

Agenda  
**Board of Regents**  
**Special Meeting**  
**Academic and Student Affairs Committee**  
Thursday, August 14, 2014, 1:00 p.m. – 4:00 p.m.  
Butrovich Building, Room 204  
University of Alaska Fairbanks  
Fairbanks, Alaska

**Committee Members:**

Michael Powers, Committee Chair  
Gloria O’Neill, Committee Vice Chair  
Courtney Enright

Kenneth J. Fisher  
Kirk Wickersham  
Patricia Jacobson, Board Chair  
David Valentine, Faculty Alliance Chair, ex officio

**I. Call to Order**

**II. Adoption of Agenda**

**MOTION**

**“The Academic and Student Affairs Committee adopts the agenda as presented.**

**I. Call to Order**

**II. Adoption of Agenda**

**III. Full Board Consent Agenda**

- A. Approval of Revisions to Regents’ Policy 02.02.017 – Chief Academic Officers**
- B. Approval of Revisions to Regents’ Policy 04.04.022 – Application**
- C. Approval of Revisions to Regents’ Policy 04.04.030 – Definitions**
- D. Approval of Revisions to Regents’ Policy 04.04.040 – Appointment Categories**
- E. Approval of Revisions to Regents’ Policy 04.04.056 – Evaluation of Faculty for Promotion**
- F. Approval of Revisions to Regents’ Policy 05.10.025 – Resident Tuition Assessment**
- G. Approval of Revisions to Regents’ Policy 09.02.080 – Final University Decision**
- H. Approval of Revisions to Regents’ Policy 09.11.010 – Immunizations and Tests for Communicable Diseases**
- I. Approval of Revisions to Regents’ Policy 09.11.020 – Health and Counseling Services and Fees; Health Insurance**

- J. Approval of the Deletion of Regents' Policy 09.12.010 – General Statement
- K. Approval of Revisions to Regents' Policy 05.10.070 – Student Fees
- L. Approval of Revisions to Regents' Policy 10.04.030 – Credit Hour Requirements for Degree and Certificate Programs
- M. Approval of Revisions to Regents' Policy 10.09.010 – Establishment of the Sydney Chapman Chair in Physical Sciences at the University of Alaska Fairbanks
- IV. Ongoing Issues
  - A. Developmental Education Discussion
- V. New Business
- VI. Future Agenda Items
- VII. Adjourn

This motion is effective August 14, 2014.”

### III. Full Board Consent Agenda

- A. Approval of Revisions to Regents' Policy 02.02.017 – Chief Academic Officers Reference 1

The president recommends that:

#### MOTION

“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents' Policy 02.02.017 – Chief Academic Officers as presented. This motion is effective August 14, 2014.”

#### RATIONALE/RECOMMENDATION

The proposed revisions to policy reflect current responsibility of the chief academic officer. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 1.

- B. Approval of Revisions to Regents' Policy 04.04.022 – Application Reference 2

The president recommends that:

#### MOTION

“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents' Policy 04.04.022 – Application as presented. This motion is effective August 14, 2014.”

**RATIONAL/RECOMMENDATION**

Regents' Policy 04.04.056.C. indicates that policies and procedures for evaluating faculty for promotion are approved by the cognizant chancellor. So, as currently stated, P04.04.022 and P04.04.056.C. are in conflict. This revision removes the conflict. Campus institutional policies are hundreds of pages long. University administration proposes that the board does not have to approve campus specific policies and procedures and that it is sufficient that P04.04 overrides campus policies if there is a conflict.

In addition, the last sentence of this section is confusing. If read literally it would say that 04.04 supersedes all other parts of Regents' Policy and University Regulation. However, in the context it appears to be intended to say that this chapter supersedes all campus policies and procedures. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 2.

- C. Approval of Revisions to Regents' Policy 04.04.030 – Definitions Reference 3

The president recommends that:

**MOTION**

**“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents' Policy 04.04.030 – Definitions as presented. This motion is effective August 14, 2014.”**

**RATIONAL/RECOMMENDATION**

The proposed change in 04.04.030.D. is consistent with the change proposed for P04.04.022. Addition of the “instructional” rank category is intended to remedy the issue that term instructional faculty have no path for promotion even after many years of service. Addition of the “joint” category is suggested to address situations where “affiliate” status is inappropriate but some formal association is needed, usually to recognize and facilitate service on graduate student advisory committees or funded research projects or both. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 3.

- D. Approval of Revisions to Regents' Policy 04.04.040 – Appointment Categories Reference 4

The president recommends that:

**MOTION**

**“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents' Policy 04.04.040 – Appointment Categories as presented. This motion is effective August 14, 2014.”**

**RATIONAL/RECOMMENDATION**

The proposed addition is consistent with UNAC CBA. While the CBA overrides in any case, there appears to be no reason why UA would want to bargain this issue. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 4.

- E. Approval of Revisions to Regents' Policy 04.04.056 – Evaluation of Faculty for Promotion Reference 5

The president recommends that:

**MOTION**

**“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents’ Policy 04.04.056 – Evaluation of Faculty for Promotion as presented. This motion is effective August 14, 2014.”**

**RATIONALE/RECOMMENDATION**

The proposed addition creates consistent approval levels with what is listed in P04.04.022. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 5.

- F. Approval of Revisions to Regents' Policy 05.10.025 – Resident Tuition Assessment Reference 6

The president recommends that:

**MOTION**

**“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents’ Policy 05.10.025 – Resident Tuition Assessment as presented. This motion is effective August 14, 2014.”**

**RATIONALE/RECOMMENDATION**

The proposed revisions better clarify activities or benefits from states other than Alaska that disqualify students from resident tuition. The revisions also address the issues that may arise if an outside institution does not differentiate between resident and non-resident status (UA is no longer able to rely on a transfer school’s documentation in helping determine a student’s Alaska residency status). The grandfather clause proposed for deletion was included by UA Office of General Counsel in 2008 when UA eliminated the ability for students from specific Canadian provinces to qualify for the non-resident tuition surcharge waiver. It was specifically created to account for any students who might have been

promised the waiver prior to the policy change. There should be no students that can claim the promise any longer. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 6.

- G. Approval of Revisions to Regents' Policy 09.02.080 – Final University Decision Reference 7

The president recommends that:

**MOTION**

**“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents’ Policy 09.02.080 – Final University Decision as presented. This motion is effective August 14, 2014.”**

RATIONAL/RECOMMENDATION

The sentence to be deleted is included in University Regulation and is unnecessary to repeat in Regents’ Policy. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 7.

- H. Approval of Revisions to Regents' Policy 09.11.010 – Immunizations and Test for Communicable Diseases Reference 8

The president recommends that:

**MOTION**

**“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents’ Policy 09.11.010 – Immunizations and Tests for Communicable Diseases as presented. This motion is effective August 14, 2014.”**

RATIONAL/RECOMMENDATION

The addition of section D is in response to Alaska statute requirements. The addition of section G allows the university flexibility if immunization requirements change. For example, the tetanus requirements have changed in the past few years with the advent of the Tdap immunization (which includes the pertussis booster). The concept of keeping the verbiage more general rather than spelling out the details both for brevity sake and also for latitude in incorporating changes as they come about. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 8.

- I. Approval of Revisions to Regents' Policy 09.11.020 – Health and Counseling Services and Fees; Health Insurance Reference 9

The president recommends that:

**MOTION**

**“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents’ Policy 09.11.020 – Health and Counseling Services and Fees; Health Insurance as presented. This motion is effective August 14, 2014.”**

RATIONAL/RECOMMENDATION

Requiring insurance for medical evacuation and repatriation of remains is in line with standard operating procedures for a university’s study away (national and international) programs. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 9.

- J. Approval of the Deletion of Regents' Policy 09.12.010 – General Statement Reference 10

The president recommends that:

**MOTION**

**“The Academic and Student Affairs Committee recommends that the Board of Regents approve the deletion of Regents’ Policy 09.12.010 – General Statement as presented. This motion is effective August 14, 2014.”**

RATIONAL/RECOMMENDATION

Student fees are addressed in Chapter 05.10. It is the opinion of the Student Services Council that removing section 09.12.010 and adding it to 05.10.070 would create a more streamlined reference point for all student fees. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 10.

- K. Approval of Revisions to Regents' Policy 05.10.070 – Student Fees Reference 10

The president recommends that:

**MOTION**

**“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents’ Policy 05.10.070 – Student Fees as presented. This motion is effective August 14, 2014.”**

**RATIONAL/RECOMMENDATION**

In addition to the inclusion of wording previously found in P09.12.010, the proposed revision removes an incorrect statement in section F. Fees are established by the president and not the Board of Regents. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 10.

- L. Approval of Revisions to Regents' Policy 10.04.030 – Credit Hour Requirements for Degree and Certificate Programs Reference 11

The president recommends that:

**MOTION**

**“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents' Policy 10.04.030 – Credit Hour Requirements for Degree and Certificate Programs as presented. This motion is effective August 14, 2014.”**

**RATIONAL/RECOMMENDATION**

UAF requires 18 (thesis) credits. While the policy permits any credit requirement, it would be advisable for the system to set a credit minimum as UAF does. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 11.

- M. Approval of Revisions to Regents' Policy 10.09.010 – Establishment of the Sydney Chapman Chair in Physical Sciences at the University of Alaska Fairbanks Reference 12

The president recommends that:

**MOTION**

**“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents' Policy 10.09.010 – Establishment of the Sydney Chapman Chair in Physical Sciences at the University of Alaska Fairbanks as presented. This motion is effective August 14, 2014.”**

**RATIONAL/RECOMMENDATION**

No other endowed chair is described in policy. UA Office of General Counsel has affirmed that Alaska Statute AS 14.40.282(a) requirements are addressed in sections A and G; appointment process is addressed in section F; and the factors for appointment of the chair and his/her duties are addressed in sections A, C, and D; and that these need to remain in policy. Currently (and for about the past 10 years), the position has been

held by part-time visiting faculty, currently comprising two individuals. This is because the income is insufficient to pay a full-time chair. The proposed changes reflect current practice. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 12.

**IV. Ongoing Issues**

A. Development Education Discussion Addendum 1

Vice President Thomas will lead a discussion regarding contracting options for developmental education at UA.

**V. New Business**

**VI. Future Agenda Items**

**VII. Adjourn**

## CURRENT LANGUAGE with TRACK CHANGES for PROPOSED CHANGES

**P02.02.017. Chief Academic Officers.**

- A. There is created the position of chief academic officer, who will be appointed by and report to the president. The position will oversee the university **system's** educational, **research, and public service** programs, and be assisted by the ~~MAU~~ chief academic officers **and research leads of the three universities**. The chief academic officer shall assist the president in:
1. articulating the overall academic mission **internally and externally**;
  2. assigning the scope and responsibility for implementation of the mission;
  3. the administration and supervision of overall planning for instructional, research and creative activity, and public service programs;
  4. academic development and program review;
  5. advising the board on the status of current **academic, research, public service, and student service** programs, ~~and~~ the need for the addition or deletion of programs, **and related facilities, funding, and equipment**;
  6. facilitating student access to courses, programs, ~~and~~ academic support **and student support** services;
  7. the review, revision, and administration of faculty ~~personnel~~ **human resource** policies and procedures; ~~and~~
  8. consulting with systemwide governance **and UA General Counsel** on matters of academic policy **and university regulation**;
  9. **diversifying and expanding external funding, the development of intellectual property, and the engagement of undergraduate and graduate students in research; and**
  10. **consulting with the Chief Finance Officer, the Chief Information Technology Officer, and the Vice President for University Relations on issues related to academics, student services, public service, and research.**
- B. As chief executive officer of ~~an MAU~~ **university**, the chancellor will appoint a chief academic officer for the ~~MAU~~ **university**, following consultation with the president and the board in accordance with the board bylaws on university personnel. This officer will be responsible for supervision and implementation of the academic programs of the ~~MAU~~ **university**.
- C. The ~~MAU~~ **university** chief academic officers will also be responsible for advising the chancellors and the **university system** chief academic officer on the needs and condition of the academic programs of the ~~MAUs~~ **universities** as well as the need for the addition or deletion of programs in ~~an MAU~~ **university** service area.

(06-06-07)

## PROPOSED FINAL LANGUAGE

**P02.02.017. Chief Academic Officers.**

- A. There is created the position of chief academic officer, who will be appointed by and report to the president. The position will oversee the university system's educational, research, and public service programs, and be assisted by the chief academic officers and research leads of the three universities. The chief academic officer shall assist the president in:
1. articulating the overall academic mission internally and externally;
  2. assigning the scope and responsibility for implementation of the mission;
  3. the administration and supervision of overall planning for instructional, research and creative activity, and public service programs;
  4. academic development and program review;
  5. advising the board on the status of current academic, research, public service, and student service programs, the need for the addition or deletion of programs, and related facilities, funding, and equipment;
  6. facilitating student access to courses, programs, academic support and student services;
  7. the review, revision, and administration of faculty human resource policies and procedures;
  8. consulting with systemwide governance and UA General Counsel on matters of academic policy and university regulation;
  9. diversifying and expanding external funding, the development of intellectual property, and the engagement of undergraduate and graduate students in research; and
  10. consulting with the Chief Finance Officer, the Chief Information Technology Officer, and the Vice President for University Relations on issues related to academics, student services, public service, and research.
- B. As chief executive officer of a university, the chancellor will appoint a chief academic officer for the university, following consultation with the president and the board in accordance with the board bylaws on university personnel. This officer will be responsible for supervision and implementation of the academic programs of the university.
- C. The university chief academic officers will also be responsible for advising the chancellors and the chief academic officer on the needs and condition of the academic programs of the universities as well as the need for the addition or deletion of programs in university service area.

(XX-XX-XX)

## CURRENT LANGUAGE with TRACK CHANGES for PROPOSED CHANGES

**P04.04.022. Application.**

This chapter and the university regulation promulgated under it shall apply to the university system and are designed and intended for use with appropriate policies and procedures developed for each university and community college, ~~which the board will also approve.~~ These policies and procedures may differ from each other in their provisions, but no provision ~~of regents' policy and university regulation~~ may ~~supersede the application of the this chapter~~ be contrary to or in consistent with regents' policy, including Chapter 04.04, or university regulation.

(07-01-89)

## PROPOSED FINAL LANGUAGE

**P04.04.022. Application.**

This chapter and the university regulation promulgated under it shall apply to the university system and are designed and intended for use with appropriate policies and procedures developed for each university and community college. These policies and procedures may differ from each other in their provisions, but no provision may be contrary to or in consistent with regents' policy, including Chapter 04.04, or university regulation.

## CURRENT LANGUAGE with TRACK CHANGES for PROPOSED CHANGES

**P04.04.030. Definitions.**

In this chapter, unless otherwise specified or the context requires otherwise,

- A. “academic ranks” means the ranks held by persons having the title of professor, associate professor, and assistant professor; which titles denote academic rank exclusively; the title of instructor may also be a title of academic rank at the discretion of the policies and procedures approved for each university; subject to the provisions of E. of this section;
- B. “faculty” means those persons who have accepted and hold appointment to academic rank or special academic rank;
- C. “non-tenure track position” means a position that does not provide a faculty member any rights to consideration for appointment to tenure;
- D. “policies and procedures approved for each university” means those policies and procedures designed by each university for its own use ~~and approved by the board~~;
- E. “special academic ranks” means those ranks held by persons having a title or a qualification to a title specified in this paragraph; these titles denote special academic rank exclusively:
  - 1. “adjunct” means a person employed to teach one or more courses up to 15 credit hours per year, or other academic assignment at less than 50 percent of a full-time appointment;
  - 2. “affiliate” means a person in voluntary faculty service, not employed by the university;
  - 3. “clinical” means a person in a special category reserved for practitioners in the health care delivery professions;
  - 4. ~~“instructional” means a person employed to teach and perform other faculty functions as assigned;~~
  - 45. “instructor” means a faculty member employed to teach and perform other faculty functions as assigned;
  - 56. “lecturer” is a person employed to teach full- or part-time;
  - 67. ~~“Research”~~ means a person in a position supported primarily by grant funding;
  - 78. “visiting” means a person ~~is~~ employed to perform the faculty functions expected of academic rank for a specific period;

9. “collaborating” means a faculty member employed by one unit of the university in voluntary faculty service with another unit.
10. “joint” means a faculty member employed by two or more units of the university.
- F. “tenure” means the status of holding a faculty appointment on a continuing basis following evaluation and award according to the terms of P04.04.040.B;
- G. “tenure track position” means a position that may lead to consideration for appointment to tenure as described in the policies and procedures approved for each university; a tenure track position will require the performance of faculty function at least 50% of full-time; for exceptional cases, and when in the judgment of the chancellor the best interests of the university will be served, a faculty member may be appointed to a tenure track position at less than 100% but more than 50% of a full-time appointment;
- H. “university” means any one of the three universities within the University of Alaska.

*Cross-reference: For other definitions applicable to this chapter, see P04.04.040.*

(07-01-89)

## PROPOSED FINAL LANGUAGE

### **P04.04.030. Definitions.**

In this chapter, unless otherwise specified or the context requires otherwise,

- A. “academic ranks” means the ranks held by persons having the title of professor, associate professor, and assistant professor; which titles denote academic rank exclusively; the title of instructor may also be a title of academic rank at the discretion of the policies and procedures approved for each university; subject to the provisions of E. of this section;
- B. “faculty” means those persons who have accepted and hold appointment to academic rank or special academic rank;
- C. “non-tenure track position” means a position that does not provide a faculty member any rights to consideration for appointment to tenure;
- D. “policies and procedures approved for each university” means those policies and procedures designed by each university for its own use;
- E. “special academic ranks” means those ranks held by persons having a title or a qualification to a title specified in this paragraph; these titles denote special academic rank exclusively:

1. “adjunct” means a person employed to teach one or more courses up to 15 credit hours per year, or other academic assignment at less than 50 percent of a full-time appointment;
  2. “affiliate” means a person in voluntary faculty service, not employed by the university;
  3. “clinical” means a person in a special category reserved for practitioners in the health care delivery professions;
  4. “instructional” means a person employed to teach and perform other faculty functions as assigned;
  5. “instructor” means a faculty member employed to teach and perform other faculty functions as assigned;
  6. “lecturer” is a person employed to teach full- or part-time;
  7. “research” means a person in a position supported primarily by grant funding;
  8. “visiting” means a person employed to perform the faculty functions expected of academic rank for a specific period;
  9. “collaborating” means a faculty member employed by one unit of the university in voluntary faculty service with another unit.
  10. “joint” means a faculty member employed by two or more units of the university.
- F. “tenure” means the status of holding a faculty appointment on a continuing basis following evaluation and award according to the terms of P04.04.040.B;
- G. “tenure track position” means a position that may lead to consideration for appointment to tenure as described in the policies and procedures approved for each university; a tenure track position will require the performance of faculty function at least 50% of full-time; for exceptional cases, and when in the judgment of the chancellor the best interests of the university will be served, a faculty member may be appointed to a tenure track position at less than 100% but more than 50% of a full-time appointment;
- H. “university” means any one of the three universities within the University of Alaska.

*Cross-reference: For other definitions applicable to this chapter, see P04.04.040.*

(XX-XX-XX)

## CURRENT LANGUAGE with TRACK CHANGES for PROPOSED CHANGES

**P04.04.040. Appointment Categories.**

The following categories of appointment shall be used to fully specify the type of appointment and associated rights:

## A. Type of Position

1. Tenure track position. Faculty appointed to tenure track positions either hold tenure or may become eligible for consideration for appointment to tenure under the conditions stated in P04.04.045. Time spent in these positions shall be counted towards the maximum time by which a tenure track appointee must be considered for tenure for continuation of employment. Faculty appointed to tenure track positions shall have titles of academic rank.
2. Non-tenure track position. Faculty appointed to non-tenure track positions have no rights to consideration for appointment to tenure, nor does time spent in these positions count toward tenure, **except as otherwise agreed between a faculty member and the hiring authority at the time of hire into a tenure track position.** Faculty appointed to these positions shall have titles of special academic rank.

## B. Tenure Status

A faculty member appointed to a tenure track position may receive tenure only under the conditions of P04.04.045 and 04.04.050.

## C. Faculty rank and title.

1. Academic rank. Titles of academic rank shall be the same throughout the university system with the exception of the use of the title "instructor" as set out in **C.3.** below. Titles designating academic rank exclusively are: assistant professor, associate professor, and professor.
2. Special academic rank. Titles of special academic rank shall be the same throughout the university system with the exception of the use of the title "instructor" as set out in **C.3.** below. Titles designating special academic rank exclusively are: lecturer and titles of academic rank preceded by the terms adjunct, affiliate, visiting, **instructional**, research, or clinical.
3. Instructor. The title "instructor" is to be used for those faculty employed to teach and perform other faculty functions as assigned. A university may, in accordance with the policies and procedures approved for that university, use the title of instructor as a title of academic rank or special academic rank, but not both.

## D. Continuing and fixed term appointments

1. Continuing appointment. A continuing appointment is one that is expected to continue unless a faculty member is terminated in accordance with P04.04.047. Continuing appointments shall be given with appointment to academic rank and tenure track positions, with or without tenure. A continuing appointment may be appropriate for an appointment to special academic rank. Continuing appointments may be made for up to three years in duration. Appointment may be renewed subject to limitations imposed by P04.04.045.
2. Fixed term appointment. A fixed term appointment is one that is expected to expire at the end of a specified period of up to three years unless renewed or terminated early in accordance with P04.04.047. Such appointments may not be made for periods longer than three years, but may be renewed. Fixed term appointments may be given to a faculty member appointed to special academic rank.
3. Terminal appointment. A terminal appointment is a non-tenure track fixed term appointment used when a decision has been made to terminate a faculty member at the end of the next appointment.

E. Appointments of distinction for faculty.

1. Distinguished Professors. Tenured appointment as distinguished professor may be made by the president, subject to a process of review and recommendation established by the chancellor of the MAU in which the faculty member holds tenure.
2. Distinguished Visiting Professors. Appointment as distinguished visiting professor shall be made by the chancellor, following consideration of recommendations of the faculty. Such appointment shall be reported to the president and shall be a non-tenure track appointment for a period of time not to exceed three years. These appointments are renewable indefinitely.
3. Professor Emeritus or Emerita. Appointment as professor emeritus or emerita is an honor conferred by the chancellor, following consideration of recommendations by the faculty, upon an outstanding retiree of the university as described in Policy and Regulation 04.04.070 – Emeritus Status.

(04-14-05)

PROPOSED FINAL LANGUAGE

**P04.04.040. Appointment Categories.**

The following categories of appointment shall be used to fully specify the type of appointment and associated rights:

A. Type of Position

1. Tenure track position. Faculty appointed to tenure track positions either hold tenure or may become eligible for consideration for appointment to tenure under the conditions stated in P04.04.045. Time spent in these positions shall be counted towards the maximum time by which a tenure track appointee must be considered for tenure for continuation of employment. Faculty appointed to tenure track positions shall have titles of academic rank.
2. Non-tenure track position. Faculty appointed to non-tenure track positions have no rights to consideration for appointment to tenure, nor does time spent in these positions count toward tenure, except as otherwise agreed between a faculty member and the hiring authority at the time of hire into a tenure track position. Faculty appointed to these positions shall have titles of special academic rank.

B. Tenure Status

A faculty member appointed to a tenure track position may receive tenure only under the conditions of P04.04.045 and 04.04.050.

C. Faculty rank and title.

1. Academic rank. Titles of academic rank shall be the same throughout the university system with the exception of the use of the title "instructor" as set out in C.3. below. Titles designating academic rank exclusively are: assistant professor, associate professor, and professor.
2. Special academic rank. Titles of special academic rank shall be the same throughout the university system with the exception of the use of the title "instructor" as set out in C.3. below. Titles designating special academic rank exclusively are: lecturer and titles of academic rank preceded by the terms adjunct, affiliate, visiting, instructional, research, or clinical.
3. Instructor. The title "instructor" is to be used for those faculty employed to teach and perform other faculty functions as assigned. A university may, in accordance with the policies and procedures approved for that university, use the title of instructor as a title of academic rank or special academic rank, but not both.

D. Continuing and fixed term appointments

1. Continuing appointment. A continuing appointment is one that is expected to continue unless a faculty member is terminated in accordance with P04.04.047. Continuing appointments shall be given with appointment to academic rank and tenure track positions, with or without tenure. A continuing appointment may be appropriate for an appointment to special academic rank. Continuing

appointments may be made for up to three years in duration. Appointment may be renewed subject to limitations imposed by P04.04.045.

2. Fixed term appointment. A fixed term appointment is one that is expected to expire at the end of a specified period of up to three years unless renewed or terminated early in accordance with P04.04.047. Such appointments may not be made for periods longer than three years, but may be renewed. Fixed term appointments may be given to a faculty member appointed to special academic rank.
3. Terminal appointment. A terminal appointment is a non-tenure track fixed term appointment used when a decision has been made to terminate a faculty member at the end of the next appointment.

E. Appointments of distinction for faculty.

1. Distinguished Professors. Tenured appointment as distinguished professor may be made by the president, subject to a process of review and recommendation established by the chancellor of the MAU in which the faculty member holds tenure.
2. Distinguished Visiting Professors. Appointment as distinguished visiting professor shall be made by the chancellor, following consideration of recommendations of the faculty. Such appointment shall be reported to the president and shall be a non-tenure track appointment for a period of time not to exceed three years. These appointments are renewable indefinitely.
3. Professor Emeritus or Emerita. Appointment as professor emeritus or emerita is an honor conferred by the chancellor, following consideration of recommendations by the faculty, upon an outstanding retiree of the university as described in Policy and Regulation 04.04.070 – Emeritus Status.

(XX-XX-XX)

CURRENT LANGUAGE with TRACK CHANGES for PROPOSED CHANGES

**P04.04.056. Evaluation of Faculty for Promotion.**

- A. Evaluation of faculty for promotion shall be in accordance with this chapter and the policies and procedures approved for each university. Following the recommendations of the faculty, the chancellor may promote faculty for whom promotion would be consistent with institutional need and mission.
- B. Faculty are eligible to request consideration for promotion to the next highest rank in accordance with P04.04.050 and the policies and procedures approved for each university.
- C. Policies and procedures approved **by the cognizant chancellor** for each university shall delineate the exclusive process by which the applicant may seek reconsideration of a decision not to promote. The process shall allow the applicant to appeal to the president only for decisions regarding promotion to full professor and only in those instances in which the chancellor's action is inconsistent with the recommendations of the reconsideration review body appropriate for each institution.

(07-01-89)

PROPOSED FINAL LANGUAGE

**P04.04.056. Evaluation of Faculty for Promotion.**

- A. Evaluation of faculty for promotion shall be in accordance with this chapter and the policies and procedures approved for each university. Following the recommendations of the faculty, the chancellor may promote faculty for whom promotion would be consistent with institutional need and mission.
- B. Faculty are eligible to request consideration for promotion to the next highest rank in accordance with P04.04.050 and the policies and procedures approved for each university.
- C. Policies and procedures approved by the cognizant chancellor for each university shall delineate the exclusive process by which the applicant may seek reconsideration of a decision not to promote. The process shall allow the applicant to appeal to the president only for decisions regarding promotion to full professor and only in those instances in which the chancellor's action is inconsistent with the recommendations of the reconsideration review body appropriate for each institution.

(XX-XX-XX)

## CURRENT LANGUAGE with TRACK CHANGES for PROPOSED CHANGES

**P05.10.025. Resident Tuition Assessment.**

For the purpose of tuition assessment under this chapter, a resident is a person who, at the end of the add/drop period for regular semester-length courses, is a United States citizen or eligible non-citizen that has been physically present in Alaska for two years and who declares the intention to remain in Alaska indefinitely. "Eligible non-citizen" shall have the same meaning as that term is used in determining eligibility for federal student financial aid. Physical presence will be determined by criteria established in university regulation. Alternatively, a person who received or has been qualified by the State of Alaska Permanent Fund Dividend Division to receive an Alaska Permanent Fund Dividend within the last 12 months, certifies they have been in Alaska for the past 12 months, and declares their intent to remain in Alaska indefinitely or meets other resident tuition eligibility requirements specified in Regents' Policy will be eligible for resident tuition assessment. The MAU chief enrollment officer or designee will apply these rules to the facts in individual cases.

- B. Notwithstanding the provisions of subsection A above, a student will be ineligible for resident tuition purposes unless exempted by Regents' Policy 05.10.050 if:
1. during the two years of claimed residency, the student was absent from Alaska for an aggregate of more than 120 days other than documented absences due to illness, or attendance at another educational institution while maintaining Alaska residency;
  2. during the prior two years, the student did any act inconsistent with Alaska residency such as claiming residency in another state, voting as a resident of another state, or **currently retaining a driver's license in another state**;
  3. during the past two years, the student has registered as a resident in an educational institution in another state. **If an institution does not distinguish between a resident and a non-resident, additional documentation will be required**; or
  4. during the past two years, the student has paid tuition at the University of Alaska at the Western Undergraduate Exchange (WUE) program rate.

~~C. Notwithstanding provisions of this chapter, the residency of a student who first registered at the university, or was recruited based upon and was promised application of a former policy which was then in effect prior to the effective date of the adoption of this policy, shall be determined under the Regents' Policy in effect at the time the student registered or received such promise from an authorized representative of the university, if that is to the student's benefit.~~

(06-19-08)

## PROPOSED FINAL LANGUAGE

**P05.10.025. Resident Tuition Assessment.**

For the purpose of tuition assessment under this chapter, a resident is a person who, at the end of the add/drop period for regular semester-length courses, is a United States citizen or eligible non-citizen that has been physically present in Alaska for two years and who declares the intention to remain in Alaska indefinitely. "Eligible non-citizen" shall have the same meaning as that term is used in determining eligibility for federal student financial aid. Physical presence will be determined by criteria established in university regulation. Alternatively, a person who received or has been qualified by the State of Alaska Permanent Fund Dividend Division to receive an Alaska Permanent Fund Dividend within the last 12 months, certifies they have been in Alaska for the past 12 months, and declares their intent to remain in Alaska indefinitely or meets other resident tuition eligibility requirements specified in Regents' Policy will be eligible for resident tuition assessment. The MAU chief enrollment officer or designee will apply these rules to the facts in individual cases.

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  4. during the past two years, the student has paid tuition at the University of Alaska at the Western Undergraduate Exchange (WUE) program rate.

(XX-XX-XX)

CURRENT LANGUAGE with TRACK CHANGES for PROPOSED CHANGES

**P09.02.080. Final University Decision.**

A final university decision is one for which there is no further review within the university. The university will inform the student in writing and in accordance with university regulation when a decision constitutes the university's final decision. ~~Where applicable, the notification of final decision will also state that further redress of a final decision may be had only by filing an appeal with the Superior Court of Alaska in accordance with Alaska Appellate Rule 602(a)(2) within thirty (30) days from the date of the final decision.~~

(11-20-98)

PROPOSED FINAL LANGUAGE

**P09.02.080. Final University Decision.**

A final university decision is one for which there is no further review within the university. The university will inform the student in writing and in accordance with university regulation when a decision constitutes the university's final decision

(XX-XX-XX)

## CURRENT LANGUAGE with TRACK CHANGES for PROPOSED CHANGES

**P09.11.010. Immunizations and Tests for Communicable Diseases.**

- A. The university will encourage its students to undertake immunization and testing for communicable diseases by making available on its campuses information regarding the benefits and risks of such immunization and testing, and where immunizations and testing are available.
- B. To be eligible for living in high density student residence facilities, all students and other persons born after 1956 must furnish 1) proof of immunization against or immunity for measles, mumps, rubella, diphtheria and tetanus in accordance with university regulation; and 2) evidence of the absence of tuberculosis. The chancellor will designate the facilities that are to be considered high density residences for the purposes of this subsection.
- C. Additional or expanded immunization and testing may be required when the president or designee determines the protection afforded to the health and safety of the university community so warrants.
- D. Pursuant to Sec. 14.48.165 of the Alaska statutes the university shall provide information about meningococcal disease and meningococcal vaccine to all students who intend to reside in campus housing and require that students sign a form indicating that they have either been vaccinated against meningococcal disease or have received information about it.
- ~~DE~~. Students or other persons may be granted an exemption from one or more of the specified immunization requirements based on medical or religious reasons in accordance with university regulation. The chancellor may also grant general exemptions to classifications of occupants who will occupy student residence facilities less than a semester's duration. Those persons exempted from immunization or testing for a disease may be removed from student residence facilities should an outbreak of that disease occur or threaten to occur.
- ~~EF~~. Nothing in this section is intended to impose liability upon the university for damages resulting from immunization or testing, or the lack of immunization or testing, of any student or other person, as required by this policy.
- G. Procedures for implementation and enforcement of P09.11.010, including grace periods, shall be established in the rules and procedures of each university.

(04-21-00)

## PROPOSED FINAL LANGUAGE

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(XX-XX-XX)

CURRENT LANGUAGE with TRACK CHANGES for PROPOSED CHANGES

**P09.11.020. Health and Counseling Services and Fees; Health Insurance.**

- A. The university will make health and counseling services and health insurance available to its students, taking into consideration student needs and the limits of university facilities, resources and personnel.
- B. The level of service and associated fees will be determined by a chancellor and may vary among the campuses. Fees will be based on the cost of the service being provided.
- C. A chancellor may make possession of health insurance mandatory for certain categories of students.
- D. A chancellor may make insurance against trip cancellation, medical evacuation, and repatriation of remains mandatory for students enrolling in national and international exchange and study abroad programs.

(04-21-00)

PROPOSED FINAL LANGUAGE

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(XX-XX-XX)

PROPOSED DELETION of P09.12.010; LANGUAGE MOVED TO P05.10.070

**~~P09.12.010. General Statement.~~**

- ~~A. The purpose of student activity fees is to contribute to a well-rounded student education for life by supporting student government, promoting educational, cultural, recreational and social activities.~~
- ~~b. The board unqualifiedly reserves to the administration the right to assess, collect, disburse, and audit student activity fees from any and all students, whether or not there exists an officially recognized organization for student self-government.~~
- ~~c. Once a student activity fee is established by the board, payment of the fee is mandatory. The appropriation, collection and disbursement of student activity fees shall be governed by such guidelines as developed by the respective student government organization and the appropriate chancellor or the chancellor's designees.~~

~~(04-23-99)~~

CURRENT LANGUAGE with TRACK CHANGES for PROPOSED CHANGES

**P05.10.070. Student Fees.**

- A. Student fees, including student government fees, shall be established and approved by the president. The president may authorize the chancellors or their designees to establish course, use, service, and administrative fees.
- B. In general, student fees should have a direct relationship to the associated service, activity, or course and be based upon the estimated cost of providing the services or benefit. These fees should not exceed, on a long-term basis, the actual cost of the service or activity for which the fee is assessed. Course fees and use and service fees shall be charged only for the purpose of meeting expenses beyond those normally covered by tuition at the respective campus. In certain instances, however, certain administrative fees may be established at amounts unrelated to the cost of providing the service in order to encourage or discourage specific behavior or usage, or to accomplish other administrative or programmatic objectives.
- C. The president shall promulgate university regulation or issue directives for establishing and approval of student fees, for the periodic or continuing review of such fees, and reporting to the board.
- D. The purpose of student activity fees is to contribute to a well-rounded student education for life by supporting student government, promoting educational, cultural, recreational and social activities.







- A. The minimum number of credits that may be required by a degree or certificate program will be, for each level:

Occupational Endorsement	9 credits
Certificate	30 credits
Associate degree	60 credits
Bachelor's degree	120 credits
Master's degree	30 credits
Graduate Certificate	12 credits
Post-Baccalaureate Certificate	24 credits

- B. The maximum number of credits that may be required by a degree or certificate program will be, for each level:

Occupational Endorsement	29 credits
Certificate	60 credits
Associate degree	75 credits
Bachelor's degree	132 credits
Master's degree	45 credits
Graduate Certificate	29 credits
Post-Baccalaureate Certificate	60 credits

- C. The actual number of credits required for each degree and certificate, including prerequisites for required courses, will be specified in the current catalog of each university or community college.
- D. The president may make exceptions to minimum or maximum credit hours for individual programs on the recommendation of the appropriate university faculty senate and chancellor.
- E. Non-credit only workforce credentials have no minimum or maximum number of continuing education units or contact hours.
- F. A minimum of 18 graduate (600-level) credits, including thesis credits, is required for a doctorate. A student is expected to be affiliated with the university for at least two years and complete all requirements for the degree within ten years of admission to the doctoral program.

(XX-XX-XX)

## CURRENT LANGUAGE with TRACK CHANGES for PROPOSED CHANGES

**REGENTS' POLICY**  
**PART X – ACADEMIC POLICY**

**Chapter 10.09 – ~~Endowed Chairs~~ Endowment for the Physical Sciences**

**P10.09.010. Establishment of the Sydney Chapman Chair in Physical Sciences at the University of Alaska Fairbanks.**

- A. The board establishes the Sydney Chapman Chair in Physical Sciences at the University of Alaska Fairbanks, the support of which is governed by AS 14.40.282 and subsequent capital appropriations and private funds. This chair is established further to enhance the quality of teaching and research in areas of the physical sciences that are of special interest to the north. Appointments to this chair will honor and acknowledge the contributions of ~~a~~ distinguished physical scientists.
- B. ~~An a~~ Appointments to the Sydney Chapman Chair will be ~~a~~ term appointments subject to regents' policy, university regulation, and rules and procedures governing faculty appointments at the University of Alaska Fairbanks. The appointments may be renewable.
- C. ~~Appointees to the chair will be D~~ distinguished physical scientists ~~to be eligible to hold this chair will be~~ characterized primarily by their ability to discover and publicize new knowledge, ~~Additionally, there must be a~~ who have demonstrated ability and willingness to share this knowledge with students and colleagues through teaching and seminars. ~~Finally, an~~ The appointees should also be able to stimulate students and colleagues to strive for excellence in their own scientific efforts.
- D. Verification of these characteristics will include acclaim by peers at the national and international level, professional awards and honors, editorial duties with prestigious scientific journals, and membership on important scientific committees. Both the quality and quantity of refereed publications will be considered in the selection.
- ~~E. Appointments to the Sydney Chapman Chair will acknowledge the contributions of an outstanding resident professor or will be used to attract a distinguished physical scientist to the University of Alaska Fairbanks.~~
- EF. Appointments to this chair will be approved in advance by the board following nomination and screening procedures by the faculty of ~~natural~~ physical sciences.
- FG. The endowment principal and related income account are ~~to continue~~ to be managed and invested, in trust, by the University of Alaska Foundation in accordance with foundation policies and procedures. The foundation is requested:
1. to set aside in an income account, all the spendable earnings, as defined by the Foundation's investment policy, on the endowment principal for expenditures in support of the chair as proposed by the chancellor and approved by the president; and

2. to report to the board the amount of the endowment principal and its projected earnings whenever the board is requested to make another appointment to the Sydney Chapman Chair.

(11-21-97)

PROPOSED FINAL LANGUAGE

**REGENTS' POLICY**  
**PART X – ACADEMIC POLICY**  
**Chapter 10.09 – Endowment for the Physical Sciences**

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- B. Appointments to the Sydney Chapman Chair will be term appointments subject to regents' policy, university regulation, and rules and procedures governing faculty appointments at the University of Alaska Fairbanks. The appointments may be renewable.
- C. Appointees to the chair will be distinguished physical scientists characterized primarily by their ability to discover and publicize new knowledge, who have demonstrated ability and willingness to share this knowledge with students and colleagues through teaching and seminars. The appointees should also be able to stimulate students and colleagues to strive for excellence in their own scientific efforts.
- D. Verification of these characteristics will include acclaim by peers at the national and international level, professional awards and honors, editorial duties with prestigious scientific journals, and membership on important scientific committees. Both the quality and quantity of refereed publications will be considered in the selection.
- E. Appointments to this chair will be approved in advance by the board following nomination and screening procedures by the faculty of physical sciences.
- F. The endowment principal and related income account are to be managed and invested, in trust, by the University of Alaska Foundation in accordance with foundation policies and procedures. The foundation is requested:
  1. to set aside in an income account, all the spendable earnings, as defined by the Foundation's investment policy, on the endowment principal for expenditures in support of the chair as proposed by the chancellor and approved by the president;

and

2. to report to the board the amount of the endowment principal and its projected earnings whenever the board is requested to make another appointment to the Sydney Chapman Chair.

(XX-XX-XX)

## **Discussion on conducting a request for information to contract out some portion of developmental education**

### **A key question**

What changes does the Board want in Developmental Education? Would contracting it out be likely to result in those changes?

### **Points to keep in mind**

- 46% of fall 2012 recent high school graduates seeking a 4-year baccalaureate degree required developmental coursework
- 58% of fall 2012 recent high school graduates seeking an associate degree required developmental coursework
- 70% of developmental students are not recent high school graduates
- 95% of the cost of developmental education is covered by tuition and fees
- Course completion rates in developmental education overall are similar to those of lower division collegiate courses in math and English but developmental math is a bit lower.
- More than half (51 percent) of FY13 baccalaureate degree recipients took at least one developmental course and 63 percent of FY13 associate, certificate and endorsement recipients took at least one developmental course.

## Background

UA Board of Regents' Policy P10.04.080 addresses developmental and remedial education and is provided in full below:

To assist students in the successful completion of their educational goals, universities and community colleges of the University of Alaska will make available developmental and remedial courses in basic skills.

The Northwest Commission on Colleges and Universities, UA's regional accrediting institution, has a standard for contracting services and would likely scrutinize the contracting out of developmental education. Accreditation standard 2.A.26 is given in full below:

If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Alaska students currently have a wide selection of institutions that offer developmental education in the state or by going out of state. However, the majority of these students are coming to UA. UA offers developmental education courses in-person and by e-Learning but the vast majority of UA developmental students take courses in-person. A May 15, 2014, Chronicle of Higher Education article titled *California Community-College Students Fare Less Well in Online Courses* by Danya Perez-Hernandez indicates that the success rate of students in online courses lags behind that of their peers taking in-person courses.

During any given semester about 5,000 students (15 percent of UA headcount) take a developmental course. A majority of UA students taking developmental coursework are not recent high school graduates (30 percent); the majority are post-traditional students often working adults with families (70 percent).

Commonly, there are three levels of developmental coursework offered in math, writing, and reading: nearly college ready, some remediation needed, and significant remediation needed. A majority of students need just one or two courses in math and/or English to raise them to collegiate level. About 90 percent of baccalaureate seeking students needing developmental coursework of any kind, need developmental math.

Degree seeking baccalaureate and associate students and non-degree seeking students take developmental education courses at UA. Almost half of all 4-year degree seeking, full-time, first-time freshman require developmental coursework to be college ready; about 75 percent of these

students successfully complete developmental coursework. About 60 percent of all associate, certificate and occupational endorsement seeking, full-time, first-time freshman require developmental coursework to be college ready; about two-thirds of these students successfully complete developmental coursework.

Course completion rates in developmental education overall are similar to those of lower division collegiate courses in math and English but developmental math is a bit lower.

Graduation rates are lower and time to graduation is lengthened for those needing more remediation. Those needing remediation in both math and English complete baccalaureate degrees at very low rates. However, more than half (51 percent) of FY13 baccalaureate degree recipients took at least one developmental course and 63 percent of FY13 associate, certificate and endorsement recipients took at least one developmental course.

Below the questions raised in the request for this discussion item are addressed:

**Are there existing remediation-type courses or enterprises that would have an interest in developing such a curriculum and respond to an eventual RFP?**

While an RFI would answer this question formally, UA expects there would be institutions interested in providing developmental education courses for our students. These could include high school home school institutions, other state and private community colleges and universities, especially those with lower tuition than UA charges, and private companies.

If UA directs developmental students to work with another institutions on their developmental education and that institution offers collegiate level coursework, students could continue their education with that institution rather than coming to UA after completing their developmental work.

The report, "Online Learning and Student Outcomes in California's Community Colleges," says online-course enrollment reached close to one million in the 2010-11 academic year, up from 114,000 in 2002-3. Almost 530,000 California community-college students enrolled in online courses during 2011-12, nearly 20 percent of all students taking credit courses, the report says.

The institute's researchers found that students were less likely to complete online courses than traditional courses, and were less likely to complete online courses with passing grades. But when it comes to long-term impact, measured by the likelihood of students' earning degrees or transferring to four-year-colleges, those who combined traditional and online courses were more successful than those who took face-to-face courses alone.

**What is the cost to the student of UA teaching the remedial course vs. private enterprise?**

UA students pay tuition for developmental education courses; resident tuition is currently \$168/credit so a typical three credit course costs \$504. Without a competitive bid process (RFP)

UA cannot answer this question for private enterprise. However, Washington State Community College tuition and fees for a three credit course is currently \$320.52. A Request for Information will not request competitive bids. If institutions have a published list price for delivery, we can request that information as part of an RFI.

**What are the existing budget expenditures/revenues related to UA developmental education?**

This question was addressed in a UA report to the legislature in August 2013; that report is attached as an addendum to this brief.

UA developmental education is relatively inexpensive to deliver because adjunct faculty are heavily utilized to teach these courses. As a result tuition revenue covers the bulk (over 95 percent) of instruction and student related expenses and general funds cover the rest.

**What is the projected reduction in student attrition if a student successfully completes a course?**

Students often become ineligible to continue receiving financial aid and/or academically ineligible to pursue a degree and typically drop out when they consistently fail courses. Baccalaureate students who did not need developmental coursework were retained at a slightly higher rate than those who took and passed developmental coursework, 80 versus 76 percent, respectively. Less than half (47 percent) of 4-year degree seekers who took and did not pass developmental coursework were retained to the next fall.

Retention rates for associate, certificate and endorsement students average about 60 percent; students who took and did not pass developmental coursework were retained at a 30 percent rate to the next fall.

As these numbers indicate, successfully passing developmental classes significantly improves student retention.

**What is the reduction of student debt ratio if student spends one year less to complete a baccalaureate program?**

For undergraduate degree seeking students starting at UA between 2001 and 2006 and graduating by FY13, the average reduction in student loans taken if the time to degree for each student was reduced by one year is an estimated \$8,400 for those who received a two-year degree or a baccalaureate.

For the year 2011-12, the average debt for graduates of Alaska colleges or universities was \$28,782. Almost half (49 percent) of graduates incurred student debt.

However, the true benefit of completing a degree in four versus five years should include the opportunity cost of attending for a fifth year instead of entering the workforce after graduating in four years. For some graduates that opportunity cost can be substantial. Survey respondents from

the UA class of 2012, who worked full-time, reported an average salary of \$50,200. Engineering students reported salaries that averaged \$58,600 per year. This represents the additional cost (the opportunity costs) a student foregoes by attending each additional year to earn their degree.

**What is the reduced cost to UA as a result of keeping a student for four years rather than dropping out after a year and then UA recruiting a new student?**

UA's enrollment (like all colleges) is comprised of two populations: current students and new students. New student enrollments comprise approximately 16 percent of overall enrollment. Each year UA attracts approximately 3000 new freshman and another 2200 transfer students from outside the state. Clearly, the larger of the two populations are the currently enrolled students so retention is a critical issue.

Four-year private institutions spent the most to bring in new undergraduates in 2012-13, spending \$2,433 per new student at the median vs. \$457 per new student and \$123 per new student at the median, respectively, for four-year public institutions and two-year public institutions (Source: Noel-Levitz Consulting, 2011-13 Study). UA spends on average about one tenth the amount of four-year public institutions per new student (Source: UAA, Spring 2014).

**How will federal funding be affected in future years due to negative reporting to national ranking systems of continued high attrition rates?**

While the White House has released a college rating plan that includes degree completion information and proposed that this information be used in allocating student aid to universities, this is not yet law. The Reauthorization of the Higher Education Act has not been acted upon yet so the answer to this question remains uncertain.

**Compare the future earning of a successful graduate vs. a one-year dropout.**

The State Higher Education Executive Officers and National Center for Higher Education Management Systems released a December 2012 report titled *The Economic Benefit of Postsecondary Degrees: A State and National Level Analysis*. That report provided the following national salary comparison that is helpful in addressing this question:

According to our analysis of U.S. Census data, those who obtain a bachelor's degree have a median income of \$50,360 compared to a median of \$29,423 for people with only a high school diploma. An associate's degree leads to a median income of \$38,607, more than \$9,000 higher than a high school diploma.

<http://www.sheeo.org/sites/default/files/publications/Econ%20Benefit%20of%20Degrees%20Report%20with%20Appendices.pdf>

That report provided Alaska specific median income figures for 2006-2010 as \$30,938 for high school graduates, \$43,328 for associate graduates, and \$50,381 for baccalaureate graduates. However, that report also made it clear that the area of study, e.g., science, health, and trades, had a large impact on the median income of those earning degrees.

**Can we draw a tight enough correlation to make the leap to compare revenues derived from a student paying us \$1,000 for two remedial courses and one year of full-time tuition and then dropping out vs a student coming ready to learn, spending tuition for four years and graduating?**

Tuition and fees are revenues from students. Fees cover the costs of specific items like parking, health insurance, etc. and do not apply to instructional costs so they are not addressed here. Current resident undergraduate tuition for one year is approximately \$5,580. Tuition to complete an associates program (60 credits minimum) is \$10,080 (all lower division with FY14 tuition rates) and tuition for a baccalaureate program (120 credits minimum) is \$22,320 (50 percent lower and 50 percent upper division with FY14 rates). However, tuition does not cover the cost of instruction. About 56 percent of the cost of instruction is covered by tuition and fees and general funds cover the rest of the cost. UA's budget is not allocated on a per student basis like K-12 education.

**Over time, with the implementation of the common core state standards, what will be the need for remediation in ten years?**

Alaska did not adopt the Common Core Standards. Alaska adopted the Alaska Academic Standards. The new standards significantly raise the intended student learning outcomes for K-12 students above the previous standards. However, the new standards have not yet been implemented so there is no data to use to address the requested projection. Student outcomes will depend on the level of implementation of the new standards. Figure 2 in the August 2013 report in the addendum provides a speculative projection of declining developmental education needs for recent high school graduates. However, please recall that the majority of UA students needing developmental education currently are not recent high school graduates; they are 24 to 28 year olds who went to work immediately after high school and now have families.

# The Cost of Developmental Education at the University of Alaska

Dana L. Thomas Ph.D., Vice President for Academic Affairs

August 21, 2013

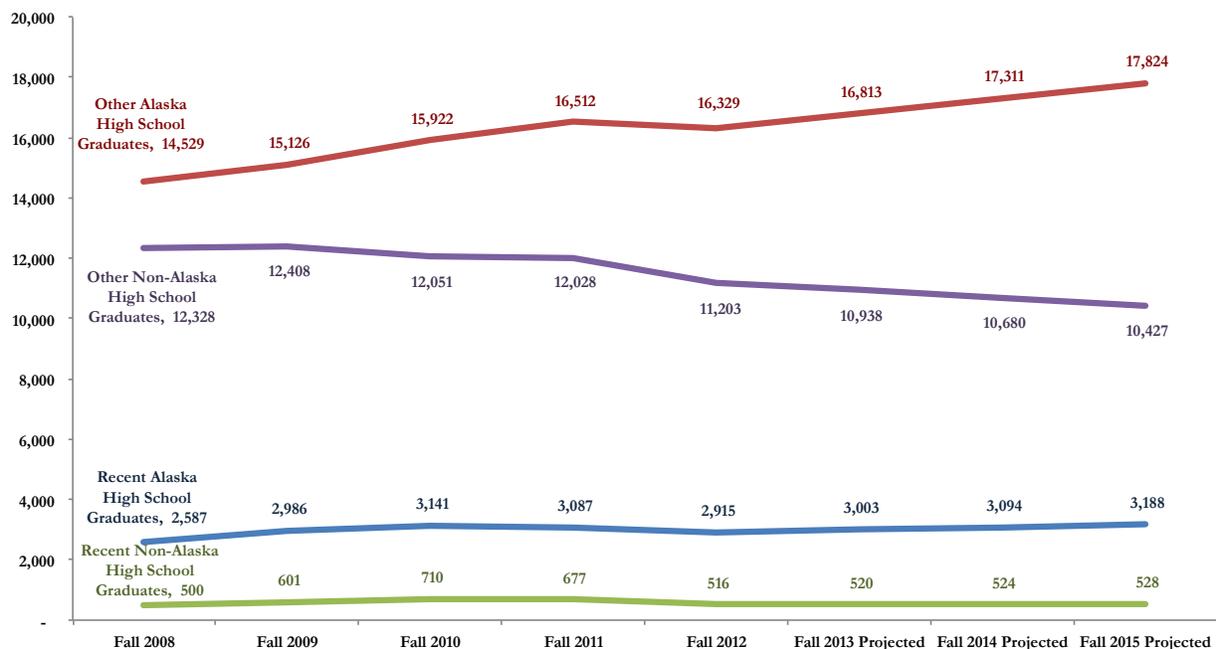
## What is Developmental Education?

Developmental courses are those offered for credit but do not satisfy degree requirements because the content is below the collegiate level. While developmental courses are generally offered for credit and contribute toward meeting financial aid eligibility requirements for full- or part-time status, credits earned are not applied toward the student's degree.

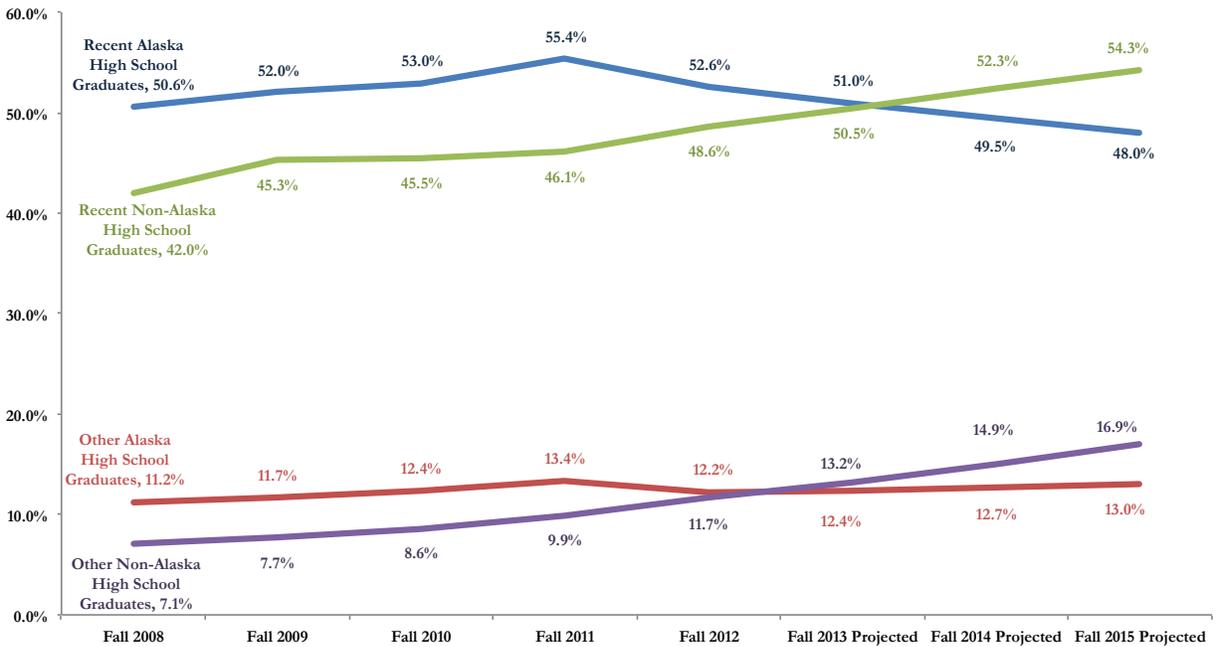
## Who are the students in developmental education courses?

During any given semester about 5,000 students (15% of UA headcount) take a developmental course. A majority of UA students taking developmental coursework are not recent high school graduates (nearly 30%); the majority are post-traditional students commonly working adults often with families (about 70%). However, proportionally more recent high school graduates require remediation than other students seeking undergraduate degrees. Figure 1 below and Figure 2 on the following page show the total number of students in each group and the proportion of each who take developmental coursework, respectively.

Figure 1. Undergraduate Headcount by Student Category  
Fall 2008 - Fall 2012 and Projected Fall 2013 - Fall 2015



**Figure 2. Developmental Participation by Student Category  
Fall 2008 - Fall 2012 and Projected Fall 2013 - Fall 2015**



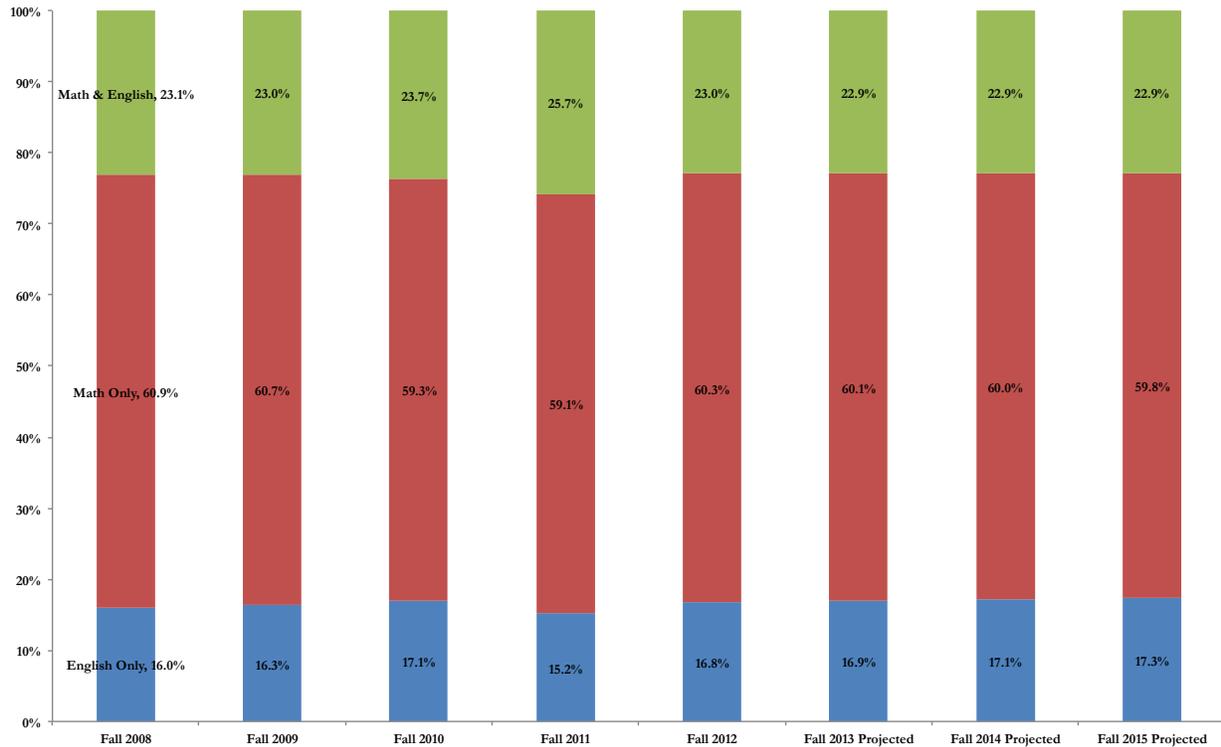
**What kind of developmental education is needed?**

There are 3 levels of developmental coursework offered: nearly college ready, some remediation needed, and significant remediation needed. A majority of students need just one or two courses in math and/or English to raise them to collegiate level. About 90% of baccalaureate seeking students needing developmental coursework of any kind, need developmental math. As shown in Table 1 below, 46% of fall 2012 recent high school graduates seeking a 4-year baccalaureate degree required preparatory coursework.

Table 1. Degree-Seeking Undergraduates Requiring Remediation by Level, Fall 2012

	2-Year or Lower		4-Year	
	Recent High School Graduates	Others	Recent High School Graduates	Others
Any Remediation	511 (58%)	1,374 (21%)	791 (46%)	1,356 (11%)
Nearly College-Ready (Level 3)	210 (24%)	468 (7%)	532 (31%)	825 (7%)
Some Remediation (Level 2)	225 (26%)	583 (9%)	193 (11%)	384 (3%)
Significant Remediation (Level 1)	76 (9%)	323 (5%)	66 (4%)	147 (1%)

Figure 3. Developmental Participation by Subject  
Fall 2008 - Fall 2012, Projected Fall 2013 - Fall 2015



### Assumptions

- Figures 1 and 2 include non-degree seeking undergraduates.
- The annual number of Alaska High School Graduates is projected to be at a low in 2013 at 7,160 graduates, with virtually no change through 2015, then slowly increasing to a new high of 8,600 by 2028<sup>1</sup>.
- Implementation of the Alaska Performance Scholarship is expected to increase high school graduation rates, lower the percentage of students needing developmental education, and increase the proportion of Alaska High School graduates attending UA. These combined effects are projected to increase the number of recent Alaska High School graduates attending UA by about 3% per year, while at the same time reducing the proportion of these students who need remediation by less than 3% per year. The number and proportion of other groups who attend UA and need remediation are expected to continue similar trends into the future as have been observed in the recent past, i.e., continuing average annualized change for these groups.
- To date 22.6% of Alaska Performance Scholarship (APS) eligible students require developmental education compared to 65.2% of non-APS students. APS is still early in its implementation so its full effect is not known but early results, like this, are very positive.
- New Alaska English/Language Arts and Mathematics Standards were adopted in June 2012 and are expected to positively impact student preparedness but these are not yet implemented.

<sup>1</sup> See <http://www.wiche.edu/info/knocking-8th/profiles/ak.pdf>

- The relative distribution of developmental participation by subject shown in Figure 3 assumes the annualized average change occurring between fall 2008 and fall 2012 will continue through fall 2015.

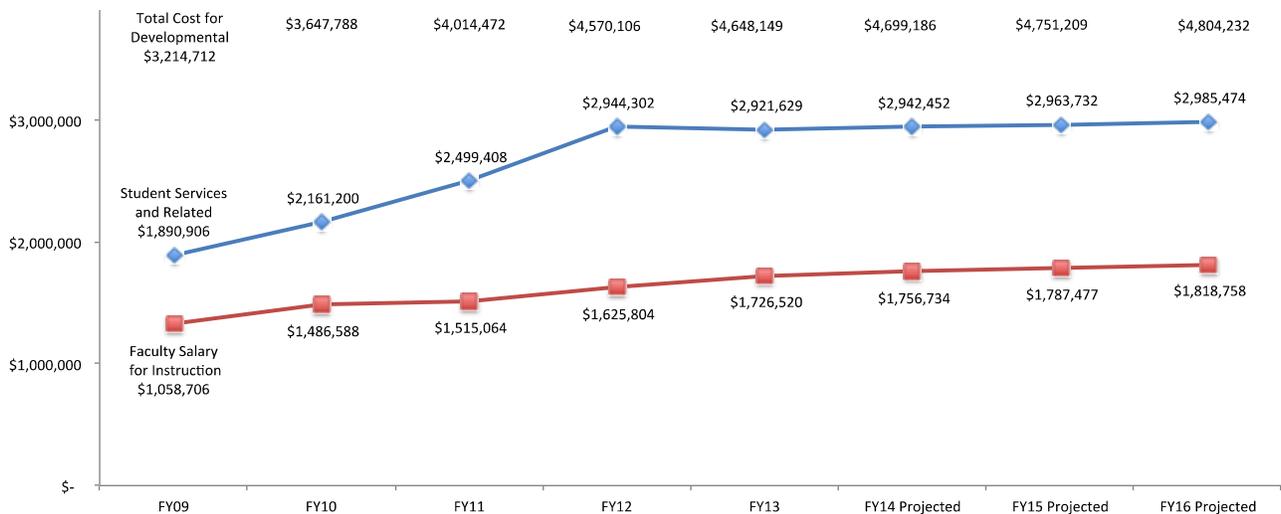
### What is the Cost of UA Developmental Education for Alaska’s Underprepared High School Graduates?

The cost of providing developmental instruction and support to students who need remediation is paid for by a combination of tuition revenue and State general fund support. Historically, about half the annual increase in instructional faculty and support staff salaries is covered by State general fund with the remainder covered by university sources such as tuition.

Students pay UA tuition for developmental courses, however in high school there is no direct cost to students.

### University Expenditures

Figure 4. Developmental Education Costs  
FY09 – FY13 and Projected FY14 – FY16

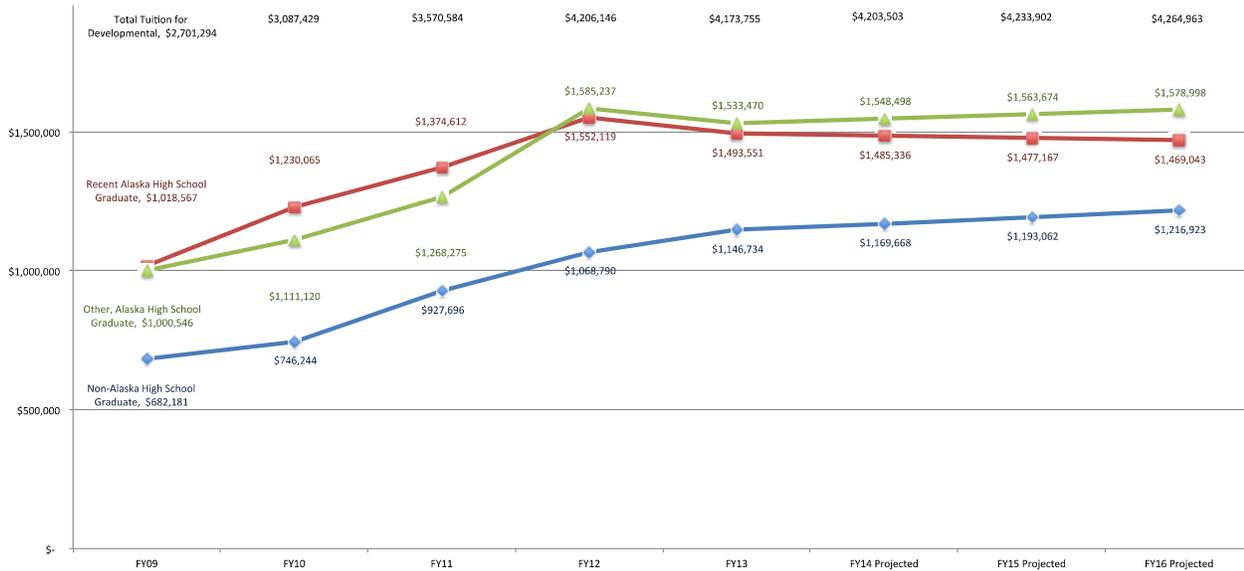


Faculty salary figures include the cost of providing employee benefits. Student services and related costs include academic support, admissions, registration, library services, and other student services. These costs cover academic advising and tutoring activity, which is more intensive for developmental education students. There are other costs associated with developmental students that are more difficult to directly quantify, including space allocation and maintenance.

### Student expenditures - tuition

Figure 5 on the next page illustrates tuition paid by three groups of students; recent Alaska high school graduates, non-recent Alaska high school graduates, and high school graduates from other states.

Figure 5. Tuition Paid for Developmental Courses by Student Type  
FY09 – FY13 and Projected FY14 – FY16



UA net revenue from developmental education

The difference between the total cost of delivering developmental education displayed in Figure 4 and the total tuition paid by students taking developmental courses displayed in Figure 5 is covered by State general funds.

Assumptions for Cost Calculations

- Faculty pay for those teaching developmental courses increases an average of 1.75% per year from FY14 forward; this figure is a mix of adjunct and regular faculty salary increases. More than 40 percent of the faculty who teach developmental courses are part-time adjunct faculty. Collective bargaining agreements with faculty unions are in negotiation and any future salary increases have not been agreed upon.
- Tuition rates increase an average of 2% per year from FY14 – FY16 for developmental coursework. These rates are set by the Board of Regents and have not yet been set for FY15 or FY16.

Opportunity costs

- Many students give up on post-secondary education when they find out they are placed in developmental education.
- Graduation rates are lower (10, 18, and 24 percentage points lower for those nearly college ready, some remediation, and significant remediation, respectively)
- Time to graduation is lengthened by one or more years for those needing remediation
- In FY12, 83.4 percent (20,321) of FY02-FY11 UA graduates were employed in Alaska and had an FY12 average salary of about \$47,100. Students placed in developmental education are typically delayed in completing their programs and getting employed by one or more years and so they do not earn this income during that period.

### **What can UA do to help better prepare Alaska high school graduates for postsecondary education?**

- Raise math preparation level of K-12 teacher graduates
- Improve curricular alignment with K-12 to facilitate easier transitions to UA (pace is a problem)
- Encourage high school students to complete an Alaska Performance Scholarship curriculum
- Improve student success rates in developmental and collegiate mathematics courses through curricular reform and support mechanisms (see promising pedagogies below).
- Encourage K-12 & UA dual enrollment

Course placements are determined based on common, nationally normed tests used across the UA system.

UA is actively working on improvement strategies that depend on cooperation between K-12 and the university. UA's participation in development of a statewide longitudinal data system called ANSWERS, which is funded by the US federal government, is a major step in developing a collaborative environment that could benefit educational and workforce programs throughout the state. The ANSWERS data system will strengthen our ability to understand and make policy decisions that encourage college completion and workforce success in Alaska.

### **What can the State and Department of Education and Early Development do to better prepare Alaska high school graduates for postsecondary education?**

UA is committed to working in partnership with the Alaska Department of Education and Early Development to overcome the challenge of underprepared high school graduates. We have established constructive working relationships between the State Board of Education and the UA Board of Regents and between Commissioner Hanley and UA President Gamble.

- Consider actions like those in Maryland Senate Bill 740, Arkansas House Bill 1838, Indiana House Bill 1005, and Utah Senate Bill 175.
- Have every student enrolled in an APS/college prep curriculum unless a parent opts him or her out.
- Require four years of math in high school - ensure that a full-range of APS prep courses are available in every district using the Alaska Learning Network or similar alternative as needed
- Raise the math background of teacher hires over the next five to ten years
- Implement college ready assessment for all students no later than 11th grade so deficiencies in math and English (reading and writing) can be addressed in the later years of high school
- Facilitate K-12 & UA dual enrollment (e.g., Washington State Running Start Program)
- Develop a plan, in consultation with UA, to improve college and career counseling provided to students in middle and high school – beyond improving college preparation this is important to improve the post-secondary going rate in Alaska, which is among the lowest in the nation
- Increased use of peer tutoring programs in high schools using technology where needed
- Expand teacher mentoring to all new teachers and extend it from two to three years – high teacher turnover has a strong negative impact on student learning outcomes, especially in rural Alaska
- Provide consistent incentives and improved living conditions for teachers to work in rural Alaska

**What promising new developmental education pedagogies is UA investigating and experimented with that other states have examined?**

- Mainstreaming developmental students who are close to the current placement requirements, i.e. level 3 students, but require additional support for these students.
- Providing intensive one-semester sessions in math and English to more quickly qualify developmental students for collegiate level coursework. Modular approaches are also being tried where a student completes one credit at a time rather than failing a 3 credit course and having to repeat the entire 3 credit course over again.
- Using existing, or develop new, alternative curricular pathways for students, particularly in mathematics, such as the Carnegie Quantway and Statway approaches. See <http://www.carnegiefoundation.org/>.
- Improving the quality of the placement processes through technology driven review sessions for students, informing students of the consequences of placement testing so they will prepare better, and using information beyond placement scores to determine initial course placement.

UA institutions are experimenting with many different approaches to developmental education, which together encompass nearly all of the successful models that have been implemented at other colleges and universities. All are being carefully and systematically evaluated.