

Minutes for UAF Faculty Senate Meeting #221
Monday, March 06, 2017
1:00 – 3:00 PM - Wood Center Carol Brown Ballroom

I Call to Order - Orion Lawlor
A. Roll Call

Faculty Senate Members Present:	Members Present - continued
ABRAMOWICZ, Ken (18)	QUICK, Kate (18)
AGGARWAL, Srijan (18)	REMBER, Rob (17)
AGUILAR-ISLAS, Ana (18)	TILBURY, Jennifer (17)
ANAHITA, Sine (18)	TOPKOK, Sean (18)
ARNDT, Kathy (17)	TUTTLE, Siri (17)
BACSUJLAKY, Mara (18)	WILDFEUER, Sandra (18)
BENOWITZ, Jeff (18)	WILLIAMS, Gordon (17)
BOLTON, Bob (18)	ZHANG, Mingchu (18)
BRET-HARTE, Donie (17)	
CROSKREY, Wendy (18)	Members absent:
CUNDIFF, Nicole (17) – via Zoom	BARNES, Bill (18)
DIERENFIELD, Candi (17) – Art Nash	COLLINS, Eric (17)
FALLEN, Chris (18)	FARMER, Daryl (17)
GIFFORD, Valerie (17)	MAY, Jeff (18)
HAMPTON, Don (17)	MEYER, Franz (17)
HARDY, Cindy (17) – Andy Anger (Zoom)	PETERSON, Rorik (17)
HARDY, Sarah (17)	
HARNEY, Eileen (17)	
HARRIS, Norm (17) – via Zoom	
HIRSCH, Alex (18) – Chanda Meek	Others Present:
HUNT, Steve (18)	Susan Henrichs, Alex Fitts
ICKERT-BOND, Stefanie (18)	Mark Herrmann; Carol Gering
LAWLOR, Orion (17)	Chris Coffman, Mike Earnest (Zoom);
LILJEDAHL, Anna (18)	Nate Bauer; Colby Freely; Rich McDonald
MAIER, Jak (17)	Casey Byrne (Zoom); Karina Gonzales
MAKAREVICH, Roman (18)	Colleen Angaiak; Ginny Kinne; Dana Greci
MATWEYOU, Julie (18) – via Zoom	Joy Morrison
MAXWELL, David (18)	
NEWBERRY, Rainer (17)	

B. Approval of [Minutes for Meeting #220](#) (linked)

The minutes were approved as submitted.

C. Adoption of Agenda

The agenda was adopted as submitted.

II Status of Chancellor's Office Actions

Motions approved:

A. [Motion to approve a new Minor in Ethnobotany](#)

Motions pending: None

III A. President's Remarks - Orion Lawlor

President Lawlor noted the [Alaska Dispatch article](#) by Dermot Cole, suggesting that university faculty figure out a solution to the state's budget crisis. If Faculty Senate were to have interest in working on some sort of long-term solution, President Lawlor commented he would not be averse to the idea, though the university budget crisis alone is difficult enough to solve!

He also mentioned the research program discontinuation in Cooperative Extension Service which had been on the Board of Regents agenda for their March meeting. He acknowledged he stepped ahead of CES by directly approaching the Board to request the item be removed in order for Faculty Senate to first look at the proposed action. The action was removed from the BOR agenda, and he expects it will be discussed at the next FS Administrative Committee and April Faculty Senate meeting. He apologized for not speaking with CES and the Provost first.

He encouraged senators to consider running for the office of president-elect, noting that Sine A. had thrown her name in the hat.

B. President-Elect's Remarks - Chris Fallen

President-Elect Fallen also encouraged senators to consider running for 2017-18 president-elect. He urged those with suggestions and ideas to help fix the state budget to send them directly to Dermot Cole.

He shared about his work on the natural and social sciences team for Strategic Pathways III. Their charge is about doing more collaboration among the three universities.

While he was in Anchorage, he had a meeting with President Johnsen. He tried to communicate to him that there seem to be two different messages going out: a public message to the legislature and media that Strategic Pathways is being done in response to the immediate budget cuts facing the university; however, there's a different message being heard internally. When the President answers questions from faculty, the message is that Strategic Pathways is not about the money, and creative options must not be constrained by budget factors. He also says that in order to see what Strategic Pathways does, we have to implement it first, and then we'll realize longer term effects. Chris asked him for a more consistent message. In the

meantime, the chancellors, provosts, deans and directors are having to deal with the acute budget issues and making the tough decisions.

Later in the same week, members of Faculty Alliance met with the Board of Regents. They had a guided discussion with them that followed a presentation given by General Counsel for the University. Chris described it as fascinating. He concluded that we have many avenues for providing input to the Board, but that input is basically one-directional. There really isn't opportunity for a conversation or shared decision making.

IV A. Provost's Remarks - Susan Henrichs

Provost Henrichs shared highlights of legislative events relative to university funding. The House is putting forward level funding of \$325 million. The Senate, however, is proposing a 5% decrease in funding. She noted that even a level-funded budget would not be benign, because other costs are rising and the statewide administration intends to skim \$6 million off the top for their priorities, which brings down the total available funds to the three universities immediately. Thus, an additional 5% cut as the Senate proposes to funding levels will be quite severe for the university. Broad public advocacy for full funding of the university is truly needed, and she encouraged anyone and everyone to email their legislators (or even all of the legislators) or to give public testimony.

An update was provided concerning the chancellor search. The first review date of chancellor candidates was March 1st. They have a reasonably good sized pool of over 20 applicants. The search committee is still going over the pool to identify qualified applicants and determine those names they can forward to the interview phase.

The search for the Student Services vice chancellor has been extended and a search firm engaged. The committee is seeking additional applicants before they will be able to move on to the interview stage. The timeline is getting very tight for on-campus interviews with candidates this semester, and those may have to take place in the fall.

She extended her thanks along with thanks on behalf of Chancellor Thomas, for the active faculty participation at the Strategic Pathways (SP) Phase II forums held on campus. She thinks the President garnered a lot of useful information and additional insights into the issues the campuses are facing with budget reductions and with some of the options that are being considered under the SP process. She noted the President remarked at several subsequent meetings and to the Board about how valuable those forums were to him. There will be additional forums in the near future, and she encouraged further faculty participation.

She briefly remarked on the proposed discontinuation of Extension Research. She and the Chancellor decided to pull the discontinuation from the agenda when they saw the communication to the Board of Regents. They didn't want to move forward in an atmosphere of insufficient communication and misunderstanding. They don't expect that everyone will be able to come to full agreement on the issues and difficult decisions, but they do want the decisions to be made in an environment of transparency where everyone clearly understands why a decision is being made and why the process that is being followed in a particular way. Not everyone will necessarily agree with it, but at the minimum she wants people to have correct information and

an understanding of what's transpiring. So, the process has been put on hold to provide Faculty Senate with opportunity for ample consideration and feedback on the matter before she and the Chancellor proceed on the final decision-making.

B. Senate Members' Questions / Comments

Gordon W. commented that Orion's action in communicating directly to the Board recognized something was slipping through the cracks, and asked for a pause in the process. He thought the action was appropriate to the situation.

V Public Comment

No comments from the public were offered.

VI Governance Reports

A. Research Report - VC Hinzman

No research report was available.

B. Staff Council – Nate Bauer

Nate shared his perspective as the chair of Staff Alliance on the shared governance discussion with the Board of Regents last week. He was not the only person disappointed that governance leaders were not consulted prior to General Counsel's presentation on shared governance; they only had a few days' notice beforehand. He observed a wide discrepancy and perhaps some disagreement on the Board about the value of shared governance and the process for shared decision-making. But, it was positive overall, he noted. One of the outcomes will hopefully be increased and broader communication with governance groups.

He reported that Staff Council has been discussing Strategic Pathways and Vice President Dan White's communication about seeking targeted formal feedback from system-wide governance groups and developing ways of collecting that feedback. Affected units and areas under review need to be included in the feedback process. Orion commented about how they collected faculty feedback and the value of the comments they received from doing so by means of a widely shared Google Document.

Anna L. asked who had been asked to provide feedback on SP II. Nate responded that feedback was solicited from system-wide governance groups. Orion noted the challenge of getting timely feedback from large groups.

C. ASUAF - Colby Freel

Colby remarked about his participation in the shared governance discussion. He, too, was disappointed that the discussion was not as broad as it might have been, centering mostly on the Strategic Pathways process.

He shared some comments about a question Regent Perdue had raised at that meeting: What about the decision process concerns us, and also what concerns us about the decisions being made. He added that the *why* is important, particularly concerning the important role of shared governance to bring the student, staff and faculty perspectives to the table. Recognition of the role of shared governance results in the best decisions being made. He thanked Faculty Senate for its two recent resolutions, noting these actions show the value placed on shared governance by the faculty.

He also commented about the need and responsibility for two-way communication within and between university governance groups, citing the invitation and opportunity to participate with Curricular Affairs Committee chaired by Eileen Harney on topics of mutual importance to both faculty and students, as a positive example of much-needed collaboration.

He concluded his remarks with two striking analogies. First, he noted that when he takes off for Board meetings, his plane flies against the wind, not with it. And, he is encouraged by the fact that the silhouetted Mt. Denali at sunset doesn't just signal the end of one day, but also signals the beginning of another. He hopes that while we're in difficult times and facing much creative conflict, that we look toward those symbols of hope and be relentlessly optimistic that together we can meet the needs of the state and the students.

Ken A. asked Colby if he had any concrete ideas to implement the things he had talked about. Colby responded about one suggestion that came up at the shared governance discussion with the Board – that of having a nonvoting ex officio member on the Board of Regents. Chris noted that suggestion was met with a period of priceless silence by the Board.

Jeff B. noted that adding such a seat to the Board would take passage of a bill to do so. He suggested faculty write to their legislator encouraging such a bill be passed.

D. UNAC - Chris Coffman
UNAD Report - Katie Boylan
UAFT - Kate Quick

Chris C. read aloud a resolution that was passed on February 18 by the Representative Assembly concerning the retention of three separate universities and preserving the core academic mission at all sites. The resolution reads as follows:

United Academics AAUP / AFT Local 4996 affirms the importance of maintaining three independently accredited universities with separate administrations for all schools and colleges across the state.

Whereas the central mission of the University of Alaska is to advance and disseminate knowledge through teaching, research and public service emphasizing the north and its diverse peoples, and

Whereas the cost of administrative overhead at statewide is disproportionately high,

Therefore be it resolved, that United Academics calls upon the University of Alaska and the Board of Regents to retain three separate universities as well as all of the schools and colleges within them and to reduce administrative costs at statewide to preserve the university's core academic mission at all of our universities and their extended sites.

Chris reported on the status of the continuing CBA negotiations. She also noted that reports and updates are posted at the United Academics web site: unitedacademics.net

She also reported on the general membership meeting held on February 23. They discussed the topic of taking action through shared governance and your union. They had a good discussion of various strategies for use by faculty and members of UNAC to advocate for what they need to do their jobs and influence processes such as Strategic Pathways.

A report was not available for United Adjuncts. Kate Q. noted there was nothing to report for UAFT.

E. Athletics - Dani Sheppard

Dani gave a verbal report, noting they are coming to the close of the athletic seasons for UAF as they have a waiver from NCAA for spring sports. She shared pertinent end of the year data regarding the 135 student athletes on campus and recapped their prestigious academic accomplishments.

F. [Faculty Alliance Report](#) - Tara Smith (linked)

FA President Smith's report is linked above.

G. Senate Members' Questions / Comments:

There were no comments or questions at this time.

VII New Business

A. [Motion to approve DANSRD Unit Criteria](#), submitted by Unit Criteria Committee

Mara gave the background on the unit criteria for the Department of Alaska Native Studies and Rural Development (DANSRD). An update to the current template was done, along with some other minor changes. She noted there was discussion concerning the submission of research proposals under the Criteria for Research, Scholarly, and Creative Activity section which resulted in some word-smithing.

Gordon W. asked several questions about some of the DANSRD-specific unit criteria, but Mara noted they concerned items previously approved in 2010 which were not discussed in this review. She explained that all unit-specific criteria forever remain in bold italics to distinguish them from the basic template.

The DANSRD unit criteria were approved unanimously.

B. [Resolution in Support of International Faculty, Staff and Students at UAF](#), submitted by Faculty Affairs Committee

Jeff B. noted there are two facets to this resolution. One is to express support for our international students, staff and faculty. The second is to express support for President Johnsen's comments which he shared with the university on the topic of the recent executive order by President Trump.

Gordon W. asked who the resolution will be shared with, and Orion noted it will be posted on the Faculty Senate web page. Sharing it with President Trump was suggested. Sine A. commented that it should be plastered all over town on bright paper. Chris noted it will also be shared with UA President Johnsen.

Comments were made about the current status of the executive order and further recent actions related to it. It was agreed the resolution should go forth now as written.

With no objections, the resolution was passed unanimously.

C. [Motion re Academic Progress Reports](#), submitted by the Student Academic Development and Achievement Committee

Sandra W. provided the background of the motion as well as the reasons for developing and updating it at this time.

Revisions were made to the wording of the motion on the senate floor and were approved by unanimous vote.

Dana Greci commented about the Early Warning Program. Gordon asked if there were a paper trail for the program and if faculty are in the loop. Vice Provost Fitts noted there had been a very cumbersome reporting structure for it that is no longer used, but noted that the advisors now do a thorough job of following up with students. Gordon commented that if faculty don't know whether a student is meeting with an advisor based on midterm grade reporting in order to make a plan or not, then it makes initiating a withdrawal of the student from the course difficult. Alex noted that advisors are working with hundreds of students, so reporting back to individual faculty is not feasible.

Further language amendments were discussed and approved which clarified steps 1-4 in the motion were intended for lower division courses.

Srijan A. asked for clarification about entry of these midterm grades into the UA Online system vs. the BlackBoard system. Orion responded that this motion applies only to the grades entered into the UA Online system (as BlackBoard is not integrated into the system for midterm grade reporting).

The motion, as amended on floor, was unanimously passed.

The BREAK occurred from 2:17 to 2:25 PM.

D. [Motion to approve a new Associate of Arts in Security Management](#), submitted by the Curricular Affairs Committee

Rainer N. provided background of the program and the reasons behind its creation. It fills a niche particularly for Transportation Security Administration (TSA) employees, and would prepare students for the BEM.

Gordon W. asked the projected tuition revenue and the enrollment figures mentioned in the proposal. Provost Henrichs mentioned that the Board has repeatedly had challenges interpreting the information on this form. They don't want to deviate from the format and potentially confuse the Board members. Nicole C. commented on the solid program growth they have seen, which this new program will help augment.

Rick MacDonald of UAF-CTC was recognized. He felt that the existing AAS in Information Security had not been taken into account, and provided reasons why he believed the AAS could fit the needs described for the new program. He then proposed to table the motion.

Provost Henrichs invited Cam Carlson of the Homeland Security and Emergency Management program to speak to the issues raised. He noted the collaborative working relationship they have with CTC. The Emergency Management program offers basic education in emergency management at the 100 / 200 course level which CTC does not have. The program being proposed extends the utility of these course offerings both to the TSA students and the student body proper. Information Technology courses at CTC meet a need for information cyber security, but not the physical security aspects of transportation and border security, which they are delivering to their TSA cohort of students.

Rick M. raised the issue about the line of demarcation for offering two-year vs. four-year programs between the community college and the four-year colleges and schools. Provost Henrichs noted that there is not a rigid line of demarcation, though the vast majority of two-year programs are within CRCD and the majority of four-year and graduate programs are at the UAF campus. She noted there is a two-year program at CLA, as well as some baccalaureate and graduate programs at CRCD. The expertise of the faculty associated with a particular program is the more important factor for determining placement of that program, when occurring outside of the usual norm with regard to college or school.

Andy A. commented that this action will set a precedent for other programs to follow suit and create their own specialized AA programs. He felt this undermines the traditional role of the AA program and UAF-CTC. Rick M. commented about working strategically and cooperatively. He felt more discussion and planning were needed.

A vote was taken on tabling the motion for the new program. The action to table the motion was approved by the majority.

VIII Guest Comment: Kari Burrell, VC for Administrative Services Update on the UAF Gender Inclusive Workgroup

Vice Chancellor Burrell noted the federal guidance the University of Alaska has received concerning Title IX and protection of gender identity. President Johnsen had asked the three chancellors to review policies and practices to make sure they are in compliance with Title IX. A working committee was formed last spring as a result. They met over the summer in order to prepare for the return of students in fall, and identified areas to be addressed (policies; IT systems; facilities; training and education; health care; athletics; travel; and a communications plan. She described some concrete examples that have been taken as a result, in each of these areas.

She also described ongoing efforts in the area of resources, training and education. A curriculum is being developed. The Athletics handbook will be amended and updated. More work in the area of facilities will be done (e.g., showers and restrooms).

Each of the governance groups have been consulted for additional committee members and they will be meeting every other month to continue their work on making UAF accessible and welcoming to students regardless of gender identity. They would like to continue their efforts in spite of the changing political landscape at the federal level.

IX Discussion and Information Items A. Information Item on [Concurrent Enrollment Proposed changes to UA Minors Regulations](#)

Chris briefly described the concurrent enrollment policy that was passed by the Board of Regents over the summer. The change means that faculty permission which used to be needed for high schoolers to be in college courses, is no longer required. Faculty may now have minors in their classrooms and not know it.

Due to lack to time left for the meeting, Chris assigned 'homework' to read about the proposed changes to UA regulations concerning the protection of minors, and to try to figure out what faculty obligations are in that regard.

Provost Henrichs commented that this topic is being actively discussed at the System Academic Council, as well. She stressed it's no one's goal to put the faculty in an impossible bind. It's imperative that faculty be notified of minors in their classrooms in order for them to be able to protect those minors from harm in any way. She made the point that administration is concerned as well and is doing as much as possible to work with the Regents to come to a reasonable set of aligned policies that don't unduly subject faculty to impossible conditions.

Eileen H. commented that Curricular Affairs Committee has been discussing this, and wanted to encourage faculty to look over their course prerequisites and make sure those prerequisites, especially for upper division courses, are accurate. And, faculty should make sure they don't have any assumed or unwritten prerequisites about expecting students to be in university courses for two or three years before they take a 300 or 400 level course. Be really clear about course expectations.

X Public Comments

No public comments were made.

XI Members' Comments/Questions/Announcements

A. General Comments / Announcements

Jeff B. noted for the record that Dermot Cole had been invited to the meeting and is not in attendance.

B. Committee Chair Comments

(An active link is added if minutes are submitted.)

Standing Committees:

1. Administrative Committee - Chris Fallen (Minutes of [01/27/2017](#) linked)
2. Curricular Affairs Committee - Eileen Harney
3. Faculty Affairs Committee - Andy Anger (Minutes of [12/07/2016](#) linked)
4. Unit Criteria Committee - Mara Bacsujlaky

Permanent Committees:

5. Committee on the Status of Women - Ellen Lopez, Diana DiStefano (Minutes for [02/09/2017](#) linked)
6. Core Review Committee - Andy Seitz (Minutes of [12/07/2016](#) and [01/27/2017](#) linked)
7. Curriculum Review Committee - Rainer Newberry
8. Faculty Development, Assessment and Improvement Committee - Franz Meyer
9. Graduate Academic and Advisory Committee - Donie Bret-Harte, Sean Topkok
10. Information Technology Committee - Siri Tuttle
11. Research Advisory Committee - Jamie Clark, Gordon Williams (Minutes of [01/13/2017](#) linked)
12. Student Academic Development and Achievement Committee - Sandra Wildfeuer, Jennifer Tilbury (Minutes of [01/26/2017](#) linked)
13. Faculty Administrator Review Committee (No Group A reviews in 2016-17)

XII Adjourn

The meeting was adjourned at shortly after 3:00 PM.

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Alaska Native Studies and Rural Development.

EFFECTIVE: Fall 2017
 Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Department of Alaska Native Studies and Rural Development. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND DEPARTMENT OF ALASKA NATIVE STUDIES AND RURAL DEVELOPMENT (DANSRD) UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE ALASKA NATIVE STUDIES AND RURAL DEVELOPMENT DEPARTMENT/S. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

“Our mission is to increase cultural awareness and strengthen leadership capacity for rural and Indigenous communities in Alaska and the Circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness and respect for Indigenous cultures and commitment to community.”

Rural development (RD) is an applied program that is made available at both baccalaureate and graduate levels to students on the Fairbanks campus, across the state, and beyond using a combination of high quality, innovative delivery methods including intensive seminars, audioconferencing, web-based teaching and other distance technologies.

Alaska Native Studies (ANS) is an academic program available at the baccalaureate level as both a major and a minor. Students take advantage of the same delivery methods as RD,

and DANSRD faculty teach courses in both programs. Students from ANS are encouraged to take RD courses (e.g. as a minor sequence) and vice-versa with the result that both programs produce well rounded graduates.

Both programs encourage national and international engagement with Indigenous scholars and political leaders. Guests from Indigenous communities outside the state deliver lectures to students in both programs, and faculty maintain active connections with international counterparts. International students attend both RD and ANS courses.

As an academic discipline, rural development is a rapidly expanding field with an increased number of universities offering post- baccalaureate opportunities for study. DANSRD offers a unique opportunity for Alaska's students to connect to peers in the field and share new ideas to benefit rural communities and enhance their careers.

DANSRD serves a large body of non-traditional students and their communities. The program often employs innovative methods to ensure that these students get the most out of their education, and that their communities benefit from department research and scholarly activity. These methods are reflected throughout our unit criteria.

The department often looks to trusted peers from within the communities served for expert review and objective evaluation of its work. These peers possess knowledge and expertise that may or may not be directly tied to formal education. In many cases Indigenous leaders have earned their positions through learning from a wide range of sources over many years. This kind of learning and oversight is essential to DANSRD.

DANSRD's mission identifies specific indigenous populations at community, regional and statewide levels. When DANSRD provides professional expertise to these communities it is not merely a general pro-bono benefit to society at large. Rather, it is a research or scholarly activity within the mandate of the DANSRD mission, and not an act of service.

Given the applied nature of the program, faculty members may from time to time have greater or lesser than average assignments in research. In these cases, expectations of them should be adjusted accordingly, using the level of activity specified in the annual workload assignment as the prime determinant.

The following is an adaptation of UAF and Regents' criteria for promotion and tenure specifically developed for use in evaluating the faculty in the department of Alaska Native studies and rural development (DANSRD). Items in bold italics are those specifically added because of their relevance to the departmental mission. These unit criteria are for use in all evaluations of faculty.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions,

eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor’s designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university’s stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor’s designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage

emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV, *and DANSRD unit criteria, standards and indices*, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member’s professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university’s tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
- g. may receive prizes and awards for excellence in teaching;
- h. *demonstrate ability to teach effectively through the simultaneous use of more than one delivery method, e.g, courses with students in the classroom and in attendance via other means of distance delivery at the same time.*

Specific DANSRD criteria for teaching for appointment or promotion to:

A. Assistant professor: evidence of teaching ability as well as commitment toward continual improvement in areas involving distance delivery and online learning must be provided.

B. Associate professor: the record must show that the material taught is contemporary and relevant, and that the presentations stimulate the learning process. Evidence of the expected quality of instruction may include, but is not limited to, course and/or curriculum development, innovative approaches to instruction, effective guiding and mentoring of students, and effective teaching performance in classroom settings and by distance delivery modalities. There must be evidence of supervision of graduate student research as a major committee chair/member.

C. Professor: significant contributions to the instructional program are expected. These may include, but are not limited to, contributions to major improvements in course and/or curriculum offerings, development of new courses and/or delivery approaches, ability to motivate and/or inspire students, and exemplary training of graduate students. There should be a record of successful completion of graduate work by his or her students. It is expected that assessment of teaching by students and faculty will demonstrate consistently high quality performance.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

- a. systematic student ratings, i.e. student opinion of instruction summary forms,
and at least two of the following:
- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s), *including seminar/distance instruction*
- d. peer/department chair evaluation of course materials *and excellence in development/utilization of course materials.*

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

Considering the DANSRD mission and discipline, therefore, the locus and audience for DANSRD research expands to include Native and rural communities and/or constituencies. The key to research/scholarly/creative activities is that these activities should be applicable to the mission of the unit and also that the results of these activities should be disseminated through media accessible to and utilized by those whom they are intended to benefit. Certain activities and definitions, therefore, have also been expanded to reflect DANSRD's particular mission "...to strengthen leadership capacity for rural and indigenous communities in Alaska and the Circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness, respect for Indigenous cultures and commitment to community." Further, there is often an overlap between research and public service such that the results of DANSRD's research, scholarly and creative activities directly benefit Alaska's Native and rural communities as much as they do the university community.

To keep DANSRD true to its mission, appropriate dissemination of results will include reporting to and informing community, regional and state organizations such as Alaska Native Corporation boards, the Alaska Federation of Natives, Alaska Native tribal organizations and international Indigenous organizations. These are the organizations where appropriate judges for DANSRD's work are found. All of these entities support media which can publish or otherwise showcase the work of DANSRD faculty.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or

more of the following characteristics:

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers *including those defined on pages one and two* external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution *to the communities served by DANSRD and to the university*.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

- a. Books, reviews, monographs, bulletins, articles, *manuals, needs assessments, program evaluations, annotated bibliographies, translations and transcriptions*, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses, *or by legal, industry or government publications* that accept works only after rigorous review and approval by peers in the discipline *or other appropriate judges*.
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers, *DVDs, or invited papers* before learned societies that accept papers only after rigorous review and approval by peers *or other appropriate judges*. *Submission of research proposals that reflect the rigor, detail, and expertise required by academic research/grant proposals and/or the completion of contracted research reports to agencies and funding sources, formal presentations of research/information to Alaska Native organizations such as Alaska Federation of Natives, regional corporations, tribal councils, results of community planning processes as reported to community entities, development of planning processes reviewed by community boards, drafting and submitting regulatory proposals on behalf of partner communities, etc.*
- d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performances in recitals or productions, *especially in those play or dance productions that present indigenous materials including theater/drama/Festival of Native Arts/Cama-i, and other statewide festivals*, selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications *and publications of special interest to Native and rural constituents and/or constituencies*.
- h. Published abstracts of research papers.

- i. Reprints or quotations of publications, *cataloging and archiving data collections of dance/performance video and audio tapes*, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- j. Prizes and awards for excellence of scholarship.
- k. Awards of special fellowships for research or artistic activities *including awards for the development of video tapes, websites & CDs which disseminate information about rural development and Alaska Native Studies*, or selection *for scholarships for participation in programs of advanced study* or of tours of duty at special institutes for advanced study.
- l. Development of processes or instruments useful in *community planning, that will be reviewed by local resident boards as well as those useful in* solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
- m. *Non-refereed journal articles and monographs including authorship of a book or major reference in the faculty member's area of a scholarly activity.*

Specific DANSRD criteria for research performance for promotion or appointment to:

A. Assistant professor: *evidence of ability to establish a viable research program in the area of specialization must be provided.*

B. Associate professor: *the faculty member must have established an appropriate research program that produces satisfactory publications in some or all of the publications noted in a through m in the above section, and have presented research results at professional meetings and other public forums. Such things as the submission of research proposals and acquisition of external research funding, the completion of contract research reports, and publication in conference proceedings constitute supplementary evidence that the research program is of high quality. The faculty member must show independence and leadership by the creation of research ideas that involve students.*

C. Professor: *the research program should have produced publications in refereed professional literature as well as other publications noted in a through m above, and there should be a record of student and/or junior faculty involvement. The publications should be of sufficient quality and quantity to demonstrate the existence of an on-going, professional, independent research program. Additional evidence must be provided showing that research has been presented to entities such as Indigenous organizations and tribal governments.*

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition,

faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- a. Providing information services to adults or youth.
- b. Service on or to government or public committees *or other governmental bodies including tribal governments, Alaska Native corporations, health corporations, etc.*
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. Consulting.
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating.
- j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

- a. Service on university, college, school, institute, or departmental committees or governing bodies, *appointment to internal editorial boards and scholarship selection committees.*
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
- d. Participation in accreditation reviews *and unit and campus wide evaluation.*
- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.
- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- i. Mentoring.
- j. Prizes and awards for excellence in university service.

3. Professional Service

- a. Editing or refereeing articles or proposals for professional journals or organizations.
- b. Active participation in professional organizations.
- c. Active participation in discipline-oriented service organizations.
- d. Committee chair or officer of professional organizations.
- e. Organizer, session organizer, or moderator for professional meetings.
- f. Service on a national or international review panel or committee *and appointment to proposal evaluation/grant selection committees.*

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

Specific DANSRD criteria for service performance for appointment or promotion to:

A. Assistant professor: none in addition to UAF criteria

B. Associate professor: positive contributions to departmental and/or university matters, effective professional contributions to the public, and effective services to the profession are expected. Examples would include facilitation support for the annual Festival of Native Arts, active participation in professional organizations and service on boards of Native and other organizations.

C. Professor: evidence of leadership in the service area is expected. Significant contributions to the development of departmental and/or university programs including committee leadership or UAF service committees are expected. Effective application of service includes, but is not limited to, reviewing proposals, refereeing manuscripts, and editing for professional organizations or publications. A professor's service may include the mentoring of junior faculty that leads in turn to greater service on their part.

RESOLUTION

***in Support of International Students, Faculty, and Staff
at the University of Alaska Fairbanks***

WHEREAS, in response to the January 27, 2017 executive order by U.S. President Donald Trump, University of Alaska President Jim Johnsen affirmed “that our university remains committed to the open exchange of students, scholars, and ideas from all over the world;” and “that the University of Alaska is committed to ensuring that all students, staff, faculty and their families can focus on what brought them here in the first place, the pursuit of scholarship in an environment that supports them regardless of their race, ethnicity, or national origin;” and

WHEREAS, the University of Alaska Fairbanks has many international faculty, staff, and students who live, work, and study here and who make valuable contributions to research, teaching, and service; and

WHEREAS, the UAF Faculty Senate hereby goes on record as supporting all members of our University community regardless of their nation of origin, or their citizenship status; now

THEREFORE BE IT RESOLVED, that the UAF Faculty Senate applauds President Johnsen for taking an immediate and strong stance on this issue; and

BE IT FURTHER RESOLVED, that the UAF Faculty Senate stands in full support of all of our international faculty, staff, and students.

MOTION:

The UAF Faculty Senate moves to revise the title and procedures of academic progress reporting; to restate the purpose of the progress report, to offer a window of time for faculty to submit their report, and to establish minimum reporting requirements for faculty. All instructors are encouraged to report midterm grades (tenured, tenure-track, term, adjunct, graduate teaching assistant). At minimum, those instructors of 00 level, 100 level, and 200 level courses shall report students who are performing below a C level. This allows faculty to report early enough to give students a chance to improve their grades or to make other academic choices with the support of advisors.

Effective: Fall 2017

Rationale: To bring the previous motions regarding midterm grades and academic progress reporting up to date by clarifying the intent, the definition, the procedures for reporting, and to reflect current policy. This policy has been referred to by various names, including: academic progress reports, early progress reports, freshman progress reports, low grade reports, low grade freshman reports, and midterm grades, and there have also been targeted early warning reports. They are called midterm grades in Banner. The motivation for this intervention is to increase retention by making students aware of the need to take action.

The existing processes were originally put in place by a series of motions summarized here.

At Meeting #127 on February 7, 2005, a motion required all faculty and instructors teaching 100 and 200 level courses to submit freshman progress reports by the 5th week of the semester, and to explicitly state in the syllabus how midterm grades were calculated.

At Meeting #113 on February 3, 2003:
The motion changed the name from low grade reports to freshman progress reports, and required midterm grades calculated for all freshman.

At Meeting #77 on February 9, 1998:
The motion changed the timeline to the 6th Friday after the start of classes.

At Meeting #59, passed on Nov. 13, 1995.
The motion changed the timeline to the Wednesday of the 4th full week of instruction.

At Meeting #4 on April 22, 1988:
The motion stated that midterm grade reporting was optional for each campus.

At the Academic Council meeting #103 on November 7, 1984 a policy was passed that required mid-term grade reports for freshmen with a grade of less than a C, and that these grades shall be due during the fourth week of classes.

The Midterm Progress Reporting process shall be completed as follows:

Instructors are encouraged to provide feedback for all students, especially for students who are failing and students in lower division (00, 100 and 200 level) undergraduate sections.

1. Faculty shall report grades for all students who are at risk of a C- grade or below.
2. Instructors shall submit midterm progress reports between the beginning of the 4th and the end of the 6th week of the semester.
3. Advisors shall follow up by contacting students to encourage them to utilize the academic support resources available to them.
4. Students shall make a plan to be successful or withdraw from the course.

-----MODIFIED ON THE SENATE FLOOR AS FOLLOWS: -----

The Midterm Progress Reporting process shall be completed as follows:

Instructors are encouraged to provide feedback for all students, especially for students who are failing and students in lower division (00, 100 and 200 level) undergraduate sections. IN ADDITION, FOR LOWER DIVISION CLASSES:

1. Faculty shall report grades for all students who are at risk of a C- grade or below.
2. Instructors shall submit midterm progress reports between the beginning of the 4th and the end of the 6th week of the semester.
3. Advisors shall follow up by contacting students to encourage them to utilize the academic support resources available to them.
4. FACULTY AND ADVISORS SHALL ENCOURAGE students ~~shall~~ TO make a plan to be successful or withdraw from the course.

MOTION:

The UAF Faculty Senate moves to approve a new Associate of Arts in Security Management, housed in the School of Management (Department of Homeland Security and Emergency Management).

Effective: Fall 2017, upon all approvals.

Rationale: The Associate of Arts degree in Security Management (AASM) is designed to serve both aspiring and existing homeland security and emergency response practitioners. Additionally, the AASM will provide students a stepping stone into the fields of homeland security and emergency management as well as the opportunity to enroll in the HSEM program in the School of Management. The AASM degree will strengthen the program's capability to contribute to growing Alaska's own workforce.

See the program proposal #80-UNP on file in the Governance Office, 312B Signers' Hall.

Brief Statement of the Program:

The Associate of Arts in Security Management program will provide both aspiring and existing homeland defense/security and emergency management practitioners the technical and education needs required within the rapidly changing homeland security and emergency management enterprise.

The program builds upon the experience and education of those within this highly interdisciplinary enterprise, providing a relevant entry-level education focusing on the technical to operational requirements of our collective safety and security. Significantly, the bachelor of emergency management degree has grown from four students in 2010 to over two-hundred forty (2016). Growth within the program has occurred due to the evolving nature of the homeland defense and security and emergency management enterprise and the recognized need for a formal education supporting our first responders and those who are expected to lead and manage within these associated fields. We anticipate as part of the continued expansion of our offering 100- 200-level courses for the DHS/TSA initiative, that we will attract students from this program to the BEM. It is also noted that should UAF expand this initiative beyond Alaska to include the Pacific Rim, the UA system will likely continue to have approximately 70 – 80 additional students a semester taking courses as part of their professional development. Current BEM students are first responders in fire and law enforcement, students with diverse backgrounds and a growing interest in emergency management, veterans who are re-tooling for job placement and agency staff using the BEM for professional development.

The degree will be offered online through a combination of both synchronous and asynchronous (hybrid) means. This will provide those who are already employed the

flexibility needed to participate in the program while simultaneously providing our in-resident students the ability to interface with other students locally, within Alaska, and nationally as well. The curriculum delivery method for the program builds upon the success of the BEM and MSDM and benefits from those lessons learned from BEM/MSDM development and delivery experience.

Objectives:

- 1) To expose students to a broad-based curriculum framed within homeland security and emergency management principles and priorities.
- 2) To provide students with the foundation and credentials to find successful employment as well as advance their career fields.
- 3) To develop core competencies and introduce the critical thinking-skills needed to enter the homeland security and emergency management career field.
- 4) To prepare students to advance into a homeland security-and emergency management-related baccalaureate program or other undergraduate coursework in SOM.

Relationship to “Purposes of the University”:

Educate: The degree objectives clearly show that HSEM intends to educate students at the associate’s level. Students will learn practical skills and introductory academic knowledge essential to communities both in Alaska and elsewhere.

Prepare: The HSEM program is grounded in workforce development. The current academic tracks for associate degrees are in practical, technical fields. This AASM provides an academic inlet to workforce development.

Discover: Through directed and independent studies, students will develop practices for providing management and security principles at the local, regional, state, and national levels.

Connect: Many entry-level practitioners of emergency management and homeland security are located in rural areas where the opportunity to advance their education will be beneficial. An online methodology and delivery option for the AASM degree will help reach students and prepare them for advancement in various fields.

Serve: The proposed AASM extends the reach of service that these practitioners already provide. By their nature, students in emergency- and security-related fields are public servants committed to the communities they call home. An AASM will provide entry-level practitioners meaningful context and introductory tools needed for leadership and management roles in their chosen field.

Relationship to industry needs:

The objective of this Associate of Arts in Security Management is to respond to an increasing TSA demand for higher education in homeland security beyond the occupational endorsement. It is also a stepping stone for new students entering the

university who are interested in the field. As the fields continue to grow and change, education is increasingly important. This proposal is a response to industry demand for education and training for managers to handling the scope and pace of change currently experienced.

Proposed Catalog Layout:

The Associate of Arts in Security Management provides students with the academic education required to obtain entry level employment into homeland security and emergency management related fields. It also offers students the opportunity to further their education and earn a bachelor's degree

1. Complete the general education requirements – (39 credits)
2. Complete the following major courses (21 credits):
 - HSEM F120 - Introduction to Emergency Management (3)
 - HSEM F121- Introduction to Homeland Security (3)
 - HSEM F223 - Terrorism: A Global Threat (3)
 - HSEM F225 - Intelligence Analysis and Security Management (3)
 - HSEM F227 - Transportation and Border Security (3)
 - HSEM F231- The Threat of Weapons of Mass Destruction (3)
 - HSEM F233 - Critical Infrastructure Protection (3)
3. Total Credits Required (60)

Resources Impact

The AASM is expected to bring in an annual class of approximately 25 full-time and 20 part-time students. Factoring in a 5% tuition increase, that will take place in FY18, the annual revenue generated from this program to UAF is estimated at \$290,850. (There is likely to be additional revenue generated from the AASM students that will continue on to the Bachelors of Emergency Management (BEM) degree that is not calculated here). The cost will be that of an additional one-half time instructor to teach the additional sections of courses needed each year. The salary for a one-half time term instructor is \$46,302. The newly generated tuition from the new students attracted to the program will cover the salary. All other staff expenses, such as staff support, will be covered by existing staff or with additional student support from the existing pool.

RELATED LINKS:

Table: [Projected Annual Revenues in FY20](#)

Form: [Resource Commitment to the Proposed Degree Program](#)

Form: [BOR Program Action Request](#)

[Full Proposal for new AA in Security Management](#)

Proposed changes to UA Minors Regulations

**New implications of old (and proposed) protection of minors regulations
resulting from new BOR Policy?**

New BOR Policy, Summer 2016

P10.05.015. Concurrent Enrollment.

Concurrent enrollment refers to enrollment at the university by a student who is simultaneously enrolled in a pre-postsecondary institution (or homeschool) for which the student may receive credit at both institutions. The university encourages concurrent enrollment. No additional restrictions on concurrent enrollment beyond those applicable to all students, or to avoid violations of law or ensure informed consent by a parent or legal guardian (including financial obligations), shall be allowed.

[Current UAF Protection of Minors Regulations and proposed changes](#)

For example, see **R09.12.070 Code of Behavior**. Does it now apply to all classes?