

Minutes
Faculty Alliance
October 14, 2022
3:30 - 5:30 pm
[Join Zoom Meeting](#)
ID: 838 18383209
Passcode: 930087

Members:

Gökhan Karahan, Past President, UAA Faculty Senate; Chair, Faculty Alliance
Ian Hartman, President, UAA Faculty Senate
LuAnn Piccard, 1st Vice President, UAA Faculty Senate
Sandra Wildfeuer, Past President, UAF Faculty Senate
Ataur Chowdhury, President, UAF Faculty Senate
Jennifer Carroll, President-Elect, UAF Faculty Senate
Jennifer Ward, President, UAS Faculty Senate
Glenn Wright, President-Elect, UAS Faculty Senate
Andrea Dewees, Past President, UAS Faculty Senate

Staff:

Possible Guests: Vice President Paul Layer

- I. Call to Order - Gökhan Karahan
 - A. Approve Agenda
Glenn motions to approve. Ataur seconds.
 - B. Approve Meeting Minutes: [September 23, 2022](#)
Jennie moves to approve. Glenn seconds.
- II. New Business
 - A. Faculty Senate Votes on FA Constitution Change
UAA voted in favor of the change. UAS has voted against the change. All three Senates need to be in agreement for the constitution to change.

UA Faculty Alliance strongly believes that time has come for a fair contract that solidify the long-respected traditions of tenure and academic freedom. We are in firm agreement with each of the three university faculty senates' recent affirmation to support the United Academics and UA Administration to come to a swift agreement for faculty contracts.

- B. FA Statement on Three FSs Resolutions Concerning Ongoing Negotiations
Faculty Alliance decided to write a Resolution in support of the UNAC negotiations, which will be shared via e-mail to vote on.
Faculty Alliance changed the next Faculty Alliance meeting which was scheduled for October 21st to October 28th.
- C. Discussion on the Tuition Policy: See also [VP Layer Email on Governance Comment/Input on BOR's Proposed Tuition & Fees](#) ... Also, the BOR material here:
[https://go.boarddocs.com/ak/alaska/Board.nsf/files/CHLNUH6139A6/\\$file/Policy%20-%202005.10-Tuition%20and%20Student%20Fees%20-%20UPDATE%208.23.2022%20v2.pdf](https://go.boarddocs.com/ak/alaska/Board.nsf/files/CHLNUH6139A6/$file/Policy%20-%202005.10-Tuition%20and%20Student%20Fees%20-%20UPDATE%208.23.2022%20v2.pdf), [FA Chair's Report, Summary](#)
There are concerns on the long term ramifications of a tuition increase. The effect it may have on students, faculty and programs that will feel the effects of fewer students being able to afford the higher tuition, lowering of overall revenue and the resulting potential faculty and programs cuts that may happen.
Last year UAF approved an 11% increase in lower division classes. This year they are requesting the second 11% raise to bring the tuition the same as the upper division rate. The second tuition raise request from UAF is on the Board's agenda in November.
- D. [FA Retreat Planning](#). Potential Guest Speakers: Henry Reichman, [Edward Vajda](#)?
- E. Current Year FIF Reviewer Requests
We will need reviewers from each institution to review the proposals that will be coming in.
- F. ANSI Executive Director Search Update
President Pitney agreed to have an Alaska Native Studies Council person on the committee for the search. Four names were suggested.
- G. [Communication Task Force Update](#)
President Pitney doesn't feel there are that many system wide issues that governance needs to be working on. She would like the Task Force to come up with a proposal to answer certain questions. Each shared

UA Faculty Alliance strongly believes that time has come for a fair contract that solidify the long-respected traditions of tenure and academic freedom. We are in firm agreement with each of the three university faculty senates' recent affirmation to support the United Academics and UA Administration to come to a swift agreement for faculty contracts.

governance group will brainstorm and come up with items to work on. Dr. Reichmann's presentation is quite good and should be listened to. Our system of shared governance is functional but what is really missing is transparency.

- H. Thanksgiving Holiday Name Change: (Q from Andrea: since UAS already all agreed to call this Fall Break can we do this locally (esp. Since the name of the holiday isn't in policy?))
- I. Other: (for agenda consideration– discussion of Communications pathways meeting that [Jennifer Carroll](#) and I attended: roles different groups play in governance/how do we give & get information/levels of things at the system level...what is the end goal? Paul wants to be able to report to the BOR in February.)

III. Old Business

- a) (for agenda consideration–follow up on information requests? Some should've been quite easy and quick)

IV. Informational

V. Senate Reports

- A. UAA
- B. UAF – Faculty Senate passed the Earth Science system which will have eight different concentrations. The structural issues with the new program will be figured out. There was a resolution in support of UNAC .
- C. UAS –[This is from Andrea, I'll be calling in to the meeting. By the time we meet 1) Faculty Senate Executives will have sent in suggestions for our Draft Strategic Enrollment Plan. UAS' Strategic Enrollment Plan includes the hire of a dual enrollment coordinator and one other administrator, but no faculty. Curious if that is happening at other campuses. 2) Faculty Senate President is going to work on concerns relating to the Safety Committee (**question for group if you have similar committees on your campus & how often they meet**). 3) Faculty Senate granted one department a one-time AY 23 exemption from the requirement that members of Curriculum Committee also be members of Faculty Assembly & included this statement “It shall be communicated to the members of the Chancellor's Cabinet that curriculum is a core function of shared faculty governance and that faculty retention and service workload are key to our accreditation

UA Faculty Alliance strongly believes that time has come for a fair contract that solidify the long-respected traditions of tenure and academic freedom. We are in firm agreement with each of the three university faculty senates' recent affirmation to support the United Academics and UA Administration to come to a swift agreement for faculty contracts.

and success. Faculty Senate is concerned about this decision, and reiterates that this does not set precedent.” 4) Senate passed a resolution echoing UAF and UAA asking for quick resolution to remaining matters of bargaining. 5) Senate voted against having the Past Chair of Alliance extend their service to a 4th year. 6) We are (hopefully at the Nov BOR mtg) requesting revocation of two meritorious service awards (BOR policy allowed for this last year), at the request of Senate. Did I forget anything [Glenn Wright?](#)]

VI. Adjourn

Ataur adjourns. Andrea seconds.

UA Faculty Alliance strongly believes that time has come for a fair contract that solidify the long-respected traditions of tenure and academic freedom. We are in firm agreement with each of the three university faculty senates’ recent affirmation to support the United Academics and UA Administration to come to a swift agreement for faculty contracts.

Draft Faculty Alliance Agenda

March 6

Evening: Sara Perman' Presentation on Advocacy (Downtown Hotel's Conference Room)?

March 7

Advocacy with AK Legislators

?

March 8 (UAS Campus)

9:00 a.m – 9:30 a.m.: Welcome, Introductions, and President Pitney Remarks

10:00 a.m. to 12:00 pm: Henry Reichman on Shared Governance (Virtual, In-Person)

Lunch: UAS Campus or the Same Place We were Last Year

1:30 p.m. – 2:30 pm: ANSI Accomplishments/Updates

2:45 p.m. – 3:30 p.m.: Communication Task Force Outcomes

3:45 pm p.m. – 5:15 p.m.: Edward Vajda: Dene-Yenisei Languages (Virtual In-Person)

https://www.youtube.com/watch?v=WloHVuZghWE&ab_channel=SealaskaHeritageInstitute

5:30 p.m. - 7:30 p.m.: Networking Dinner with Alaska Native Regional Corporations (with Awards)

COMMENTS ABOUT THE PROPOSED CHANGES to THE BOR TUITION POLICY

UAF

We are open enrollment institutions. Many students come to us underprepared, and in my experience, we cannot fully remedy that lack of preparation. This is not just an Alaska Native student problem but is perhaps more prevalent in that student population. I see many Alaska Native students retaking more classes and taking longer to get their degrees. These students will end up paying even more under this scheme, and, as Andrea notes, we already have a hard time connecting students with resources. "Oh, the tribes and corporations will pay" isn't true for many Alaska Native students, especially towards the end of their education when they may have maxed out the length of time they will pay for. What will the impact of DT be on our Alaska Native and other underprepared students?

Concerning the differential tuition issue, what about the practice of charging resident tuition for eCampus classes? Do UAA and UAS also do this? I have issues with this because we're pushing our students into online courses to grab students from the lower--48. Does this have any impact on UAA and UAS? How does it impact other colleges at UAF?

UAS

Increasing tuition is a very bad way to go about increasing enrollment or building confidence in the perceived value of a college degree (the "context" for the Empower Alaska presentation to the BOR last month, for example, notes the drop in the proportion of high school grads enrolling in college and that "fewer than one in three adults now say a degree is worth the cost." (slide 5)) **How much of the burden of exec admin are we passing to the students?**

UA Foundation funds are not reaching eligible students. Our staff colleagues may know more about why this is (too much work? not enough retention of knowledgeable staff and faculty who connect students to awards?) In the BOR ad hoc tuition meetings, the main premise for raising UAF tuition by 11% (this year and 11% next year) was connecting students to those scholarships. If we don't have the capacity to make that happen, then we have done a bit of a bait-and-switch, no? **Telling students that resources are available yet unable to deliver will further deteriorate and confidence.**

It can create financial **barriers** if we increase the costs of some programs (putting them further out of reach for low/moderate income populations).

The **language has some internal conflicts** with the BOR setting the overall UA tuition schedule, but then the President (AND chancellors) can just waive tuition for a program. We did not see a process (shared governance) or BOR approval on the waiver.

Is there a mechanism, process, or arbiter to **explore the unintended consequences of program or course tuition waivers in the UA system?** If one MAU were to waive tuition for a course or program, won't this impact other parts of the UA system? For example, if UAA makes lower division business courses free, will UAF and UAA business enrollments decline (hard to compete with free courses)? It may be especially problematic for GERs and online courses and programs. UA should remember that faculty and administration plans (staffing, workloads, and budget) are based on historic and anticipated enrollments. But offering free courses in one part of the system could frustrate this planning and make enrollments less

predictable. Some consultation and collaboration among administration and faculty groups should be built in to explore these potential unintended consequences.

Could the **BOR** expend **inordinate time in the future setting different rates** for the hundreds of different programs and courses across the many campuses? Would **students be confused** by too many different prices? Rather than a long menu of different rates for different programs, we feel uniform or standard rates, when possible, might create less confusion and be easier to set and administer. Otherwise, future BOR meetings could shift to various campuses or groups lobbying for or against tuition changes for certain programs or classes.

Someone noted it looked like the **WUE (Western Undergraduate Exchange) was crossed out in a mark-up** (red or blue) and wanted clarification of the intent there. Are we still in it?

Shared governance is really lacking in the language where a chancellor could just waive tuition without consulting impacted stakeholders (faculty, students, staff, provosts, etc). Because of the impacts on faculty and students, there should be some means for collaborative decision-making. Also, are there limits on the duration, amount, or a number of waivers? It may allow too much authority for individual chancellors or the president to make or break a program by waving a magic tuition wand (up or down). Some programs rely on tuition for funding. Others that have similar content could go under from a loss of students migrating to the free course or program.

We favor case-by-case, limited, specific waivers (such as Alaska Native Languages at UAS). Still, We would caution against using the waivers across the system in the general curriculum without more study. A committee or arbiter (in addition to regents) should be able to assess whether a waiver or even differential rate would negatively impact other programs or course enrollments across the system. Waivers may be ideal where a program or a campus is the only location offering a particular course or content.

Also, **a uniform resident rate for distance students** (e-tuition) could make sense for all programs. Our advisor notes this has been enacted for some programs (UAF E-campus, FYI) but not others currently that seem to **discriminate**.

While we may like some common sense tuition reforms, we did not see solutions in the proposed changes. While lower costs can help students (especially without a community college system for access), it looked like the language could be used instead to increase rates and surcharges in some programs, adding more barriers. The UA system probably just needs to set reasonable, fair rates across the system. Or where there are any differential rates, the regulations and policies should avoid creating unintended consequences for other similarly situated programs. We would also like to see some mechanisms for the coordination of waivers and rates (that includes shared governance) and some mechanism for mediating concerns among programs or campuses when they arise.

UAA

One issue that you might consider pressing is the broader implications of differential tuition that UAF is seeking to employ. As I've discussed, this seems like a trojan horse to get around Board policy that sets a unified set of guidelines for the respective MAUs.

CHAIR'S REPORT TO BOR

The Board of Regents Subcommittee has done considerable work toward updating the systemwide tuition policy since last spring (?). However, several FA members have expressed concerns over portions of this policy, especially those regarding differential tuition and its potential impact on Alaska's students. These concerns are:

- One university's pricing strategy undercuts other universities' ability to price their tuition
- Why authorize some community campuses to charge residential tuition while not allowing the main campus to do the same thing (or vice versa)?
- Who will be accountable for potential revenue shortfalls because of "mispricing" or "pricing errors," which in turn may lead to fewer resources for the rest of the system?

Colleges/universities have had differential tuition policies for many decades in the form of resident vs. non-resident tuition and/or international tuition, lower- vs. upper-standing, and, more recently, tuition based on areas of major study (i.e., business, engineering, nursing). The delivery of some degree programs may be less costly than others. Moreover, some degrees attract more students because they want to increase their lifetime earnings. The explanations for why colleges choose DT range from revenue maximization, declines in state funding, and pricing high host programs more optimally to equity and access.

Those who support DT based on majors argue that covering costs of expensive programs requires higher tuition. They say that the additional tuition revenue could be used not only for more provision of such programs but also to enhance internship and scholarship opportunities. Of course, this may respond to the main criticisms of such programs, namely pricing out underrepresented, low-income, and/or first-time college students. From a societal perspective, the lifetime earnings of these students would also be lower, thus, contributing to existing inequalities.

Research reveals that DT may be adopted more by colleges with more substantial market power or positions. One implication is that those that do not have strong enrollments may not want to try to do DT. It is also not clear that DT works only in one direction. Is DT demanded because of revenue pressures (state funding declining) or a genuine desire to increase enrollments? Two states, Kentucky and Florida, have made the argument that tuition prices may be reduced for degree programs graduating students to key workforce development areas such as nursing (the distortion caused by this change is the relative price increases in other areas such as arts, languages, etc.).

Whether the intended purpose of DT is achieved or not depends on a few major factors: One of these is price elasticity. A good is said to be price elastic if the quantity of that good demanded responds to changes in its price significantly. If it does not or does very little, the good in question is said to be price inelastic (think of a smoker!). We know that in an ordinary world, the price and quantity of a good demanded are negatively related: The higher the price, the lower the quantity of the good demanded, holding everything else constant.

At least one study reveals that areas such as geo-sciences and agriculture have elastic demands. On the other hand, business and engineering seem to have inelastic demand. This implies that tuition increases in business and engineering, at least in the short run, may lead to higher tuition revenue (even though enrollments may decline a bit!). The story with areas such as geo-sciences and agriculture is different, however. Any DT (increase) will LOWER total tuition revenue, at least in the short run. There are some important considerations: For the success of DT initiatives, colleges and universities need to understand the demand elasticity for their degree programs. In this day and age, where barriers to entry may not be so strong, is there a "short-run" to begin with, and how long is that short-run? What is their Plan B if "policy errors" occur? Are DT policies adopted transparent and easy to navigate by students and their parents, especially those in underrepresented and low-income groups? How do price and income elasticity interact, especially for the above groups?

SUGGESTED BULLET POINTS

Access and Equity Concerns

- In general, DT (increase) policies are going to impact underrepresented/minority/low-income students merely because of higher tuition prices, barring counter-balancing measures such as linking students with scholarship opportunities, internships, etc. put in place.
- Increasing tuition at "upper standing", where many underrepresented/Alaska Native students tend to repeat classes, is not equitable. This stress becomes more pronounced as these students may have maxed out their financial aid from different sources, including the AN Regional Corps.
- Related to the above concern, if these students are not properly connected to "extra" financial aid opportunities created through the DT programs, they may drop out of the system altogether and their lifetime earnings may suffer.
- A related issue arises when DT is implemented on the opposite side, i.e., lowering tuition selectively. These could happen if tuition is lowered for some disciplines (say, for workforce development reasons) and not others. These "other" areas will then experience a *relative* tuition increase. Is it fair to these "other areas" that their students will see higher "relative" tuition prices and, thus, a lack of demand?

Economic/Financial Concerns

- Some disciplines have price "elastic" or "responsive" demands, and some disciplines have inelastic demand. What studies or analyses have been conducted to show that this proposed change is going to work? Moreover, at what projected time frames will it work?
- Related to the above concern, who pays for the policy error? Why should one campus pay for the errors of the others?
- If one campus/unit offers free courses, what happens to the finances of the other campuses/units? Or the system in general?

Institutional/Governance/Transparency Concerns

- How are different constituents participate in the price-setting process? Given that the most affected constituency is our students, should they not have a bigger say in the process? How about faculty and staff?
- DT is after all a way to raise revenue. Why not cut costs that do not directly contribute to student success? In other words, why not limit the growth of the administration?
- Are we committed to making any analyses regarding the potential DT changes available to anyone in the entire system? These analyses should make reference to the expected revenues, costs, and thus, net benefits, and time frames and more importantly, identify those with authority and accountability.

Suggested Language to the Policy

P05.10.030. Authority to Set Tuition Rates.

Add to last line: Any such differentiation of tuition rates shall be accompanied by an explicit statement of justification or rationale that considers the objectives laid out in P05.10.010 **and includes an analysis of the potential negative impacts of the differential tuition rates on programs, campuses, colleges, and the UA system..**

P05.10.010. General Principles for Tuition and Fees.

Add: **X% of an increase in tuition and fees must go towards student financial aid or towards increasing the accessibility of financial aid to students.**

REGENTS' POLICY
PART V – FINANCE AND BUSINESS MANAGEMENT
Chapter 05.10 - Tuition and Student Fees

P05.10.010. General Principles for Tuition and Fees.

The constitution of the State of Alaska provides for the establishment of the University of Alaska, governed by a Board of Regents and state law provides that the Board may approve tuition rates and fees. The establishment of a state university recognizes the importance of higher education to the state collectively and its citizens individually. It is reasonable, therefore, for both the state, through appropriation to the university, and for students, through the payment of tuition and fees, to provide for the financial support necessary to offer programs of higher education in Alaska. The Board of Regents must balance this financial support through its budgetary request to the state, and the setting of tuition and fees as provided in this chapter.

Tuition revenues will be used primarily to maintain and expand the educational opportunities provided to students, to preserve and improve the quality of existing programs and support services, to respond to enrollment trends, and to implement new programs including but not limited to those that support increasing access to education and affordability.

Student fees should have a direct relationship to the associated service, activity, or course and be based upon the estimated actual cost of providing the service or benefit. ~~Student fees should not be assessed in cases where the student has no direct or indirect way to benefit.~~

The Board will set tuition and fees with the following objectives:

1. to provide for essential support of the university's instructional programs;
2. to make higher education accessible and affordable to all Alaskans and other students who wish to benefit from University of Alaska course offerings by considering student financial capacity including total financial aid (scholarships, grants, waivers and loans), and **considering the total** debt incurred by students;
3. to consider tuition rates and student fees in the context of education quality and program demand;
4. to maintain tuition and student fees at levels which are competitive with similarly situated programs;
5. to provide transparency for students and stakeholders on the cost of higher education at the University of Alaska; **and**
6. to **evaluate provide** a framework for setting differential tuition that ~~will~~ **may** (a) reflect the different missions of the major university units (b) acknowledge differing costs of instruction by student level (e.g., undergraduate, graduate, community campus) (c) distinguish between residents and nonresidents, (d) reflect costs of modes of delivery (e.g., on-line, face-to-face, hybrid) and (e) reflect university standing within a regional or national higher education context with similar peers.

~~Recognizing that state general fund support is not sufficient to pay the full cost of education and that students have a responsibility to contribute to the cost of their higher education, tuition and student fees will be established to the extent practicable in accordance with the following objectives: (1) to provide for essential support to the university's instructional programs; (2) to~~

~~make higher education accessible to Alaskans who have the interest, dedication, and ability to learn; and (3) to maintain tuition and student fees at levels which are competitive with similarly situated programs of other western states. Tuition revenues will be used primarily to maintain and expand the educational opportunities provided to students, to preserve and improve the quality of existing programs and support services, to respond to enrollment trends, and to implement new programs.~~

(XX-XX-XX06-08-01)

P05.10.020. Definitions.

In this chapter, unless the context requires otherwise:

~~A.~~ Course levels

1. ~~“lower division courses,” for purposes of tuition assessment, mean courses with designators lower than 300, including 100- and 200-level courses and developmental education courses.~~
2. ~~“upper division courses,” for purposes of tuition assessment, mean courses classified as 300- and 400-level courses.~~
3. ~~“graduate courses,” for purposes of tuition assessment, mean post-baccalaureate courses classified as 600-level courses.~~
4. ~~“professional development courses,” for purposes of tuition assessment, mean courses classified as 500-level that are designed to meet professional development and other continuing education requirements.~~

B. ~~“dependent child or children” means an unmarried natural or adopted child who is financially dependent upon the subject individual for support, and who is under 24 years of age.~~

~~B. “graduate courses,” for purposes of tuition assessment, mean post-baccalaureate courses classified as 600-level courses.~~

~~B. “lower division courses,” for purposes of tuition assessment, mean courses with designators lower than 300, including 100- and 200-level courses and developmental education courses.~~

~~E. D. “regular tuition” is the base institutional charge for enrollment in a course offered for credit at the university; it represents the student’s core contribution to the cost of the student’s education at the university and is not directly related to the cost of any specific course or program; references to “regular tuition” do not include “special tuition.”~~

~~E. F. “nonresident tuition surcharge” is the amount added to regular tuition for students not meeting Alaska residency requirements or otherwise exempted in Regulation. This surcharge, when added to regular tuition shall represent the nonresident tuition. [NOTE: this definition is under discussion]~~

F. C. “self-support courses” are those noncredit courses offered with the intent of full cost recovery to the university for all expenses incurred in offering the course.

~~C. “special tuition” is a single charge that includes both regular tuition and a tuition surcharge.~~

- D. "student fees" are charges to students for specific purposes, including student government fees, course fees, use and service fees, and administrative fees; as defined in this ~~paragraph~~ ~~section~~.
1. "administrative fees" are those fees that are assessed for administrative services such as processing applications, certifications, adding and dropping of courses, transcripts, and other similar activities.
 2. "course fees" are those fees that are specific to a particular course, including fees for enrollment in noncredit courses, material fees, lab fees, individualized instruction fees, supplemental self-support fees for summer school, special for-credit programs and courses, and course-specific facility and equipment use and other fees.
 3. "student activity fees" are intended to contribute to a well-rounded student education for life by supporting student government, promoting educational, cultural, recreational and social activities
 4. "student government fees" are those fees assessed to support recognized student government organizations and the programs and activities administered through such organizations.
 5. "use and service fees" are those fees assessed to support services and activities such as parking, auxiliary services, recreation center, health center, insurance, technology enhancement, and similar activities, but which are not course specific.
- E. "tuition" is the base institutional charge for enrollment in a course offered for credit at the university; it represents the student's core contribution to the cost of the student's education at the university and is not directly related to the cost of any specific course or program. Tuition is generally assessed on a per student credit hour (credit) rate.
1. "regular tuition" is the amount approved by the Board for resident and nonresident tuition as distinguished from special tuition or surcharges.
 - a. "resident tuition" is the tuition cost universities may assess on students meeting Alaska residency requirements or other students exempted from paying nonresident tuition as stated in this Policy or Regulation.
 - b. "nonresident tuition" is the tuition cost universities may assess on students not meeting Alaska residency requirements or otherwise exempted in this Policy or Regulation.
 2. "tuition surcharge" is a supplement to tuition for a specified purpose, course or program that has been approved in accordance with this policy.
 3. "special tuition" is a single charge that may include tuition, tuition surcharges, or discounts.
- ~~D. "tuition surcharge" is a supplement to tuition for a specified purpose, course or program~~

~~that has been approved in accordance with this policy.~~

~~E. “upper division courses,” for purposes of tuition assessment, mean courses classified as 300 and 400 level courses.~~

~~(XX-XX-XX 02-18-10)~~

~~P05.10.025. Resident Tuition Assessment.~~

~~A. 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 university 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 or 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.~~

(09-19-14)

P05.10.030. Authority to Set Tuition Rates.

Regular tuition ~~and related nonresident tuition surcharge~~ rates shall be established or changed only by action of the board or as provided in this chapter. Tuition rates may vary to reflect (a) the different missions of the major university units (b) central urban campuses, community colleges, extended community campuses and other sites, (c) differing costs of instruction by student level (e.g., lower division, upper division, and graduate courses), (d) distinctions between Alaska residents and nonresidents, (e) costs of modes of delivery (e.g., on-line, face-to-face, hybrid), (f) university standing within a regional or national higher education context with similar peers, and (g) different program or course costs or demands. ~~among lower division, upper division, and graduate courses; central urban campuses, community colleges, and extended community campuses and other sites; residents and nonresidents; distance and on-site delivery, and different programs or courses.~~ Any such differentiation of tuition rates shall be accompanied by an explicit statement of justification or rationale that considers the objectives laid out in P05.10.010.

(XX-XX-XX 06-08-01)

P05.10.040. Special Tuition and Tuition Surcharges.

- A. ~~The president may establish special tuition, nonresident and other tuition surcharges, and fees for the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) Medical Education Program, the Western Undergraduate Exchange Program (WUE), the National Student Exchange and similar regional, national, and international exchange programs, summer self-support programs and independent learning, corporate and distance education programs.~~
- B. ~~The president may also establish special tuition or tuition surcharges in lieu of, or in addition to, regular tuition in order to provide special for credit courses and programs or to meet special needs. The president shall give advance notice of such charges to the board. The president may delegate this authority and responsibility to chancellors by University Regulation.~~

- ~~C. For purposes other than this chapter, tuition surcharges and the difference between regular tuition and special tuition shall be treated as fees, including but not limited to calculation of financial aid, employee benefits, scholarship benefits, general tuition waivers, and eligible costs, as well as for purposes of other Regents' Policy, University Regulation, procedures, and publications.~~
- A. The president may establish special tuition, tuition surcharges, and/or fees in lieu of, or in addition to, regular tuition in order to meet special needs or for special for-credit courses and programs. The president shall give advance notice of such charges to the board. The president may delegate this authority and responsibility to chancellors by University Regulation.
- B. The difference between regular tuition and special tuition shall be treated as fees, including but not limited to calculation of financial aid, employee benefits, scholarship benefits, general tuition waivers, and eligible costs, as well as for purposes of other Regents' Policy, University Regulation, procedures, and publications.

(XX-XX-XX 02-18-10)

~~P05.10.050. Nonresident Tuition Surcharge.~~

~~Any person who does not qualify as an Alaska resident under Regents' Policy 05.10.025, or has not otherwise been exempted under this chapter will be assessed a nonresident tuition surcharge in addition to regular tuition. However, the following persons are exempted from nonresident tuition surcharges and treated as a resident for the purpose of tuition assessment if they are a U.S. citizen or an "eligible non-citizen:~~

- ~~A. Active duty United States military and their spouse and dependent children;~~
- ~~B. United States veterans eligible for a Veterans Administration education benefit, and their spouse and dependent children;~~
- ~~C. Members of the National Guard and Reservists, their spouses and dependent children, regardless of whether they yet qualify as residents of the state under any other requirements;~~
- ~~D. Dependent children of a person who graduated and holds an Associate, Bachelor's, Master's or Doctor's degree from the University of Alaska;~~
- ~~E. Dependent children of an Alaska resident as evidenced by the most current federal income tax return filed within the past 16 months;~~
- ~~F. Students participating in the Western Interstate Commission on Higher Education (WICHE) Western Regional Graduate Program (WRGP);~~
- ~~G. Students enrolled for four or fewer credit hours within the UA system during a semester;~~
- ~~H. Students from other states or provinces whose public universities waive nonresident tuition surcharges for Alaska residents, as may be approved by the university president; a list of participating states or universities shall be published in University Regulation;~~
- ~~I. Students from foreign cities and provinces that establish sister city or sister province relationships with the state of Alaska, or Alaska municipalities, and that have been approved by the president; a list of participating and approved communities shall be published in University Regulation;~~
- ~~J. Students designated by the UA Scholars Program as UA Scholars;~~
- ~~K. Participants of the University of Alaska College Savings Plan, the John Hancock Freedom 529, and the T. Rowe Price College Savings Plan, who meet eligibility criteria as may be established by the Education Trust of Alaska;~~
- ~~L. Spouse or dependent children of a University of Alaska employee; or~~
- ~~M. Students that graduated within the past 12 months from a qualified Alaska high school. "Qualified Alaska high school" shall have the same meaning used to determine eligibility for the UA Scholars Program.~~

(06-02-17)

P05.10.060. Tuition Rates.

- A. The president shall notify the board of recommended changes in regular tuition rates prior to the first meeting of the board after September 1 of the year preceding the year in which the proposed changes will take effect, approximately one academic year before the effective date. This notice shall include the rationale and justification for the proposed changes.
- ~~A. B. Tuition rates for each academic year, fall through summer, will consider adjustments be adjusted for inflation based on a moving average of inflation for the most recent 3-year period, as determined by the university's chief finance officer, unless otherwise determined by the board. Notice of the adjusted rates for the second subsequent next academic year will be provided annually to the board, Coalition of Student Leaders, and the System Governance Council prior to April 15, approximately 28-12 to 18 months before the effective date. The rates will be deemed approved after the first regular meeting of the board following November 1, approximately 21 months one academic year before the effective date, unless the board suspends implementation of the scheduled rate adjustment, or the president, prior to the board meeting, notifies the board of an alternative recommendation.~~
- ~~B. The president shall notify the board of recommended changes in regular tuition rates, other than the inflation adjustment described in A. above, prior to the first meeting of the board after September 1 of the year preceding the year in which the proposed changes will take effect, approximately 24 months before the effective date.~~
- B. The board shall act on the recommendation of the president after reasonable opportunity is provided for student, staff and faculty discussion, comment, input and public testimony. ~~To the extent practicable, students will be provided reasonable notice of proposed tuition rate changes and the opportunity for comment and input.~~ The board will take no action on regular tuition rates at meetings that occur during semester examination, holiday, or summer periods, except in extraordinary circumstances. In setting regular tuition rates, the board may consider the recommendations of the administration, the college advisory councils, student leadership, the level of local or community support for the respective campus, and other factors that the board deems appropriate.
- C. A table of approved current and scheduled tuition rates and nonresident tuition surcharge rates will be published in University Regulation.
- D. Notwithstanding ~~A-D~~ C of this section and other provisions of this policy, the board reserves the right to change tuition rates at any time, with or without notice, in such amounts as the board, in its sole judgment, considers appropriate and in the best interest of the university.
- E. The president shall provide an annual review of tuition rates across the system and an evaluation of whether they are meeting the objectives set out in P05.10.010.

(XX-XX-XX 06-08-01)

P05.10.070. Student Fees.

- A. Student fees, including student government fees, shall be established and approved by the president. The president may ~~delegate this authority and responsibility to 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.
- E. 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.
- F. Once a student activity fee is established, 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/or the appropriate chancellor or the chancellor's designees.

(XX-XX-XX 09-19-14)

P05.10.080. Tuition and Fee Waivers.

- A. The president or ~~designee~~ ~~respective chancellors~~ may waive ~~regular~~ tuition or student fees, ~~in full or in part~~, when ~~the president determines~~ such action ~~is determined by the president~~ to be in the best interest of the university. ~~When this action is material, the president shall notify the board.~~
- B. Regular tuition shall be waived for Alaska residents who ~~meet the following criteria: they must be~~ ~~are~~ age 65 or greater on the first day of class and ~~who have~~ ~~they must~~ registered on a space available basis. "Space available basis" means when courses can accommodate such students in addition to other enrolled students. ~~Otherwise eligible Alaska residents under this section who register for classes on any basis other than a space available basis shall not be entitled to a waiver under this section.~~
- C. Consistent with AS 14.43.085 and as provided herein ~~and in university regulation~~, undergraduate tuition and fees for for-credit courses, mandatory student fees (~~see D.1., below~~), and nonresident tuition surcharges will be waived for an eligible child or spouse of:
 - 1. a member of the Alaska National Guard, Alaska Naval Militia, or the armed services of the United States who died in the line of duty or who died as a result of injuries sustained while in the line of duty or who was listed by the United States Department of Defense as a prisoner of war or missing in action. The member must either: reside in this state for at least one year prior to service and list this state as the "home of record" for purposes of military records; or have been a legal resident

of this state for one year at the time of death or listing as missing or prisoner of war;
or

2. a firefighter employed by a federal, state, or municipal fire department located in this state, or performing duties for a regularly organized volunteer fire department registered with the state fire marshal, who died from an act arising out of and in the course of employment or duties as a volunteer firefighter; or
3. a state trooper, municipal police officer, village or regional public safety officer, U.S. marshal or deputy marshal, corrections officer, or other officer whose duty is to enforce and preserve public peace in this state, who died from an act arising out of and in the course of employment.

~~D. To be eligible, a recipient under C. of this section must:~~

- ~~1. establish eligibility for the waiver prior to tuition payment deadlines. *Waivers do not cover tuition or fees for non-credit courses, fees that are voluntarily incurred by the student (e.g., fines, late fees, housing, parking, insurance), fees imposed by student government, or fees unrelated to student status;*~~
- ~~2. be enrolled as a student in good academic, financial aid, and student code of conduct standing in accordance with institutional standards of the campus attended; and~~
- ~~3. have been the spouse or financially interdependent partner of the officer or member of a fire department or the armed services at the time of the officer or member's death or listing as a prisoner of war or listing as missing in action; or~~
- ~~4. have been a dependent child at the time of the officer or member's death or listing as a prisoner of war or listing as missing in action. For purposes of this provision, "child" includes a natural or adopted child, stepchild, acknowledged illegitimate child, or child to whom the officer or member stood "in loco parentis" for at least three years before the officer or member's death or listing as a prisoner of war or listing as missing in action.~~

(06-04-21)