTC (16)
- Julie Cascio, CES (16) – Chair
- Eric Collins, SFOS (17)
- Falk Huettmann, CNSM (16 - Alternate)
- Rorik Peterson, CEM (16) - Co-Chair
- Siri Tuttle, CLA (17)
- *Fred Schlutt, ex officio*
- OIT member (to be named) - ex-officio
- eLearning member (to be named) - ex-officio
- Additional faculty members to be named.

PERMANENT COMMITTEES
(various methods of selecting members)

Committee on the Status of Women *(elected)*
- Jane Weber, CRCD (FS 16) - Chair
- Diana DiStefano, CLA (FS16)
- Mary Ehrlander, CLA (CSW 16)
- Ellen Lopez, CANHR (CSW 17) - Co-Chair
- Erin Pettit, CNSM (CSW 16)
- Megan McPhee, SFOS (CSW 16)
- Derek Sikes, CNSM (CSW 17)
- Kayt Sunwood, Director, Women's Center
- *Alex Fitts, ex officio*

Core Review (*appointed*)
- CLA:
  - Yelena Matusevich, Humanities (Core 16)
  - Kevin Sager, Communication (Core 16)
  - Burns Cooper, English (Core 17)
  - Brian Kassof, Social Sciences (Core 16)
- LIB:
  - Kathy Arndt, Library (Core 17)
- CNSM:
  - Larry Duffy, Science (Core 16)
  - Margaret Short, Math (Core 17)
  - – Co-Chair
- At-Large Representative:
  - Andrew Seitz, SFOS – Co-Chair
- College Reps:
  - Tony Rickard, CNSM
  - Kevin Berry, SOM
- *Marsha Sousa, ex officio*

Student Academic Development & Achievement Committee *(appointed)*
Jill Faudree, CNSM – Math (17)
Cindy Hardy, CRCD/DevEd
Eileen Harney, CLA – English (16)
Bill Howard, CNSM – Science (17)
Ben Kuntz, CRCD – Kuskokwim Campus
Joe Mason, CRCD Northwest Campus
Jennifer Tilbury, CRCD CTC – Co-Chair
Sandra Wildfeuer, CRCD Interior Alaska – Chair
Alex Fitts, ex officio
Representatives from Academic Advising Center, Rural Student Services, Student Support Services.

Curriculum Review Committee *(appointed by units)*
Rainer Newberry, CNSM (17) – Chair; and member of Curricular Affairs Committee
SNRE: Julie Joly
CRCD: Shawn Russell
CTC: Galen Johnson
SOE: Gary Jacobsen
CEM: Santanu Khataniar
CNSM: Jessica Larsen
SOM: Thomas Zhou
CLA: Rob Duke
SFOS: Andres Lopez
Kevin Berry, ex officio

As of 01/06/2016
The most current lists will be maintained at the UAF Governance web site.

www.uaf.edu/uafgov/faculty-senate/committees

Chapter

2

Constitution and Bylaws

Faculty Senate Constitution

CONSTITUTION
of the
UNIVERSITY OF ALASKA FAIRBANKS
FACULTY SENATE

Preamble

Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service.

ARTICLE I - Name

Sect. 1 The name of the organization shall be the University of Alaska Fairbanks Faculty Senate, hereinafter referred to as "Senate".

ARTICLE II - Rights, Responsibilities and Authority

Sect. 1 Faculty rights include the following:

A. To exercise academic freedom.

B. To form a representative body to develop legislation concerning the professional activities of the faculty.

C. To have elected representatives to appropriate governance bodies.

D. To have primary authority through the Senate to initiate, develop, review and approve academic criteria, regulation and policy with regard to the responsibilities outlined in Section 2.

E. Other rights as may be defined under this constitution and bylaws.

Sect. 2 Faculty responsibilities include the formulation of policies and regulations guiding:

A. Faculty appointment, re-appointment, termination, development, evaluation and workload.

B. Tenure

C. Promotion

D. Teaching

E. Research/creative activities

F. Advising

G. Service

H. Sabbatical leave

I. Honorary degree candidates

J. Scholastic standards
   1. Degree requirements
   2. Curriculum review
   3. Admission standards
   4. Grading policy
   5. Academic probation
   6. Academic suspension
   7. Academic dismissal
   8. Class length and structure of the academic year

K. Other responsibilities as may be defined by the faculty under this constitution and bylaws.

Sect. 3 Further Responsibilities

A. To advise the administration of the University of Alaska Fairbanks on academic and faculty matters.

B. To provide faculty representatives to the appropriate governance bodies.

C. To support student and staff constituencies on matters of mutual concern.

Sect. 4 Authority

The Senate shall carry out its responsibilities and functions subject to the authority of the Board of Regents Policy. Senate actions will be binding, subject to review, veto, and override in accordance with ARTICLE XI (Veto Powers) of this constitution.

ARTICLE III - Membership

Sect. 1 The Senate shall be constituted according to the provisions specified in the bylaws.

Sect. 2 Voting members of the Senate must either hold academic rank with full-time continuing appointment at the University of Alaska Fairbanks or hold special academic rank with title preceded by "research" or "term".

Sect. 3 Senate members shall be elected from and by the faculty of their respective units, as set forth in the bylaws, to two-year terms which shall be staggered to ensure continuity.

Sect. 4 The terms of the newly elected and appointed members shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.

Sect. 5 Any voting member of the Senate may be recalled according to the provisions of the bylaws.

Sect. 6 Non-voting members of the Senate shall have voting privileges on any Senate committee on which they serve.

ARTICLE IV - Officers

Sect. 1 The two officers of the Senate shall be the President and the President-Elect.

Sect. 2 The President-Elect shall be elected by the Faculty Senators of the Senate for a one-year term. Eligible nominees for the office of President-Elect shall include any currently elected members of the Senate including alternates and chairs of standing and permanent committees of the Senate.

Sect. 3 The President-Elect, after serving for one year in this position, subject to Sections 4 and 5, will automatically become President for one year.

Sect. 4 The term of the President may be extended for one additional year by a two-thirds majority vote of the entire voting membership of the Senate. The vote will be by secret ballot and, if passed, the term of the President and the current President-Elect will be extended for no more than one additional year.

Sect. 5 If for any reason the President should relinquish or be recalled from office, the President-Elect will automatically and immediately assume the Presidency. The Senate shall elect a Vice President to fill out the remainder of the year at which time a new election for President-Elect will be held. The previously elevated President-Elect will complete the next academic year as President.

Sect. 6 If for any reason the President-Elect should relinquish or be recalled from office, the Senate shall elect a President-Elect to fill out the remainder of the year at which time a new election for President-Elect will be held.

Sect. 7 The terms of the newly elected President and President-Elect shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.

ARTICLE V - Committees

Sect. 1 The requirements for membership on standing, permanent, and ad hoc committees of the Faculty Senate will be specified in the bylaws.

ARTICLE VI - Relation to the University of Alaska Fairbanks Governance Coordinating Committee and the University of Alaska System Governance.

Sect. 1 The UAF Faculty Senate President and President-Elect shall represent the faculty on the University of Alaska Fairbanks Governance Coordinating Committee.

Sect. 2 The UAF Faculty Senate President, President-Elect, and one other designee appointed by the Senate President shall represent the Senate on the University of Alaska Faculty Alliance and one will serve on the System Governance Council.

ARTICLE VII - Meetings

Sect. 1 There shall be a minimum of seven regular meetings each academic year. Other meetings may be held on special call of the Administrative Committee of the Senate.

ARTICLE VIII - Quorum

Sect. 1 The presence of a majority of the membership shall constitute a quorum. Presence may be established by participation in an audioconference.

ARTICLE IX - Parliamentary Authority

Sect. 1 The parliamentary guidelines shall be the most recent version of Robert's Rules of Order.

ARTICLE X - Amendments

Sect. 1 Amendments to the constitution may be proposed only by members of the Senate and copies shall be sent to all members of the Senate. Amendments must be formally read and incorporated in the minutes of a Senate meeting.

Sect. 2 Approval of amendments to the constitution requires a two-thirds vote and cannot occur sooner than 28 days from the date of the meeting at which the amendments were first read and discussed.

Sect. 3 Approval of amendments to the bylaws requires a majority vote.

ARTICLE XI - Veto Powers

Sect. 1 The Chancellor's Office shall have the right to veto actions taken by the Senate relating to academic, research, service and faculty affairs. A Senate action shall be considered approved unless written reasons for a veto are received in the Senate Office within 30 days of that action being received by the Chancellor's Office. The Administrative Committee upon request by the Chancellor may extend the 30 day requirement.

Sect. 2 Any action approved by the Senate and vetoed by the Chancellor's Office may be submitted to a reconciliation committee upon a two-thirds vote of the Senate. Up to three members appointed by the Senate and up to three members appointed by the Chancellor's Office shall constitute a reconciliation committee whose task it shall be to formulate recommendations to the Senate and the Chancellor's Office.

If the Senate and the Chancellor's Office are not able to resolve the impasse, then the Senate, upon a two-thirds vote, may elect to forward its previous action through the University of Alaska governance structure as provided for under Regents' policy.

ARTICLE XII - Faculty Referendum

Sect. 1 A faculty referendum on any Senate action will be called when a petition containing the signatures of ten percent of the full-time, permanent faculty is filed with the Senate Office. The Administrative Committee of the Senate will call for a Senate convocation at which time any business of the Senate may be reconsidered if the majority of the faculty eligible to elect members to the Senate, as described in the bylaws, is present at the convocation.

Sect. 2 The convocation must take place within 21 working days after the petition is filed with the Senate Office.

Sect. 3 The Senate actions may be modified by a simple majority vote of the members at the convocation.

November 2015

BYLAWS of the UNIVERSITY OF ALASKA FAIRBANKS FACULTY SENATE

Sect. 1 (ART III: Membership)

A. The membership of the Faculty Senate, hereinafter referred to as "Senate," shall consist of approximately 41 members plus one non-voting presiding officer. Approximately 35 members shall be elected by and from the faculty and will have voting privileges. Four non-voting members will be selected by and from other university constituencies as follows: one student selected by the ASUAF; one dean or director selected by the Provost; one staff representative from the registrar's office; and one additional staff member selected by the Staff Council. Three additional non-voting members will be selected by and from the faculty unions as follows: one elected official each from United Academics-AAUP/AFT, UAFT, and Adjuncts (United Academics)-AAUP/AFT.

   Terms shall be for two years and staggered, with approximately one-half of the Senate elected each year.

B. Representation shall be by academic or research unit and based on the number of qualifying faculty in each unit as described below.

   1. A unit is a single school or college or research institute, a collection of schools and/or colleges or collection of research institutes (see item 5).

   2. For representational purposes only, a qualifying faculty member shall be defined as one who holds academic rank or special academic rank.

   3. Tenure-track faculty with split appointments will be counted only in the tenure-granting unit. Research faculty and other qualifying faculty with split appointments will be counted only in the unit of primary appointment.

   4. Each unit will elect the number of representatives to the Senate equal to the number of qualifying faculty in that unit divided by the total number of qualifying faculty at UAF, multiplied by 35 and rounded to the nearest integer.

   5. Schools, colleges and research institutes whose representation under item 4 is zero may form a conglomerate group for the purpose of joint representation as a single unit, if together they qualify for representation under item 4. If they do not qualify as a conglomerate group, or if they do not choose to be represented as a group, then each unit shall join with a represented school, college or research institute.

   6. Re-apportionment will be done in the year of accreditation review of UAF, expected to be every seven years, or upon two-thirds vote of the Senate.

   7. Each unit will have at least 2 representatives.

C. Election Procedure

   1. Election shall be conducted by the represented units, or by the Senate office for any conglomerate groups to provide representatives to the Senate

according to Article III of the Senate Constitution. Elections are to be held during the spring semester and election procedures are the responsibility of the units, subject to the following:

2. A faculty member may vote for Senate representatives in only one unit. For tenure-track faculty, that unit must be the tenure-granting unit. Research faculty and other qualifying faculty must vote in the unit of primary appointment.

3. Units with full-time permanent faculty based on other than the Fairbanks campus should elect Senate representatives in a number that is at least equal to the proportion of the non-Fairbanks based qualifying faculty.

4. Units with faculty who teach in associate, certificate, or noncredit programs should elect representatives in proportion to such faculty.

5. Units with senior faculty should elect associate and full professors as Senate representatives in a number that is at least equal to the proportion of such faculty.

6. Units with graduate programs should elect at least one graduate faculty member.

7. Each unit shall elect at least half as many alternate representatives as representatives.

D. Vacancies

1. In the case of death, resignation, transfer, or other reason why an elected representative can no longer represent the unit, an alternate shall immediately become the representative. The president of the Senate will appoint a replacement from among the unit's elected alternates, with the concurrence of the affected constituency and the consent of the Administrative Committee.

2. If no alternate is available to replace the departing senator, the affected unit may hold a special election to replace that senator. This special election must be held within 30 days of the last day the departing senator served. All policies and procedures governing regular senate elections apply to these special elections.

E. Changes in Unit Representation

1. Changes in a unit's number of representatives on the Faculty Senate shall be implemented at the time of the next scheduled election. Reductions in a unit's number of representatives shall be accomplished by attrition, as terms expire. Increases in a unit's number of senate representatives shall be implemented through election of additional representatives at the next scheduled election.

2. Representatives should serve out the terms to which they are elected. This includes but is not limited to representatives who hold office at a time of reapportionment of the Faculty Senate, and those whose unit affiliation changes during a term of office. If the representative is no long affiliated with the unit from which they were elected, then an alternate shall be appointed and both shall serve concurrently to the end of the term. This may lead to a temporary increase in the number of elected representatives serving on the Faculty Senate.

F. Absenteeism

1. When elected members are unable to attend the meetings, their alternates will serve.

G. Recall

1. Unethical and/or unprofessional conduct by any elected officer or member of the Senate may constitute a cause for a vote of no confidence and hence a recall. In order to recall an elected officer or member, the Senate must have a 2/3 majority vote of its total membership.

Sect. 2 (ART IV: Officers)

The President of the Senate shall be an ex-officio, non-voting member of all elected and appointed committees of the Senate. The President-Elect of the Senate shall be chairperson of the Administrative Committee of the Senate and shall be an ex-officio, non-voting member of such elected and appointed committees of the Senate as the President of the Senate shall direct.

The following internal appeals process will be followed to resolve disagreements between members and the Faculty Senate president and/or president-elect.

1. Appellant makes a good-faith effort to resolve the issue directly with the President and/or President-Elect. If appellant is not satisfied with the resolution, continue with the following steps.

2. Appellant requests time to speak to the Administrative Committee at its next regularly scheduled meeting. (Standard time allotment will be five minutes' speaking time.) Appellant may submit a brief summary to be distributed as a written handout to the committee at the meeting, if desired, in addition to being present and speaking. The handout should be submitted five business days before the Administrative Committee meeting and include a description of the decision being appealed, the reasons for the appeal, and the proposed resolution.

3. After the appellant has spoken, the President and President-Elect may respond. (Standard time allotment will be five minutes each. One or both may speak.) The President or President-Elect may also provide a written response as a handout for the consideration of the Administrative Committee.

4. The Appellant will leave the meeting and the Administrative Committee will consider two options: A. No change to the original decision; or, B. Sustain appeal and come to an alternate decision based on the committee's deliberation. The Administrative Committee will vote on the matter. An affirmative vote by an absolute majority of the committee is required to sustain the appeal.

5. A brief report is shared at the next Faculty Senate meeting by the Chair of the Faculty Affairs Committee. There is no further discussion on the matter at the Senate meeting.

Sect. 3 (ART V: Committees)

A. An Administrative Committee will be composed of the chairpersons of all standing Senate committees and of permanent Senate Committees. The Provost of UAF shall be an ex-officio, non-voting member. Specific duties of the Administrative Committee in its obligation to fully prepare the agenda and materials for efficient operation of the Senate are:

1. Receive reports from the president of the Senate, the Provost, and, as deemed timely, other individuals, on issues of current and future importance to the Senate;

2. Accept and review the motions of standing and permanent committees, and from members of the Administrative Committee;

3. Make certain that the motions are ready for Senate action to the maximum degree possible, and if not, refer them back for further work and/or direct them to other relevant committees that may not have considered the motions;

4. Move the motions to the Senate's agenda;

5. Review and approve other items of the Senate's agenda, as deemed necessary;

6. Review reports of all committee work in progress; and

7. Discuss other issues, which may or should lead to later committee and senate actions.

In addition,

8. Within the scope of authority granted by the Senate at the last meeting of the spring semester, the Administrative Committee will represent the Senate from the close of the last Senate meeting in the spring until the opening of the first Senate meeting of the fall semester; and

9. At the first meeting in the fall semester make a report of all actions carried out in the name of the Senate since the last meeting in the spring semester.

10. The Administrative Committee shall oversee the process of evaluation of academic administrators.

11. The committee chair will provide committee meeting minutes to the Faculty Senate.

B. Membership on standing and permanent committees will be for two years except as noted below with the possibility of re-appointment. The initial appointment or re-appointment is recommended by the President and President-Elect or as specified in the definition of a Permanent Committee, approved by the Administrative Committee, and confirmed by the full Senate. Senators are limited to serving on a maximum of one standing committee at any one time. To provide continuity, terms will be staggered and an initial appointment may be made for one or two years as determined by the Administrative Committee based on need.

C. Any faculty member who is eligible to vote for a Faculty Senator can serve on a Senate committee, unless otherwise specified. Standing committees will be

constituted entirely of senators or alternates. Permanent committees can be constituted without senators or alternates.

D. On standing committees all voting members must be senators or alternates. Standing committees can have non-voting ex officio members.

E. All permanent and standing committee chairs will be elected from and by the members of their respective committees. Committee chairs are voting members of their committees and of the Administrative Committee.

F. A quorum consists of at least 50% of the voting members of a committee. Mode of attendance and procedure for voting in a committee meeting shall be the prerogative of each committee.

G. Appointment and responsibilities of committee chairs:
The previous chair or a representative approved by the Administrative Committee will convene the first meeting. The committee elects a new chair at that meeting.
Committee chairs:
1. Schedule meetings;
2. Preside over meetings;
3. Write and submit a report to the Administrative Committee at the last meeting of the academic year summarizing the actions of the committee;
4. Provide meeting minutes to the Faculty Senate.

H. The standing and permanent committees of the Senate are:

<u>STANDING</u>

1. The Curricular Affairs Committee will deal with undergraduate curricular and academic policy changes.

2. The Faculty Affairs Committee shall review issues dealing with faculty prerogative and recommend policy changes to the Faculty Senate. Issues of faculty prerogative include academic freedom, faculty ethics, research and creative activity, and legislative and fiscal issues that may impact faculty concerns at the university. The committee will enhance communication of faculty issues with members of the Board of Regents, public officials, and candidates for public office. In performing these duties, the committee will coordinate as necessary with the relevant officers (and/or their representatives) of the extant collective bargaining units who serve as non-voting members of the Senate and ex-officio members of this committee.

3. The Unit Criteria Committee reviews proposed unit criteria for evaluation of faculty submitted by the various peer-review units of UAF, and to work with the heads of those units (or their designees) to ensure that their criteria are consistent with criteria defined in the UAF Faculty Appointment and Evaluation Policies and Regulations "Blue Book". Special unit criteria may add to the standard template that is drawn from the Blue Book but may not alter its language or formatting. The criteria to be reviewed may include those submitted every five (5) years pursuant to Blue Book Regulations. They may also include those proposed by units for revision at other times. The committee also reviews proposed changes to the "Blue Book."

   To ensure that perspectives from across UAF are represented, membership will consist of at least five senators, one each from the following five schools / colleges: CLA, CRCD, CNSM, SFOS, and CEM; and at least one from CES,

SNRE, SOE, SOM or LIB; and at least one senator who has an appointment with a research institute. There are no student members of this committee.

Final composition of the Unit Criteria Committee is approved by the Faculty Senate Administrative Committee.

PERMANENT

1. The Graduate Academic & Advisory Committee has responsibility for oversight, review and approval of all professional degree courses and programs. The committee advises the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial issues and dealings with other universities.

   The Graduate Academic & Advisory Committee includes ten faculty members and up to two graduate students. The Dean of the Graduate School, Director of the Library, and the University Registrar are non-voting ex-officio members. Graduate student representatives are appointed by the Dean of the Graduate School.

2. The Student Academic Development and Achievement Committee (SADA) considers policies related to student placement, academic advising and student academic appeals, development, and retention. This committee further functions as a curriculum review committee for all developmental education courses.

   SADA includes one faculty representative from each of the following campuses of the College of Rural and Community Development: Bristol Bay, Chukchi, Interior Alaska, Kuskokwim, Northwest, and the Community and Technical College. One or more of these should be from Developmental Education. The committee also includes one representative from the Fairbanks Department of Developmental Education, two representatives from the College of Natural Sciences and Mathematics: one from the Sciences (Biology, Chemistry, Geology, or Physics) and one from Math; two from the College of Liberal Arts, including one from the English Department; and one each from Rural Student Services, Rural Campus Student Services, and the Academic Advising Center. The committee may also invite a student representative to serve as an ex officio member.

3. The Faculty Development, Assessment, and Improvement (FDAI) Committee facilitates faculty development relative to all components of faculty professional activities including teaching, research, and service to the university, the professional community, and the public. FDAI promotes excellence in faculty teaching through evaluating the status of faculty development and assessment, facilitating intellectual activity and interaction among faculty, promoting fair and relevant faculty evaluation systems, and developing and/or piloting professional development initiatives that recognize and promote good practice in teaching and research.

   The FDAI consists of the Chair, and up to 14 other voting members. The membership of the FDAI must include faculty from both rural and Fairbanks campuses and can include faculty who are senators and non-senators. In addition to its regular members, the FDAI includes non-voting ex-officio members. These include a mandatory ex-officio representative from the Office of Faculty Development (to be selected by the Provost), a member from UAF eLearning, as well as a member of UAF's list of deans. Other non-voting ex-officio members may be invited by the committee.

4. The Curriculum Review Committee evaluates proposed substantive undergraduate course and program additions, changes, and deletions submitted by the appropriate school/college curriculum committees. Among the topics of its review are number and duplication of courses, credit assignment, establishment of need for new programs, and resource impacts of curricular changes. Decisions of the Curriculum Review Committee may be appealed to Curricular Affairs by the department submitting the proposal. The Committee shall be composed of the chairs of the college/school curriculum councils, the University Registrar or the Registrar's designee, and shall be chaired by a member of the Curricular Affairs Committee.

5. The Core Review Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the core curriculum at UAF. The Core Review Committee coordinates and recommends changes to the core curriculum, develops the process for assessment of the core curriculum, regularly reports on assessment of the core curriculum, monitors transfer guidelines for core courses, acts on petitions for core credit, and evaluates guidelines in light of the total core experience. This committee will also review courses for oral, written, and natural science core classification. If the committee determines that a course fails twice in a row to meet "O" or "W" guidelines as specified by the Faculty Senate, the committee shall have the power to revoke "O" or "W" designators from that course.* Committee actions made prior to March 1 will become effective in the next year's Catalog. Designators will be restored as soon as the course has been reapproved by the committee as once again conforming to "O" or "W" guidelines.

   *As found at:
   http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-desig/

   The committee shall be composed of one faculty member from each of the core component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, and Library Science) and one faculty member from a non-core component area, and one faculty member from CRCD, as voting members. Membership on the committee may include an undergraduate student as a non-voting member, and representatives from the colleges specifically tasked with core assessment.

6. The purpose of the Committee on the Status of Women is to monitor the status of women faculty at UAF and to work proactively for gender equity.

   Such actions will include, but are not limited to: Maintaining lists of women faculty with hire, tenure and promotion dates; Organizing and supervising surveys on the status of women and assessing the cultural climate of the university as it pertains to women; Recommending policy to address the needs of women faculty; Supporting mentoring of women, both new and mid-career faculty, including facilitating workshops on mentoring, promotion and tenure, negotiating techniques, providing venues for networking, collaboration and advocacy, and other forms of faculty development identified as necessary; Addressing family-work issues, such as child care, parental leave, spousal/partner hire; Coordinating with other campus and university groups which deal with women's and gender issues; and any other issues which would help women to achieve equity at UAF.

   Membership will consist of ten members, at least one of whom will be a senator, eight to be elected at large from among UAF faculty, and the Coordinator of the Women’s Center.

7. The Research Advisory Committee. The Research Advisory Committee consists of up to ten voting members, a chair and a co-chair, along with at least one ex officio member who is the vice chancellor for research. The committee exists to review the issues of researchers at the University of Alaska Fairbanks and to provide reports, recommendations, and resolutions to the UAF Faculty Senate on behalf of the UAF research community. The Research Advisory Committee will provide a connection between the faculty and the UAF vice chancellor for research, and advise the VCR on developing productive relationships with the different research facilities across UAF.

8. The Faculty Administrator Review Committee (FARC) will facilitate the process of evaluation of all Group A and B administrators. This will include ensuring the timely completion of all reviews and resulting letters, as well as presentation of the results of each review to the Provost, Chancellor, Vice Chancellor for Research, or other supervisor in March. The FARC will also approve the process which each ad hoc administrator review committee utilizes.

   The Faculty Administrator Review Committee shall be composed of the chairs of all individual ad hoc administrator review committees plus one Faculty Senate representative appointed by the Faculty Senate President who shall chair the committee. The ad hoc administrator review committee chairs may, but do not have to be, members of the Faculty Senate.

9. The Information Technology Committee will address information technology issues and needs affecting aspects of work faculty engage in. They will also be the recognized committee to work with requests submitted for consideration by the Office of Information Technology (OIT).

   To help ensure that perspectives from across UAF are represented, membership will consist of at least five representatives, with not more than one from each of the schools, colleges, institutes or libraries. Members who are not Faculty Senators may be appointed to one-year terms. Representatives from OIT and eLearning shall be ex-officio members of the committee. The committee chair must be a senator or an alternate.

F. Any standing or permanent committee may create subcommittees to assist the committee.

G. The Senate President may create and appoint the members of any ad hoc committee necessary for conducting Senate business. Ad hoc committees are subject to later ratification by the Senate.

H. Committees must forward any legislation which involves the setting or altering of policy to the full Senate for approval. Committees which are specifically charged with applying policy to make decisions may do so without having the Senate approve those decisions. A review by the full Senate may be requested by the reviewing Senate committee. A request to the Senate Administrative Committee for a further Senate review may also be submitted by individual Senators if the question has policy implications. The committee chair is responsible for the presentation of the committee's motion to the Senate at the meeting in which it will be considered.

Sect. 4 (Art. IX Parliamentary Authority)

Majority and supermajority votes of the Senate shall be counted on the basis of a majority or supermajority of the votes cast by members present, with abstentions not counting as votes.

December 7, 2015

Chart A: UAF Faculty Senate Flowchart

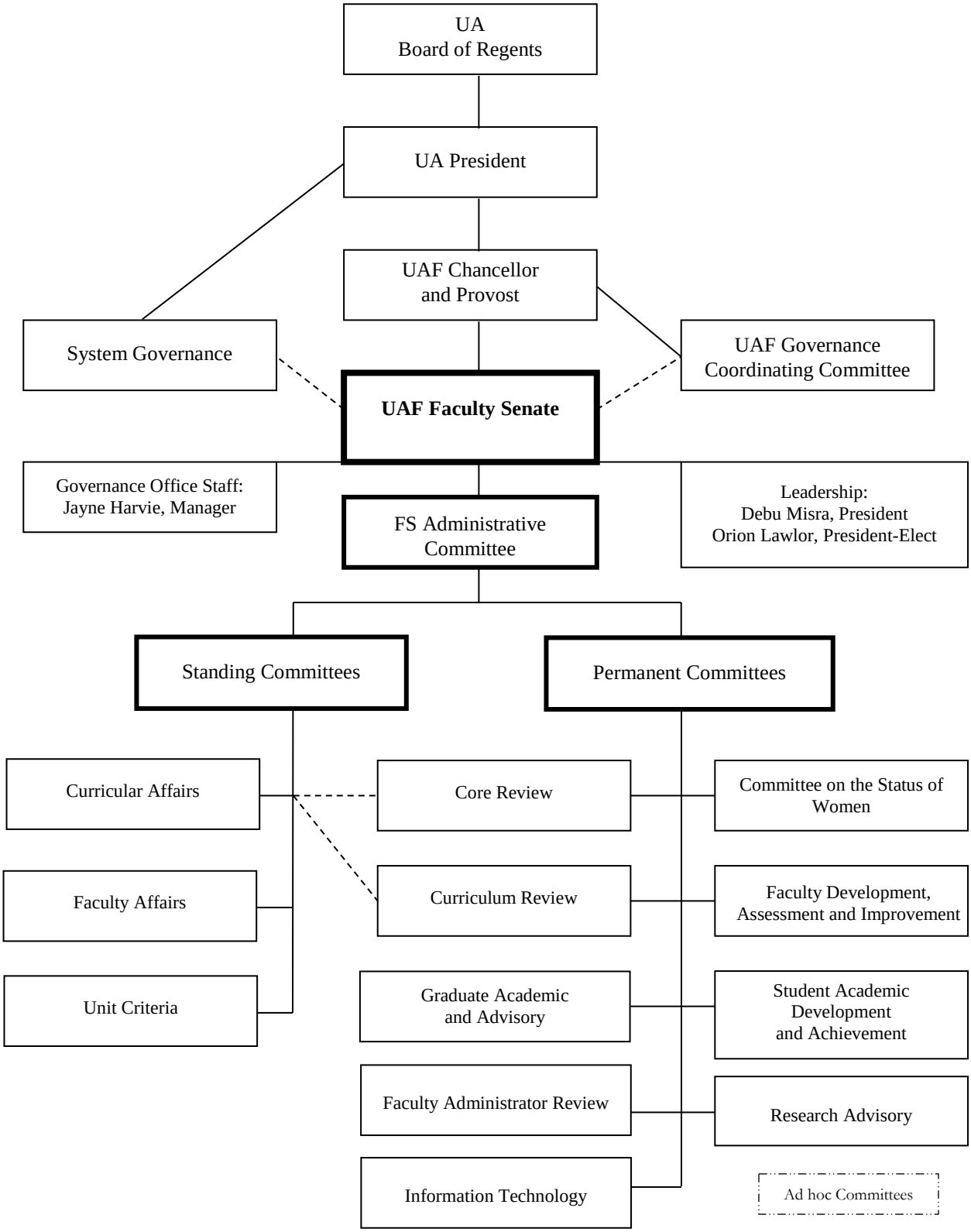
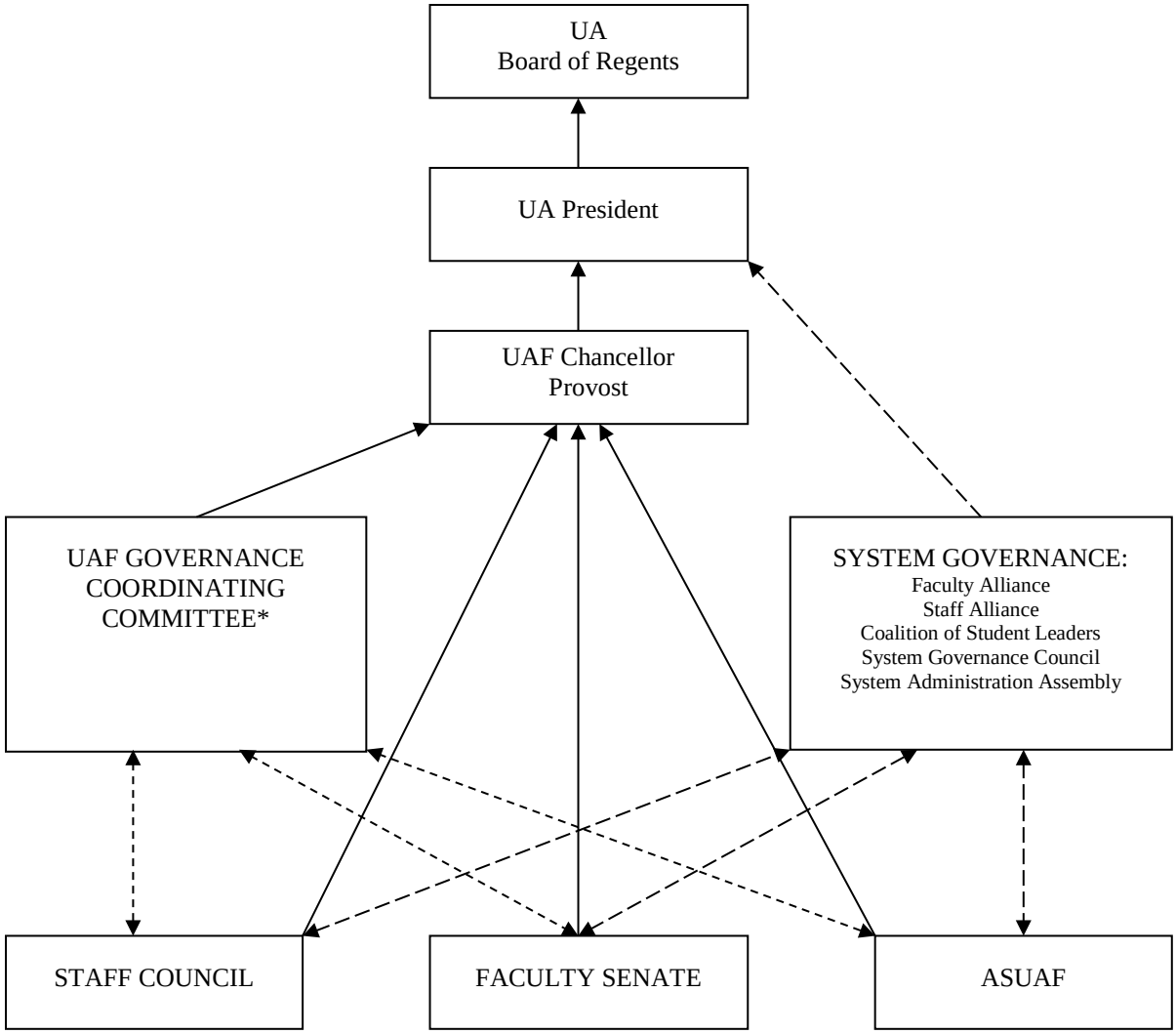


Chart B: UAF Governance Structure



Policy actions affecting faculty, staff, OR students require Chancellor approval.

Policy actions affecting faculty, staff, AND students require consideration by UAF Governance Coordinating Committee prior to Chancellor approval.

Policy actions affecting UAA, UAF, and UAS require consideration by the System Governance Council prior to President and/or BOR approval.

*UAF Faculty Senate, Staff Council, and ASUAF each have two seats on the UAF Governance Coordinating Committee.

Comparison of this chart with the standard organizational chart for the university clearly illustrates the opportunity provided by Governance for faculty, staff and students to have a direct voice in matters affecting them.

Chapter

3

Procedures

Administrative Support

Contact Information

UAF Governance offices are located in rooms 312B and 314 of Signers' Hall. The staff include:

Jayne Harvie, Office Manager and Faculty Senate Coordinator
email: jbharvie@alaska.edu
phone: 907-474-7964

Nicole Dufour, Executive Secretary, Staff Council
email: uaf-staff-council@alaska.edu
phone: 907-474-7056

Scheduling and Audio Conferencing Committee Meetings

- The Governance Office will schedule committee meetings at the request of the chair; and reserve rooms as needed. Committee members are notified by e-mail of the meeting place, agenda, date and time.

- The Governance Office provides public notice at least three days prior to the meeting (if possible, and as required by law). Notices are posted in the Rasmuson Library's west entrance, and on the first floor hallway between Signers' Hall and the Eielson Building. All meetings are posted on the UAF Events Calendar found online at: http://www.uaf.edu/calendars/events/

- Committees should try to set their meeting schedule for the semester at their first meeting and provide the Faculty Senate Coordinator with that information in a timely manner so rooms can be reserved -- campus meeting rooms fill up fast during the academic year.

- It is suggested that committees schedule meetings to coincide when the rural members are on campus for face-to-face Senate meetings, if possible.

- Committees should decide how they will handle participation by members from remote locations at their first meeting. The use of cost-free options (e.g., Blackboard Collaborate; Google Hangouts) is strongly recommended since audio conference costs have become unsustainable for the Governance Office in FY16.

- The Governance Office staff is able to supply only a limited amount of clerical support. They cannot, for example, attend committee meetings to take minutes. However, they can prepare documents for distribution to the committee via e-mail.

- Committees are encouraged to correspond as much as possible via e-mail. This is the most efficient and cost effective way to accomplish the Senate's work.

Convener and Committee Chair Responsibilities

- Convene your committee early in the fall semester and have the members elect the chair for the academic year.
    - Notify the Faculty Senate coordinator with the name of the chair.
        - Committee chairs comprise the Faculty Senate Administrative Committee (along with FS leadership and the Provost).
        - The chair will be added to the email distribution list for the Administrative Committee.
          (See "Attend Administrative Committee meetings" below for more info.)

- Identify a regular meeting time for your committee.
    - Contact the Faculty Senate coordinator if you would like a Doodle poll to be done for you.
    - Decide how participation by members from remote locations will be accommodated. Use of “cost-free” services (e.g., Blackboard Collaborate; Google Hangouts) is strongly encouraged. Audio conference costs have become unsustainable for the Governance Office’s budget in FY16.
    - Notify the Faculty Senate coordinator of your regular meeting time.
    - Notify the Faculty Senate coordinator if you need rooms booked for meetings.

- Review the Faculty Senate bylaws with your committee and decide if they need to be updated.
    - See Bylaws section of this handbook for the bylaws related to Committees.
    - Changes to committee-related bylaws require a formal motion to go before the full Faculty Senate for voting.
    - Examples of motions and resolutions are included in chapter 4 of this handbook.
    - The finalized motion is brought by the committee chair to the Administrative Committee for discussion and approval for inclusion in the next Faculty Senate meeting agenda.

- Set the agenda for committee meetings.
    - You may distribute agendas to your committee members if that is your preference; or, upon your request the Faculty Senate coordinator will distribute them for you via email.
    - Include the meeting location and information regarding remote participation (if applicable) in your agenda.
        - The Faculty Senate coordinator is available to assist you with setting up a Google group or site, if requested.

- Identify a committee member to take meeting minutes during the meeting.
    - Usually, minutes from the prior meeting are reviewed at the next meeting and approved by all committee members. Minutes can be approved via email if that is preferred.
    - Send a copy of the approved minutes to the Faculty Senate coordinator for inclusion in the Administrative Committee and Faculty Senate meeting agendas.
    - Approved minutes will also be posted online at the committee's web page.

    - The Faculty Senate coordinator is not available to take minutes for committees with the notable exceptions of the Curriculum Review Committee and the Graduate Academic and Advisory Committee (due to the extensive follow-up required with processing curriculum).

- Attend Administrative Committee meetings.
    - Committee actions (usually in the form of motions or resolutions) are brought by the committee chairs to the Administrative Committee for discussion. Upon the consensus of the Administrative Committee, actions will be included in the agenda for Faculty Senate.
    - The Administrative Committee is also a forum for discussion of issues affecting faculty and the university. The Provost is an ex officio member of the Administrative Committee.
    - Attending Administrative Committee meetings is not optional. If a chair cannot make a particular meeting, arrange for an alternate to attend that meeting.
    - If a committee has co-chairs, both may attend the Administrative Committee meetings. If one of the co-chairs cannot attend, the co-chair in attendance has the responsibility to update the other.
    - Administrative Committee meetings are held face-to-face unless unusual circumstances dictate otherwise (or a member is from outside Fairbanks).

- Attend Faculty Senate meetings.
    - Attendance at Faculty Senate meetings is a primary responsibility of all Faculty Senate members, but particularly committee chairs.
    - If your committee has formal action for the Faculty Senate, the chair will bring this action to the floor of the senate and provide background and information and answer questions as necessary.
    - If an action is referred back to the committee, the chair brings the matter back to the committee at their next meeting.

- Prepare an annual report at the close of the academic year.
    - The annual report summarizes the work of the committee for the past academic year. Its purpose is to inform and prepare the next term's committee for continuing business.
    - The annual report is turned in prior to the last Administrative Committee meeting in April to be included in the May Faculty Senate agenda.

Administrative Committee

- The Administrative Committee members include the Senate president, president-elect and chairs of the standing and permanent committees. The provost and vice provost are ex officio members. The president-elect chairs the meetings.

- Administrative Committee meets about ten days prior to each Senate meeting to set the Senate meeting agenda. Motions scheduled to be presented to the Senate are first reviewed by the Administrative Committee. If there is considerable disagreement about proposed actions, the Administrative Committee may recommend that the issue be referred back to committee for further evaluation.

- Following the Administrative Committee meetings, the Senate president and president-elect meet with the chancellor and provost to discuss the Senate meeting agenda.

- Reference Sect. 2 (ART IV: Officers) and Sect. 3 (ART. V: Committees) – section A. of the Senate Bylaws for additional information about roles and duties of the Administrative Committee.

Administrative Committee Meeting Schedule for 2015-16:

Fall 2015 Semester	**Time**	**Location**
Friday, Aug. 28, 2015	1-3 PM	330 Signers' Hall - CCR
Friday, Oct. 2, 2015	1-3 PM	330 Signers' Hall - CCR
Friday, Oct. 30, 2015	1-3 PM	330 Signers' Hall - CCR
Monday, Nov. 30, 2015	1-3 PM	330 Signers' Hall - CCR
Spring 2016 Semester		
Friday, Jan. 29, 2016	1-3 PM	330 Signers' Hall – CCR
Friday, Feb. 26, 2016	1-3 PM	330 Signers' Hall – CCR
Friday, Mar. 25, 2016	1-3 PM	330 Signers' Hall – CCR
Friday, Apr. 22, 2016	1-3 PM	330 Signers' Hall – CCR

Chapter

4

Senate Actions

About Faculty Senate's Role

The university, as a community of scholars sometimes referred to as the "academy", vests responsibility for effectively carrying out its educational mission to the faculty. Faculties have traditionally played a key role in shared governance and academic collegiality of institutions of higher education.

The primary mechanism for the formulation and oversight of academic policy is the Faculty Senate. Among concerns addressed by the Faculty Senate are: course and program development and change; policies related to academic procedures; academic freedom and faculty rights and responsibilities; and, quality of teaching, research and service.

Organized in January 1988, the UAF Faculty Senate typically consists of approximately 39 faculty members elected proportionally from the faculty of each college/school or institute. In addition to monthly plenary meetings, the standing and permanent committees meet regularly to carry out the majority of the work. The president, president-elect and committee chairs constitute an Administrative Committee which sets the full Senate agenda and coordinates the various activities of the Senate.

In addition to the above legislative and oversight activities, the Faculty Senate

- serves as a major part of UAF's institutional memory, archiving policy decisions over the years,
- provides information on programs, policies, procedures, formats and responsible individuals for accomplishing the academic tasks of the institution, and,
- through the UAF Governance Coordinating Committee, works in close cooperation with the other governance bodies (Staff Council and ASUAF) on issues which affect the wider university community.

See Appendix A if you are interested in reading more about the broader faculty role in institutional governance.

Samples of Motions and Resolutions of the Faculty Senate

The following pages provide examples of Senate motions and resolutions that are useful to chairs and committees. Additional information and examples are available online at the Faculty Senate web site, or you may call the Faculty Senate office for assistance.

SAMPLE MOTION TO AMEND EXISTING POLICY
========== =====

The UAF Faculty Senate passed the following motion at Meeting #188 on February 4, 2013:

MOTION:

The UAF Faculty Senate moves to amend the Credit by Exam policy as follows:

Effective: Immediately

Rationale: The addition of this clarifying statement to the current Credit by Exam policy reduces confusion and reflects the current practice at UAF.

****

BOLD CAPS = Addition
[[ ]] = Deletion

CREDIT BY EXAM [as currently in the *UAF Catalog*, pages 38-41]

…

- **UAF Credit by Exam**
  Credit by exam can be earned at UAF by students who are currently enrolled. Most courses are available for credit by exam, except those with numbers ending -90 through -99 (193, 292, 497, etc.). A course challenged for credit cannot duplicate a course for which credit has already been granted or in which the student is currently enrolled. **IT IS UP TO THE DISCRETION OF THE DEPARTMENT AND INSTRUCTOR TO DECIDE WHICH COURSES CAN BE CHALLENGED, AND THE TESTING METHOD AND GRADING PROCEDURES.** Credit by exam may not be requested for audited courses until one year has passed since the end of the semester in which the course was audited.

. . .

SAMPLE MOTION TO ESTABLISH POLICY
==========

The UAF Faculty Senate passed the following at its Meeting #143 on April 9, 2007:

MOTION:

The UAF Faculty Senate moves to approve a policy on Retention of Course Records.

Retention of Course Records

The classroom records pertaining to course work of any student that have not been returned to the student must be retained by the instructor for a period of one full semester (excluding summer session) after the semester in which the course was completed. These records may include but are not limited to: exams and answer sheets, homework, course papers, term papers, essays, laboratory reports, and other assignments submitted by the student in order to fulfill the requirement of the particular course. The Office of Information Technology must archive all Blackboard course content, including statistics, for a period of 1 ½ years following completion of the course.

Classroom records of any instructor for the purpose of evaluation of grade must also be retained for a period of at least one full semester (excluding summer session) following the semester in which the course was competed. These records may include but are not limited to: syllabus, class attendance, complete list of student's performance in all relevant course work, paper work related to the determination of a grade, and a record of final grades.

In case of any dispute or grievance process initiated by the student all the above records must be retained until the end of the process. Any records or copies of records that are required for program review, accreditation purposes, or any other audit as mandated by the university may be retained for a period as deemed required by the process.

After the retention period, all records may be destroyed or properly discarded.

EFFECTIVE: Fall 2007

RATIONALE: The University does not have any policies or regulations regarding the retention of course materials, which has led to confusion among the faculty and has resulted in different retention practices and polices across the disciplines. This proposed motion will help alleviate the confusion and provide a uniform retention policy across all disciplines. The one-semester guideline is what was suggested by UA General Counsel as a reasonable policy to accommodate grade appeals. This policy should be added to the faculty handbook.

SAMPLE MOTION TO AMEND DEGREE
==========

The UAF Faculty Senate passed the following at Meeting #181, March 5, 2012:

MOTION:

The UAF Faculty Senate moves to amend the Bachelor of Arts and the Bachelor of Science degree requirements as indicated below:

EFFECTIVE: Fall 2012

RATIONALE: There are many cases in which a course might be required for a major or a minor (example: PSY F101 for a BA in Psychology) but that course also carries a General Education designator (such as "S" for Social Sciences). Strictly interpreted the way it's written, the PSY F101 could not be counted toward the required credits in Social Sciences and Humanities, no matter how many PSY credits were earned (say, 36). This would have the unintended and unfortunate consequence of requiring well over 120 credits for a B.A. degree and well over 130 for a B.S. degree if the language is not altered. This is something that has been broadly misunderstood in the advising community for many years (ever since the inception of the Core, as far as we can tell). This was brought before Curricular Affairs in 2009 and both the Registrar's Office and the Academic Advising Center was under the impression this change had already taken place.

Note that with this change, no credits used toward the major could be used toward GERs until they have gone over 30, or for a minor over 15.

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CAPS = additions
[[ ]] = deletions

2011-12 *UAF Catalog*: Pages 136, Beyond the Core:

Under Bachelor of Arts, first column, paragraph after "Minimum credits required for degree":

Of the above, at least 39 credits must be taken in upper-division (300-level or higher) courses. Courses beyond 30 credits in a major complex and 15 credits in a minor complex **[[**that are not in the primary discipline of that major or minor**]]** may be used to fulfill the B.A. degree requirements in humanities, social sciences or mathematics. Courses used to fulfill **[[**minor degree**]]** requirements **FOR A MINOR** may be used at the same time to fill major or general distribution requirements if so designated.

Similarly, under Bachelor of Science, second column:

Of the above, at least 39 credits must be taken in upper-division (300-level or higher) courses. Courses beyond 30 credits in a major complex and 15 credits in a minor complex **[[**that are not in the primary discipline of that major or minor**]]** may be used to fulfill the B.S. degree requirements in mathematics or natural science. Courses used to fulfill **[[**minor degree**]]** requirements **FOR A MINOR** may be used at the same time to fill major or general distribution requirements if so designated.

SAMPLE BYLAW/CONSTITUTION AMENDMENT
==========

The following was passed at the April 5, 2010, Faculty Senate Meeting #166:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsection C.1. This amendment addresses the procedure for election of representatives from research institutes to the Faculty Senate.

EFFECTIVE: Fall 2010

RATIONALE: The current Bylaws are written with the assumption that the research institutes will not qualify for separate representation on the Faculty Senate. Instead, they are grouped into a "conglomerate group." The Bylaws specify that elections for Faculty Senate representatives for the research institutes are to be held by the Senate office. This provision is reasonable because there is no central organization or administrative office for such a collection of research institutes. However, several research institutes are now large enough for separate representation on the Faculty Senate. Each of them has the same organizational ability to run internal elections as the academic units have. This amendment removes the assumption that research institutes will not have separate representation, and specifies that all individual units represented on the Faculty Senate, i.e., research institutes as well as schools and colleges, are responsible for their own elections and election procedures. The Senate office will continue to have responsibility for elections by any "conglomerate groups."

****

CAPS and **Bolded** - Addition
[[ ]] = Deletion

C. Election Procedure

1. Election shall be **CONDUCTED** by the **REPRESENTED [[**academic**]]** units**,** or **BY** the Senate office for **ANY CONGLOMERATE GROUPS, [[**the research institutes**]]** to provide representatives to the Senate according to Article III of the Senate Constitution. Elections and election procedures are the responsibility of the units, subject to the following:

…

SAMPLE MOTION TO AMEND UA POLICY/REGULATION
==========

The UAF Faculty Senate passed the following at its Meeting #199 on May 5, 2014:

MOTION:

The UAF Faculty Senate moves to endorse the following set of common Student Learning Outcomes as recommended by the General Education Learning Outcomes sub-committee of the UA Faculty Alliance. These replace the learning outcomes enumerated in the "Objectives and Student Learning Outcomes" adopted by the UAF Faculty Senate at meeting #175 (as amended at meeting #179).

Effective: Upon approval by UAA and UAS Faculty Senates.

Rationale: The UA Board of Regents has directed the Universities of Alaska to align their general education requirements. As a first step toward alignment, the General Education Learning Outcomes sub-committee of the UA Faculty Alliance developed these learning outcomes based largely on the objectives and student learning outcomes adopted at meeting #175 of the UAF Faculty Senate, as amended in meeting #179. This is directed explicitly at baccalaureate programs, and therefore implicitly at AA and AS degree programs. The means of demonstrating achievement in these areas (the "bullet points" on the existing UAF student learning outcomes) will be addressed in the future.

****

All baccalaureate graduates in the University of Alaska system shall achieve the following student learning objectives:

- Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World through study of the natural and social sciences, **[[**technologies,**]]** mathematics, humanities, **[[**histories, languages,**]]** and the arts.
- Develop Intellectual and Practical Skills across the curriculum, including inquiry and analysis, **QUANTITATIVE LITERACY**, critical and creative thinking, problem solving, written and oral communication, information literacy, **[[**technological competence,**]]** and collaborative learning.
- Acquire Tools for Effective Civic Engagement in local through global contexts, including ethical reasoning and intercultural competence, **[[**and knowledge of Alaska and Alaskan issues**]] WITH PARTICULAR EMPHASIS ON ALASKA AND THE CIRCUMPOLAR NORTH**.
- Integrate and Apply Learning, including **[[**synthesis and advanced accomplishment**]] ABILITY TO SYNTHESIZE KNOWLEDGE AND SKILLS** across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

SAMPLE RESOLUTION

Traditional Style

The UAF Faculty Senate passed the following at Meeting #182, April 2, 2012:

RESOLUTION:

WHEREAS
The University of Alaska Statewide administration has proposed a policy that the University of Alaska would not hire tobacco users, or anyone whose spouse or dependents are tobacco users;

WHEREAS
A university employee may have no knowledge or control over the tobacco use of family members such as a 25-year old dependent child;

WHEREAS
Tobacco use rates are high in some countries, including many with highly productive potential university faculty and staff, and this policy would limit hiring of these potential faculty and staff;

WHEREAS
The rate of tobacco use among Alaska Natives is approximately double that of the state population as a whole, and this policy would have a disproportionate effect on the hiring of Alaska Natives by the University of Alaska;

WHEREAS
Extrapolating medical costs from lifestyle choices and its use in hiring decisions suggests the potential of institutional control over other conditions such as weight, exercise, diet, sleep, and blood chemistry, and is a form of discrimination that contradicts University of Alaska non-discriminatory hiring policies;

AND WHEREAS
Many other avenues for cost reduction in the University of Alaska's approach to health care self-insurance have not been explored or tested, including numerous suggestions from the UA Joint Health Care Committee;

THEREFORE BE IT RESOLVED
The UAF Faculty Senate condemns the proposed policy of not hiring a specific group of people based on higher predicted medical expenses, and views this as incompatible with the operation of an open, inclusive institution.

Further, the UAF Faculty Senate urges the University of Alaska administration to actively investigate suggestions from the Joint Health Care Committee, in a collaborative approach to addressing the problem.

State of Alaska Division of Public Heath:
http://www.hss.state.ak.us/dph/infocenter/topics/tobacco.htm
http://www.hss.state.ak.us/dph/chronic/tobacco/factsheets.htm
Proposed tobacco user policy: http://www.alaska.edu/files/benefits/HealthCareFY13Q-A.pdf

SAMPLE RESOLUTION

Contemporary Style

The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

RESOLUTION:

The UAF Faculty Senate recommends that the process of post-tenure performance review of UNAC-represented faculty be modified to eliminate levels of review above that of the dean in cases where both the unit peer committee and the dean have judged the performance to be satisfactory. Review by a university-wide committee and by the Provost should be required if either the unit peer committee or the dean rates performance as unsatisfactory in two of the three areas (teaching, research, service), or if either rates performance as unsatisfactory in one area if that area is the main part of the faculty member's workload.

RATIONALE: According to the Collective Bargaining Agreement (CBA) between the University of Alaska and United Academics, in effect between January 01, 2011 - December 31, 2013: "The post-tenure review process is generally intended to be a formative rather than a summative process of faculty evaluation, focused on faculty development. It is not intended to be the equivalent of the probationary evaluation of tenure track faculty. At the same time the process should review and encourage progress toward promotion where applicable, ongoing development, scholarship and productivity." The post-tenure reviews also serve to identify faculty whose performance is unsatisfactory. The CBA states that "Unit members who receive an unsatisfactory comprehensive post-tenure review shall be ineligible for market and merit salary adjustments until they receive a satisfactory outcome in a subsequent post-tenure review."

The current system of full university-wide review of post-tenure files by a committee of full professors is costly in terms of effort, yet for several reasons these university-wide reviews are useful in only a small number of cases. First, approximately 35 post-tenure reviews are conducted each year at UAF and typically just 0-3 are rated unsatisfactory overall. This low number is expected in light of the fact that tenured faculty have already undergone rigorous review for tenure and promotion, and nearly all continue a high level of performance after tenure. Second, for the stated purpose of faculty development, the portions of the post-tenure reviews that are most useful to the faculty are the reviews at unit peer and dean levels. Third, the need for a university-wide review committee composed of full professors draws experienced faculty away from the university-wide committees on 4th Year Reviews and Promotion & Tenure, where their advice would be more effective.

To fulfill the purpose of post-tenure review, in most cases review by a unit peer committee and the dean will be sufficient. Review by a university-wide committee and the Provost can be reserved for cases in which the results at those levels indicate a possible unsatisfactory rating overall, without compromising the goal of post-tenure review. Results at the unit peer and dean rankings can be used to identify these files. The recommended trigger of an unsatisfactory rating in two of three areas (teaching, research, service) or an unsatisfactory rating in the main area of the faculty member's workload, by either the unit peer committee or the dean, is based on UAF experience. Focusing on these files would be a more productive use of university resources and would not compromise the purpose of post-tenure review.

Modification of the post-tenure review process will require a change in the CBA because the current CBA requires that comprehensive post-tenure review must include review by MAU Peer Review Committees (at UAF, the university-wide review committees).

The Faculty Senate resolution will be forwarded to the UAF administration and to United Academics. We will request that Labor Relations negotiate an MOA to permit this change under the current CBA, and also request that the change be incorporated into the next CBA.

Chapter

5

About Governance

A Basis in Board of Regents' Policy and UA Regulations

REGENTS' POLICY
PART III – FACULTY, STAFF AND STUDENT GOVERNANCE
Chapter 03.01 - Faculty, Staff and Student Governance

P03.01.010. Faculty, Staff, and Student Governance.

A. The opportunity for faculty, staff and students to participate in the governance of the university is important to its effective operation. The board intends that faculty, staff and student participation in university governance be an integral part of the university community's culture.

...

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UNIVERSITY REGULATIONS
PART III – FACULTY, STAFF AND STUDENT GOVERNANCE
Chapter 03.01 - Faculty, Staff and Student Governance

A. Intent

It is the intent of the Board of Regents 1) that the faculty, staff and students shall share in the governance of the university, 2) that shared governance is an integral part of the business of the university and 3) that participants in shared governance are empowered by the Board of Regents to carry out their governance responsibilities to the best of their abilities without fear of reprisal.

...

The complete policy and regulation are posted online: http://www.alaska.edu/bor/policy-regulations/

See Appendix A if you are interested in reading more about the faculty role in institutional governance.

Staff Council

UAF Staff Council provides non-bargaining non-exempt and exempt employees an avenue to help formulate new policies, change existing policies or working conditions, and other matters that affect services provided by the support staff of the University of Alaska Fairbanks. With membership elected from all non-bargaining UAF support staff, Staff Council seeks to represent all employees by helping to create a better working environment. The Council provides an avenue of exchange between the support staff and University administration.

Over the years, Staff Council has been responsible for a number of employee benefit improvements, including: additional University holidays; leave share program; and a flexible work schedule. Members have worked on refining supervisory training, internal recruitment, the staff recognition and longevity awards, health and leave benefits, smoke-free workplace, development and implementation of the new salary system, correspondence with State legislators on bills concerning the retirement system and the University budget, and consultation with the Human Resources on UAF hiring procedures.

The most important benefit for staff is an open line of communication to administration by means of Staff Council representatives. If any staff member in the University community has a problem with their work environment or sees a way the University could become more productive by creating a better work environment, an avenue for conveyance is open to them through their governance group. Please use that open line. Contact your representative with your ideas and concerns or bring them to Staff Council meetings. Meetings are open to everyone, so bring your constructive ideas and help create a better work environment for all.

Contact Information

Faye Gallant, 2015-16 Staff Council President
email: fsgallant@alaska.edu
phone: 907-474-7515

Nicole Dufour, Executive Secretary, Staff Council
email: uaf-staff-council@alaska.edu
phone: 907-474-7056

Governance Coordinating Committee

The UAF Governance Coordinating Committee provides a forum for the three individual UAF governance bodies to address common concerns that affect faculty, staff, and students. GCC exists for the express purpose of coordinating unified action from the individual governance bodies (UAF Faculty Senate, Staff Council and ASUAF).

Leadership for the UAF Governance Coordinating Committee is provided by the president and president-elect of each constituency. The UAF Governance Coordinating Committee typically meets once or twice a semester during the academic year.

Contact Information

Support for GCC is provided by the Staff Council executive secretary.

Nicole Dufour, Executive Secretary, Staff Council
email: uaf-staff-council@alaska.edu
phone: 907-474-7056
http://www.uaf.edu/uafgov/governance-coordinating-c/

Faculty Alliance

The Faculty Alliance includes three faculty members from each of the three academic MAUs. Some of the Alliance members also sit on the System Academic Council (which includes chief academic officers of the three universities, the UAF vice chancellor for research, and the UA vice president for academic affairs) to formulate academic and research policy for the UA system. The chair for the Faculty Alliance addresses the Board of Regents at each of their meetings.

The responsibilities of the Faculty Alliance include, but are not limited to, coordination on matters relating to academic affairs such as academic program review; the addition, deletion or merging of academic programs; curriculum; subject matter and methods of instruction; those aspects of student life relating to the educational process such as degree requirements, grading policy, course coordination and transfer, student probation and suspension, standards of admission and scholastic standards; and faculty welfare issues, including, but not limited to compensation, appointments, reappointments and termination, workload, promotions, the granting of tenure, dismissal, ethics, and other matters affecting the faculty, the general welfare of the university and its educational purposes and effectiveness.

Contact Information

2015-16 Faculty Alliance Chair: Cécile Lardon (UAF)

Morgan Dufseth, Executive Officer, System Governance Office
mdufseth@alaska.edu Phone: 907-450-8042

http://www.alaska.edu/governance/faculty-alliance/

University of Alaska Board of Regents

The University of Alaska Board of Regents is an 11-member board, appointed by the Governor and confirmed by the Alaska Legislature. Members serve an 8-year term, with the exception of the student regent who is nominated from his/her campus and serves a 2-year term. The Board was established through the Alaska Constitution and is responsible for University of Alaska policy and management through the University President.

AY2015-16 BOR Meeting Schedule (as of July 27, 2015 – schedule is subject to change)

Sept. 17-18, '15	Meeting (Juneau)	Feb. 18-19, '16	Meeting (Fairbanks)
Nov. 4, '15	Budget Approval (Anchorage)	Apr. 7-9, '16	Meeting (TBD)
Dec. 10-11, '15	Meeting (Fairbanks)	Jun. 2-3, '16	Meeting (Anchorage)
Jan. 21-22, '15	Retreat (Anchorage)		

Visit http://www.alaska.edu/bor/schedules/ for the most current meeting schedule.

Board of Regents - Contact Information (current as of August 2015)

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University of Alaska System Governance

Governance for faculty, staff and students exists at the University of Alaska under the Board of Regents authorization in the Regents' Policy 03.01.01. The Regents' Policy recognized governance since 1968 although it transformed over the years to meet the needs of faculty, staff and students.

Faculty Alliance, Staff Alliance, the Coalition of Student Leaders, and the System Governance Council consist of governing leadership from the University of Alaska Anchorage (UAA), University of Alaska Fairbanks (UAF) and University of Alaska Southeast (UAS).

The four groups came to be during the governance restructure between 1987 and 1993. Prior to the 1993-1994 academic year, the University of Alaska General Assembly, previously known as the Statewide Assembly, represented staff, students, faculty and alumni. The General Assembly Executive Committee, usually made up of staff and faculty, conducted most of the regular business on issues not only of concern to the whole body but also with issues of interest to specific constituents. The need for each group to have an organization to represent them led to the 1993 restructure.

The Faculty Alliance has three representatives from each Faculty Senate from UAA, UAF and UAS. The three representatives are the current year's Faculty Senate president-elect, president, and past-president. Each representative sits on the Faculty Alliance for three consecutive years.

The Staff Alliance has eight representatives and they include two from the UAS Staff Council, two from the UAF Staff Council, one from the UAA APT Employee Council, one from the UAA Classified Employee Council, and two from the Statewide Administration Assembly.

The Coalition of Student Leaders consists of the student body presidents of eleven UA campuses with a speaker elected, by its members at the August summit, who chairs the meetings.

The System Governance Council (the council) has four students, four staff, three faculty, and three (non-voting) alumni representatives. The previous groups above tackle issues specific to their constituents (students, staff, or faculty) and handle issues appropriate to their responsibilities in a vertical aspect. The council's focus is to give a place for the local governments at each campus level to voice concerns pertaining to overlapping issues involving all faculty, staff, students, and alumni. The council addresses issues affecting more than one constituency or which affect the entire university community statewide in a horizontal aspect.

Source: System Governance Office

http://www.alaska.edu/governance

Useful Web URLs

Governance

UAF Governance	www.uaf.edu/uafgov/
Course & Degree Procedures	www.uaf.edu/uafgov/faculty-senate/curriculum/
Syllabus Requirements	www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/
Academic Policies	UAF Catalog ; www.uaf.edu/uafgov/faculty-senate/policies-procedures/
Dept. Chair Policy	www.uaf.edu/uafgov/faculty-senate/policies-procedures/department-chair-policy/
UA System Governance	www.alaska.edu/governance

Academic Links

UAF Academic Calendar	www.uaf.edu/catalog/current/acad_calendar.html
UAF Catalog – online	www.uaf.edu/catalog/
UAF Provost's Office	www.uaf.edu/provost/
Promotion & Tenure - UNAC	www.uaf.edu/provost/promotion-tenure/
Unit Criteria	www.uaf.edu/provost/promotion-tenure/unit-peer-criteria/

Labor Relations

United Academics information	www.alaska.edu/labor/unac/

Useful Dates for AY2015-16

FALL SEMESTER 2015	
Labor Day (most offices closed)	Monday, Sept. 7
First day of instruction	Thursday, Sept. 3
Thanksgiving holiday (most offices closed)	Thursday – Friday, Nov. 26 – 27
Last day of instruction	Monday, Dec. 14
Final examinations	Wednesday – Friday, Dec. 16 – 19
Deadline for faculty to post grades, noon	Wednesday, Dec. 23
Winter holiday — most offices closed	Thursday – Sunday, Dec. 24 – Jan. 3
SPRING SEMESTER 2016	
First day of instruction	Thursday, Jan. 14
Spring break (no classes)	Monday – Friday, March 14 – 18
University holiday	Friday, March 18
UAF SpringFest (no classes)	Friday, April 22
Last day of instruction	Monday, May 2
Final examinations	Tuesday – Friday, May 3 – 6
Commencement	Sunday, May 8
Deadline for faculty to post grades, noon	Wednesday, May 11

http://www.uaf.edu/catalog/current/acad_calendar.html

Appendix A

This statement, published in the AAUP publication, The Redbook, is included here with the aim of inspiring you as a member of UAF Faculty Senate about the importance of your role. Your role in shared governance is not taken for granted.

http://www.aaup.org/reports-publications/publications/redbook

On the Relationship of Faculty Governance to Academic Freedom

This statement was approved in May 1994 by the Association's Committee on College and University Governance (Committee T). In June 1994 it was approved by Committee A on Academic Freedom and Tenure and adopted by the Association's Council.

Since its founding in 1915, the AAUP has been actively engaged in developing standards for sound academic practice and in working for their acceptance throughout the community of higher education. Two aspects of an institution's academic practice have been of particular concern to the Association ever since: the rights and freedoms of individual faculty members and the role of the faculty in institutional governance. The fundamental principles describing the rights and freedoms that an institution should accord to its individual faculty members are set forth in the 1940 Statement of Principles on Academic Freedom and Tenure; those principles have been further developed in more recent Association statements and reports that bring the principles to bear on specific issues having to do with faculty status. The fundamental principles describing the proper role of faculty members in institutional governance are set forth in the 1966 Statement on Government of Colleges and Universities; those principles, too, have been further developed in more recent Association statements and reports.

Although the Association established Committee A in 1915, its initial year, to attend to issues of academic freedom and tenure, and created Committee T the following year to address issues of institutional "government," the AAUP has not spoken explicitly to the links between its principles in these two basic areas. Thus, the 1940 Statement of Principles describes faculty members as "officers of an educational institution," but it is silent about the governance role they should carry out in light of their being officers of the institution. The 1966 Statement describes the role in institutional government that faculty should be accorded, but it does not speak to the bearing of that role on the rights and freedoms of individual faculty members.[1]

Historical and contemporary links can be clearly seen, however. This statement will suggest that a sound system of institutional governance is a necessary condition for the protection of faculty rights and thereby for the most productive exercise of essential faculty freedoms. Correspondingly, the protection of the academic freedom of faculty members in addressing issues of institutional governance is a prerequisite for the practice of governance unhampered by fear of retribution.[2]

An institution's system of governance is the structure according to which authority and responsibilities are allocated to the various offices and divisions within the institution. How should that authority be allocated? Conducting the academic enterprise requires carrying out a complex array of tasks by the various components of the institution. The 1966 Statement singles out three major institutional components—the governing board, the administration, and the faculty—and describes their respective responsibilities, that is, the tasks for which each is primarily responsible. Being responsible for carrying out a task is one thing, however, and having authority over the way in which the task is carried out is quite another. The Statement on Government connects them in the following general principle, enunciated at the outset: "differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand. . . ." Thus degrees of authority should track directness of responsibility.

For example, since the faculty has primary responsibility for the teaching and research done in the institution, the faculty's voice on matters having to do with teaching and research should be given the greatest weight. From that idea flow more specific principles regarding the faculty's role, as expressed in the Statement on Government. Since such decisions as those involving choice of method of instruction, subject matter to be taught, policies for admitting students, standards of student competence in a discipline, the maintenance of a suitable environment for learning, and standards of faculty competence bear directly on the teaching and research conducted in the institution, the faculty should have primary authority over decisions about such matters—that is, the administration should "concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail." Other decisions bear less directly on the teaching and research conducted in the institution; these include, for instance, decisions about the institution's long-range objectives, its physical and fiscal resources, the distribution of its funds among its various divisions, and the selection of its president. But these decisions plainly can have a powerful impact on the institution's teaching and research, and the Statement on Government, therefore, declares that the decision-making process must include the faculty, and that its voice on these matters must be accorded great respect.

In short, the 1966 Statement derives the weight of the faculty's voice on an issue—that is, the degree to which the faculty's voice should be authoritative on the issue—from the relative directness with which the issue bears on the faculty's exercise of its various institutional responsibilities.

There are at least three reasons why the faculty's voice should be authoritative across the entire range of decision making that bears, whether directly or indirectly, on its responsibilities. For each of these reasons it is also essential that faculty members have the academic freedom to express their professional opinions without fear of reprisal.

In the first place, this allocation of authority is the most efficient means to the accomplishment of the institution's objectives. For example, as the Statement on Government maintains, "the educational effectiveness of the institution" is the greater the more firmly the institution is able to protect this allocation of authority against pressures from outside the institution. Moreover, scholars in a discipline are acquainted with the discipline from within; their views on what students should learn in it, and on which faculty members should be appointed and promoted, are therefore more likely to produce better teaching and research in the discipline than are the views of trustees or administrators. More generally, experienced faculty committees—whether constituted to address curricular, personnel, or other matters—must be free to bring to bear on the issues at hand not merely their disciplinary competencies, but also their firsthand understanding of what constitutes good teaching and research generally, and of the climate in which those endeavors can best be conducted.

The second reason issues from the centrality of teaching and research within the array of tasks carried out by an academic institution: teaching and research are the very purpose of an academic institution and the reason why the public values and supports it. This means that the faculty, who are responsible for carrying out those central tasks, should be viewed as having a special status within the institution. The Association has taken this view from its earliest days. Its first statement, the 1915 Declaration of Principles,[3] declares that members of a faculty "are the appointees, but not in any proper sense the employees," of the trustees; they are partners with the trustees, and, as the 1915 Declaration states, the office of faculty member should be—indeed, it is in the public interest that the office of faculty member should be—"one both of dignity and of independence." Allocation of authority to the faculty in the areas of its responsibility is a necessary condition for the faculty's possessing that dignity and exercising that independence.

The third reason is the most important in the present context: allocation of authority to the faculty in the areas of its responsibility is a necessary condition for the protection of academic freedom within the institution. The protection of free expression takes many forms, but the issue emerges most clearly in the case of authority over faculty status.

The academic freedom of faculty members includes the freedom to express their views (1) on academic matters in the classroom and in the conduct of research, (2) on matters having to do with their institution and its policies, and (3) on issues of public interest generally, and to do so even if their views are in conflict with one or another received wisdom. Association policy documents over the years before and since the adoption of the 1940 Statement of Principles have described the reasons why this freedom should be accorded and rights to it protected. In the case (1) of academic matters, good teaching requires developing critical ability in one's students and an understanding of the methods for resolving disputes within the discipline; good research requires permitting the expression of contrary views in order that the evidence for and against a hypothesis can be weighed responsibly. In the case (2) of institutional matters, grounds for thinking an institutional policy desirable or undesirable must be heard and assessed if the community is to have confidence that its policies are appropriate. In the case (3) of issues of public interest generally, the faculty member must be free to exercise the rights accorded to all citizens.[4]

Protecting academic freedom on campus requires ensuring that a particular instance of faculty speech will be subject to discipline only where that speech violates some central principle of academic morality, as, for example, where it is found to be fraudulent (academic freedom does not protect plagiarism and deceit). Protecting academic freedom also requires ensuring that faculty status turns on a faculty member's views only where the holding of those views clearly supports a judgment of competence or incompetence.

It is in light of these requirements that the allocation to the faculty—through appropriate governance processes and structures—of authority over faculty status and other basic academic matters can be seen to be necessary for the protection of academic freedom. It is the faculty—not trustees or administrators—who have the experience needed for assessing whether an instance of faculty speech constitutes a breach of a central principle of academic morality, and who have the expertise to form judgments of faculty competence or incompetence. As AAUP case reports have shown, to the extent that decisions on such matters are not in the hands of the faculty, there is a potential for, and at times the actuality of, administrative imposition of penalties on improper grounds.

A good governance system is no guarantee that academic freedom will flourish. A governance system is merely a structure that allocates authority, and authority needs to be exercised if even the most appropriate allocation of it is to have its intended effects. Faculty members must be willing to participate in the decision-making processes over which a sound governance system gives them authority. As the Association's Statement on Professional Ethics says, faculty members must "accept their share of faculty responsibilities for the governance of their institution." If they do not, authority will drift away from them, since someone must exercise it, and if members of the faculty do not, others will.

The second possible source of concern is more subtle. Even with a sound governance system in place and with a faculty active in self-government and operating under rules and regulations protective of academic freedom, dysfunctions that undermine academic freedom may still occur: subtle (or not so subtle) bullying on the part of the faculty itself, a covertly enforced isolation, a disinclination to respect the views of the offbeat and cranky among its members. That is to say, given appropriate formal protections, such incivilities may not issue in clear-cut violations of academic freedom, but a faculty member's academic freedom may nevertheless be chilled.[5]

In sum, sound governance practice and the exercise of academic freedom are closely connected, arguably inextricably linked. While no governance system can serve to guarantee that academic freedom will always prevail, an inadequate governance system—one in which the faculty is not accorded primacy in academic matters—compromises the conditions in which academic freedom is likely to thrive. Similarly, although academic freedom is not a sufficient condition, it is an essential one for effective governance. Thus, the earliest principles formulated by the Association, those of 1915 and 1916, are most likely to thrive when they are understood to reinforce one another. Under those conditions, institutions of higher education will be best served and will in turn best serve society at large.

Notes

1. The "Statement on Government" does, however, quote from the 1940 "Statement of Principles" (AAUP, Policy Documents and Reports, 10th ed. [Washington, D.C., 2006], 140 n. 2).

2. Also relevant are the Association's "Statement on Professional Ethics," ibid., 171–72, and "A Statement of the Association's Council: Freedom and Responsibility," ibid., 173–74.

3. See Policy Documents and Reports, Appendix I.

4. In this connection, several policy statements have particular relevance, including the "Committee A Statement on Extramural Utterances," Policy Documents and Reports, 32, and the "Statement on Professors and Political Activity," ibid., 33–34.

5. According to "A Statement of the Association's Council: Freedom and Responsibility," "Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus" (Policy Documents and Reports, 173).