CALL TO ORDER, GREETINGS, AND ANNOUNCEMENTS FROM THE COMMITTEE CHAIR

1. Approval of Minutes

The board office asks the committee to review and approve the minutes from the March 24, 2022 Academic Affairs and Educational Attainment Committee Meeting.

2. Update on Department of Education

The committee will receive an update from Arizona Superintendent of Public Instruction, Kathy Hoffman.

3. Northern Arizona University Allied Health Program Update

The committee will receive an update on Northern Arizona University’s allied health programs.

4. Discussion of Online Metric Targets for Arizona’s Public Universities and the University of Arizona Global Campus

The committee is asked to discuss the proposed online metric targets for Arizona’s public universities and the University of Arizona’s Global Campus.
5. **Request for New Academic Program and Establishment of New Academic Organizational Unit for the University of Arizona**

The University of Arizona asks the committee to review and recommend for board approval one new academic program to take effect in academic year 2023-2024 and the establishment of one new academic organizational unit to take effect in academic year 2022-2023.

6. **Request for New Academic Program for Arizona State University**

Arizona State University asks the committee to review and recommend for board approval its new academic program request effective in academic year 2022-2023.

7. **Approval of List of Qualifying Examinations for High School and High School Teacher Incentive Bonuses**

The board office asks the committee to review and recommend for board approval a revised list of credit by examination subjects that Arizona high school teachers may teach in order to be eligible for the incentive bonuses. This action is necessary to be in compliance with A.R.S. 15-249.06 College credit by examination incentive program, incentive bonuses, and list of courses.

8. **Proposed Revision to ABOR Policy 6-201 “Conditions of Faculty Service” (First Reading)**

The board office asks the committee to forward to the full board for first reading, the proposed revisions to ABOR Policy 6-201 “Conditions of Faculty Service”.

9. **Proposed Revisions to ABOR Policy 4-323E “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid” (First Reading)**

The board office asks the committee to review and forward to the full board for first reading, the proposed revisions to ABOR Policy 4-323E “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid” to clarify the Arizona Promise Program Policy language allowing the universities to award additional, alternate, institutional gift aid for other direct costs of attendance beyond tuition and fees.
10:50 a.m.  10. Proposed Revisions to ABOR Policy 4-203 “Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes” (First Reading)

The board office asks the committee to review and forward to the full board for first reading, the proposed revisions to ABOR Policy 4-203 “Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes” to comply with new state law.

11:00 a.m.  ADJOURN

PLEASE NOTE: This agenda may be amended at any time prior to 24 hours before the committee meeting. Estimated starting times for the agenda items are indicated; however, discussions may commence, or action may be taken, before or after the suggested times. Any item on the agenda may be considered at any time out of order at the discretion of the committee chair. The committee may discuss, consider, or take action regarding any item on the agenda. During the meeting, the committee may convene in executive session pursuant to A.R.S. § 38-431.03(A)(3) for legal advice regarding any item on the agenda.
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A meeting of the Arizona Board of Regents Academic Affairs and Educational Attainment Committee was held on March 24, 2022.

Committee Members present: Regent Penley, Chair, Regent DuVal, Vice Chair
Regent Manson, Regent Mata, Regent Pacheco, Regent Herbold, Regent Kanyur,
Superintendent Hoffman

Other Regents present: Regent Shoopman, Regent Ridenour, Regent Dave

From Arizona State University: Christine Wilkinson, Provost Gonzales, Morgan Olsen, Christian Osmena, Martin McAllister, Seth Levine, Jorge Calderon, Jesus Diaz
In attendance via video: Rich Stanley, Sheila Ainlay

From Northern Arizona University: President Cruz Rivera, Provost Pugliesi, Laurie Dickson, Anika Olsen, Bjorn Flugstad
In attendance via video: Cathryn Ellis, Gayla Stoner

From the University of Arizona: Jon Dudas, Art Lee, Kasey Urquidez
In attendance via video: Provost Folks, Barry Brummund, Craig Wilson, Art Lee, Lisa Rulney, Kody Kelleher, Craig Wilson
In attendance via video: President Robbins, Laura Todd Johnson, Barry Burmmund, Michael Dake

From the Board Office: Executive Director John Arnold, Chad Sampson, Jennifer Pollock, Samantha Blevins, Mark Denke, Suzanne Templin, Rachel Malefors, Sarah Harper, Gale Tebeau, Caroline Huey, Jane Kuhn, Andrew Comrie, Larry Sandigo, Tom Merriam, Debbie Sale

Regent Penley called the meeting to order at 12:45 p.m.

Regent Penley stated that Item 13, Allied Health Programs Presentation and New Program Requests for the University of Arizona, will be taken out of order. This item was presented after Item 4.

**APPROVAL OF MINUTES (Item 1)**

Upon motion by Regent Penley, seconded by Regent Mata, the committee approved the minutes of the January 27, 2022 Academic Affairs and Educational Attainment Committee Meeting.

REQUEST TO ESTABLISH NEW GENERAL EDUCATION PROGRAM FOR ARIZONA STATE UNIVERSITY (Item 2)

Regent Penley shared that the board previously decided that Arizona’s public universities should set up general education programs that are interdisciplinary, which would result in graduates that will be educated citizens, capable of participating in their democracy in a very constructive way.

Andrew Comrie, ABOR, provided context on the timeline and process of ABOR’s General Education Policy.

Regent Penley acknowledged the progress that has been made due to the hard work and collaboration of the provosts and their staffs.

Provost Gonzales and Vice Provost, Anne Jones, Arizona State University, presented to the committee.

Regent Manson appreciated that ASU has clarified in its proposal, the areas of civil discourse and civic engagement. She asked if implementation could possibly be prior to the fall of 2024.

Vice Provost Jones gave context to timelines of getting programs approved and having curriculums set for academic catalogs, so it is unlikely that this would be able to be completed prior to the fall of 2024.

Regent Herbold asked if all the general education courses would have to be developed?

Provost Gonzales answered that many new courses will have to be developed, and existing courses would be assessed to see if they fit in the framework. Some courses will be revised and some will be eliminated.

Regent Dave addressed a previous discussion of possible training programs for professors and asked about the provost’s thoughts on the subject. Vice Provost Jones said that they have had a large faculty response for participating in steering committees to develop materials, and they have run a series of workshops open to all faculty to contribute to the development of the program.

Upon motion by Regent Penley, seconded by Regent Manson, the committee approved Arizona State University’s proposed General Education Program.


DISCUSSION OF THE BOARD’S DELEGATION AND OVERSIGHT OF ACADEMIC PROGRAMS AND OTHER ACADEMIC DECISION MAKER (Item 3)

Chad Sampson, ABOR, presented to the committee.
Regent Penley paused the presentation to ask the provosts about certificate programs, which do not come before the board for approval. He asked about the overall process and about the assurance of quality of the programs.

Provost Folks answered that certificate programs go through the same internal review process as degree programs do. Certificate programs can serve as a pathway to help undergraduate students organize and structure their curriculum. Students would still be doing the same number of credit hours, and there is not a cost to the university.

Regent Manson asked if there was value of certificates in the job market as it relates to cost for the student.

Provosts Gonzales and Pugliesi both stated that their process for approval for certificates is also similar to that of other degree programs. Provost Gonzales mentioned that in some cases a certificate can benefit a student who wants to be employable in a particular sector of their area of study.

Provost Pugliesi added that at NAU, they also look at certificate programs and assess their value during the seven-year academic program review process.

President Robbins added that a future discussion may be beneficial in terms of the concept of stacking certificates leading to a degree. Regent Penley agreed that it would be good to look at certificates in a more directed way. Certificates are of interest to students, from a point of view of the workplace and academically, as Provost Folks mentioned for structuring curriculum.

Mr. Sampson proceeded to discuss a situation that arises for new large academic programs in which there is an accreditation requirement to hire a director and start working with that individual to build the curriculum long before it is ready to come to the board for approval. In the example of the University of Arizona’s veterinary medicine program, there were several preliminary discussions prior to actual approval, so that the board was aware of resources being spent prior to approval. Mr. Sampson wanted to put this out for committee discussion and provost comment for future allied health programs.

Provost Gonzales asked for clarification in terms of what type of situations and programs this would affect. Regent Penley answered that this would not apply to most programs, but again brought up the veterinary medicine program as an example, where there were many discussions over several years, prior to approval.

Regent Ridenour commented about universities opening locations in Arizona, and in some instances if other universities have concerns, that the committee must be involved. He mentioned that he didn’t have a solution but expressed concern about the process.

Mr. Sampson answered that at times universities were moving into each other’s spheres. The situation was brought to the committee one time, but in general, the solution that the universities provide each other notice, has worked well.
Regent Shoopman suggests establishing a set of guidelines for new locations that are mutually agreed upon. He said that it would be helpful to give more context to what the concerns are; because even though the universities compete, they still collaborate well.

One benefit, Provost Folks mentioned, is that all the provosts are more informed about what the three institutions are doing, and that helps them all to steward their own institutions.

Regent Penley felt that the process is mostly working, and as problems arise, the universities move to resolve them.

Regent Manson expressed that she doesn’t want to create barriers but does like to be aware and prefers to not find out about things in the media or after something is fully developed.

This was a discussion item; no action required.

PRESENTATION REGARDING ALLIED HEALTH NEEDS IN ARIZONA (Item 4)

Jim Rounds, Rounds Consulting Group presented to the committee.

Regent Manson asked why Mr. Rounds discounted the 2030 numbers so heavily.

Mr. Rounds replied that the 2030 number is a very aggressive forecast for the occupational category in the state's forecast. There cannot be that kind of an aggressive forecast if keeping with the status quo in terms of funding and support. So, unless additional funding is put in and that particular health care category is advanced, those numbers won’t be able to be achieved.

Superintendent Hoffman asked why speech therapists were excluded off of the list, as typically occupational therapists, physical therapists, and speech therapists are categorized together.

Mr. Rounds answered that the other occupations are the ones that come up the most; and agrees that there should be a bigger effort among the entire education continuum to be looking at speech therapists in more detail.

Regent Ridenour mentioned that making an investment was brought up in the presentation and asked about the process for getting the best outcome in these programs. Mr. Rounds answered that it starts with a solid idea being brought to the capital. If it is a sound idea, then the economics should work. The process must be monetized and demonstrated in terms of why ramping up a specific program will generate additional revenue.

This was a discussion item; no action required.

DISCUSSION WITH THE UNIVERSITY OF ARIZONA REGARDING THE ONLINE METRIC TARGETS FOR THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS (UAGC) (Item 5)

Craig Wilson, the University of Arizona, presented to the committee.
Regent Herbold asked about the student continuation and persistence goal which is much lower than the other institution’s online numbers.

Dr. Wilson explained that UArizona has identified that the third year stop out for the UAGC has a larger percentage of students that are not continuing in comparison to the other universities. He suggested that this is a point where more advising time and attention would be beneficial to keep students on track for the end goal of graduation. He also mentioned that these are non-traditional students, who typically take six to eight years to graduate. Results of any changes made will take time to show up.

Regent Penley added that he understands that this goal is not easy to turn around quickly, but he does expect the targets to be set with higher goals that will drive a change in behavior. He requested that UArizona returns to the committee in the near future to present different targets than the ones presented today.

Regent Shoopman suggested that UArizona look at comparators that are solely online universities, to assess where UAGC stands, rather than to compare them to the online portion of Arizona’s public universities.

Dr. Wilson answered that UAGC is similar to the global campus at Maryland. Jane Kuhn, ABOR, added that UAGC’s completion rate is consistent with the other Arizona institution’s online programs. It UAGC’s continuation rate that is causing their numbers to be significantly lower. Solely online universities have a higher number of students, and Ms. Kuhn said that UAGC’s performance is in line with some of the other online institutions that she has looked at.

Regent Dave prefaced that this is not a question specific UAGC but asked about closing the achievement gap as it relates to online programs.

Dr. Wilson answered that for a variety of reasons the online space gives opportunities to bridge gaps, where students may feel marginalized. Online programs enable students access to education, even though other circumstances do not allow them to move to an actual campus. There are different models that enable online universities to fill needs and integrate students that may not otherwise feel welcomed on a traditional campus for a variety of reasons.

This was a discussion item; no action required.

**REQUEST FOR APPROVAL OF ONLINE METRIC TARGETS FOR ARIZONA’S PUBLIC UNIVERSITIES (Item 6)**

Jane Kuhn, ABOR, presented to the committee.

Ms. Kuhn discussed specifically online metric two, which has been renamed from student attrition to the student continuation and persistence, which addresses stop outs and lack of continuation for some students.

Regent Manon asked why online targets are not reflecting significant increases in performance.
Ms. Kuhn explained that due to the large numbers such as UAGC and ASU’s online programs, the numbers are so large that it will be difficult to move the needle to reflect improvement.

Dr. Wilson added the universities don’t have control over how many credits an online student enrolls in per year. They may transfer in and take twelve credits per year, and then might have to stop out for job or family reasons.

Regent Manson mentioned that these are new metrics, and the board will look for trends and will revisit and analyze to make sure that the goals are correct.

Ms. Kuhn said that going forward, data could be broken down in different ways, such as age, number of credit hours that students have transferred in with or possibly to look at how an online student that comes in as a new student or with only 15 credits behaves compared to that online student that brings in 60 or 65 credits. At this time the decision was made not to integrate these complexities, but it is something that can be looked at in the future.

Upon motion by Regent Penley, seconded by Regent Herbold, the committee approved forwarding to the full board for approval, the proposed Arizona Universities’ Metric Targets, for online student continuation and persistence, originally adopted by the board as the online attrition rate metric; but going forward, will be known as the online student continuation and persistence metric, with the provision that the board receives revised, more aggressive targets for UAGC.


REQUEST FOR APPROVAL OF ARIZONA STATE UNIVERSITY’S INSTITUTIONAL UNIVERSITY METRIC TARGETS (Item 7)

Christian Osmena, Arizona State University, presented to the committee.

This item has been presented to the committee on a few occasions. The only change is that following the committee discussion during the January 27, 2022 committee meeting, ASU added one metric for the Fulton Schools of Engineering, related to US News and World Report rankings for undergraduate programs.

Upon motion by Regent Penley, seconded by Regent Mata, the committee approved forwarding to the full board for approval of Arizona State University’s Institutional University Metric Targets.

REQUEST FOR NEW ACADEMIC ORGANIZATIONAL UNIT FOR ARIZONA STATE UNIVERSITY (Item 8)

In the interest of time, Regent Penley tabled this item, and stated that it will be addressed at the Board Meeting.

REQUEST FOR NEW ACADEMIC PROGRAM FOR THE UNIVERSITY OF ARIZONA (Item 9)

In the interest of time, Regent Penley tabled this item, and stated that it will be addressed at the Board Meeting.

REQUEST FOR CREDIT EXCEPTION FOR THE UNIVERSITY OF ARIZONA (Item 10)

In the interest of time, Regent Penley tabled this item, and stated that it will be addressed at the Board Meeting.

REQUEST FOR NEW ACADEMIC ORGANIZATIONAL UNIT FOR NORTHERN ARIZONA UNIVERSITY (Item 11)

In the interest of time, Regent Penley tabled this item, and stated that it will be addressed at the Board Meeting.

REQUEST FOR CREDIT EXCEPTION FOR NORTHERN ARIZONA UNIVERSITY (Item 12)

In the interest of time, Regent Penley tabled this item, and stated that it will be addressed at the Board Meeting.

ALLIED HEALTH PROGRAMS PRESENTATION AND NEW PROGRAM REQUESTS FOR THE UNIVERSITY OF ARIZONA (Item 13)

Dr. Michael Dake, the University of Arizona, presented to the committee.

Regent Manson asked what the projected enrollment numbers are for the two new programs. He answered that the Master of Physician Assistant will start with 30, students and by year 4, it will be 50 students. The Doctor of Physical Therapy will start with 50 students.

Regent Manson also asked Dr. Dake to confirm that UArizona’s programs will provide the students with clinical locations and rotations, within the Southern Arizona region.

Dr. Dake confirmed that this is the intent for these programs.

Regent Shoopman indicated his full support, and added that as there is so much need in Arizona, it is necessary for the board to act upon this.
Regent Kanyur wanted to know how UArizona would incentivize and ensure that the students that are being trained are actually meeting the needs of the underserved areas especially in Southern Arizona.

Dr. Dake answered that it is not possible to ensure that graduates will stay in Southern Arizona. They could consider incentive programs, such as tuition payback, which UArizona has done with success for primary care medical students.

Regent Penley also added that he has and continues to encourage NAU to expand their allied health programs as rapidly as they can; both in Maricopa county, as well as Coconino county.

Upon motion by Regent Penley, seconded by Regent Mata, the committee approved forwarding to the full board for approval of the University of Arizona’s request for new specified allied health programs that will be delivered in Southern Arizona.


The meeting adjourned at 3:05 p.m.

Submitted by:

Debbie Sale, Committee Secretary
Item Name: Update from Arizona Superintendent of Public Instruction

☑️ Action Item

Requested Action: The committee will receive an update from Arizona Superintendent of Public Instruction, Kathy Hoffman.

Background/History of Previous Board Action

The committee will receive an update from Arizona Superintendent of Public Instruction, Kathy Hoffman.
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ABOR Academic Affairs Committee

Kathy Hoffman, MS, CCC-SLP
State Superintendent of Public Instruction
SECTION # 1

Strengthening the Teacher Pipeline
Partnering with Northern Arizona University and the AZ K12 Center

- Supported new teacher mentoring at 22 public district and charter schools
- Established the first-ever Arizona Teacher Residency
Welcoming the first AZ Teacher Residency Cohort

The 30-person cohort represents a wide range of individuals and backgrounds. Over half identify as POCs with ranging life experiences – some fresh out of college and several who are switching from careers. Many have prior school experience as paraprofessionals, substitute teachers, and assistants.
Math Momentum program wins

1. Across the program, data shows a 12.6% growth in students who are considered “at or above grade level.” This is accompanied by a 9.5% reduction in students considered to be 2+ grade levels below.

2. Over the course of the program, there was a 20% increase in 5th grade students who are considered “at or above grade level.”

3. Program data suggests a stronger impact with students in rural schools when comparing beginning and end of year scores.
Results and growth at Coyote Springs Elementary School

• 33 students at Coyote Springs showed over 100-point growth from Diagnostic 1 at the beginning of their school year to Diagnostic 2 at the end of their school year.
  • Typical student growth ranges from 37-54 points depending on where the students started.
• 50 fifth-grade students and 26 sixth-grade students exceeded expectations on the Exact Path Assessment.
SECTION # 2
Post Secondary Access and Attainment
New college and career planning tool

My Future AZ is our new Education and Career Action Plan (ECAP) tool which helps families and educators ensure that every student successfully completes their ECAP.

Myfutureaz.pipelineaz.com
20% reduction
in Arizona’s student-to-school counselor ratio
SECTION # 3
American Rescue Plan
School and Community Grantees
Addressing Students' Physical and Mental Wellbeing
Supporting Students with Disabilities

Supporting Literacy Programs
Supporting Native American Students and Families
Supporting **Local Education Recovery Efforts**
Funding STEM Education

Center for Science and the Imagination
Arizona State University
Increasing Career and Civic Learning in Schools

- Arizona Pathways to Prosperity to increase college and career readiness
- School Participatory Budgeting to engage elementary through high school students in learning democracy by influencing decisions that impact their lives.
Supporting Career Development
Keep up with federal recovery funding announcements

- Check @Supt_Hoffman twitter
- Visit our ARP School and Community Grantee page
Thank You

Kathy Hoffman, MS, CCC-SLP
Communications@azed.gov
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Item Name: Northern Arizona University Allied Health Program Update

☐ Action Item

Requested Action: The committee will receive an overview presentation of NAU’s allied health programs.

Background and Discussion

Arizona and the United States is experiencing a shortage of allied health professionals. Round Consulting presented to the committee during its March 24, 2022 meeting that the physical therapist, occupational therapist, physician assistant and audiologist occupational categories were currently underrepresented in Arizona. Round Consulting further indicated that this underrepresentation would likely continue until 2030.

Northern Arizona university currently offers most of Arizona public universities allied health bachelor’s and graduate degree programs. To provide the committee with a better understanding of the Arizona public universities’ ability to meet Arizona’s current and projected need, NAU will present to the committee on the current state and possible expansion of its allied health programs.

Statutory/Policy Requirements

A.R.S. § 15-1626 “General Administrative Powers and Duties of Board"

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Chad Sampson, ABOR chad.sampson@azregents.edu 602-229-2512
Allied Health Education
Investing in Arizona’s Future

Presentation to the Arizona Board of Regents
NAU’s Allied Health Footprint: A Strong Foundation

Diverse and Impactful Program Offerings

- Nursing
- Physical Therapy & Athletic Training
- Occupational Therapy
- Physician Assistant
- Communication Sciences and Disorders
- Dental Hygiene
- Clinical Mental Health Counseling
- Clinical Psychology
- Counseling
- School Psychology
- Social Work

+1,500 students (173%) enrolled in allied health fields from 2012-2021

Statewide locations, plus online and hybrid modalities
Exceptional Outcomes that Serve Arizona

650,000 clinical hours per year in Arizona communities

73% of students in health professions are Arizona residents

80% of PA and OT students stay in Arizona for their first job
Bold Statewide Expansion Plans: 2022-2027

"+9 New program sites and modalities"

Healthcare Professionals
Community Service
Economic Development
Healthy Communities

"+ 1,642 students (+188%) enrolled by 2027"
Nursing

+666% accelerated BSN program enrollments per year
+231% increase in annual BSN clinical enrollments through AY26-27

• 3 new statewide sites for accelerated nursing
• New BSN site in Tuba City
• New psychiatric mental health nurse practitioner program
• New MS in nursing leadership, quality, and patient safety
• Expand partnerships
Speech Language Pathology

+133% in enrollments through AY26-27

• New NAU-Yuma site
• Flagstaff program expansion
Physical Therapy

+250% in enrollments through AY26-27

• New NAU-Yuma site
• New Hybrid option with access points throughout the state
• Continued programmatic excellence at Flagstaff and PBC locations
Occupational Therapy

+167% in enrollments through AY26-27

- New Hybrid option with access points throughout the state
- Continued programmatic excellence at PBC location
Physician Assistant

+250% in enrollments through AY26-27

• New Flagstaff site
• New NAU-Yuma site
• Continued programmatic excellence at PBC location
Counseling Programs (Med-Clinical Mental Health, Clinical, Counseling, School)

+135% enrollments through AY26-27

• New NAU Yuma Clinical Mental Health Counseling Program

• Expansion of Clinical Psychology (PSYD) programs in the Phoenix area

• Expansion in Flagstaff, Phoenix, and Tucson with access points in neighboring cities

• Continued programmatic excellence at all locations
Psychology Programs (PsyD/PhD-Clinical, Counseling, School)

+160% in enrollments through AY26-27

- Continue expansion of Clinical Psychology (PSYD) programs in the Phoenix area
- Programmatic partnerships with healthcare organizations
- Continued programmatic excellence at all locations
Social Work

>+197% in enrollments through AY26-27

• Expansion in Flagstaff and Online
• Advanced standing program / 12 month path to practice
• Focus on underserved and border region communities
• Child Welfare Training Program partnership
New Economy Initiative 20-Year Return on Investment

FY 23 NEI proposal:
$10M Nursing
$9M Allied/Behavioral Health

+ 106,000 jobs supported
+ $102.2B economic output
+ $45.4B labor income
+ $860.3M state/local tax revenues

Source: Rounds Consulting Group, Inc.
Considerations

• Accreditation
• Faculty and other staffing
• Facilities
• Clinical Placements
• Partnerships
Thank you
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Item Name: Discussion of Online Metric Targets for Arizona’s Public Universities and the University of Arizona Global Campus

☐ Action Item

Requested Action: The committee is asked to discuss the proposed online metric targets for Arizona’s public universities and the University of Arizona’s Global Campus.

Background/History of Previous Board Action

In recent years Arizona’s public universities have significantly grown their online programming and enrollments. Since 2018, online degree program enrollment across the ABOR system increased 81.6% percent. During that same time on campus enrollment increased 1.4%.1

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1 See generally Arizona Board of Regents Fiscal Year 2022 Enrollment Report.

Contact Information:
Jane Kuhn, ABOR  jane.kuhn@azregents.edu  602-229-2500
Chad Sampson, ABOR  chad.sampson@azregents.edu  602-229-2512
students.\textsuperscript{2} Last fall, online degree program students comprised 33.3\% of total system enrollment.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{piechart.png}
\caption{Fall 2021 Head Count Enrollment}
\end{figure}

In 2020, Arizona State University was the largest public university online program in the country by enrollment and ASU online students now constitute 27\% of Arizona’s public university students.

In addition, the University of Arizona Global Campus enrolled 68,923 students (head count) during the 2020-2021 academic year.

Given the amount of growth and university activity in this area, the board has worked with the universities to better understand their online activities and programs and develop online education success metrics and accompanying targets.

**Discussion**

At its September 2021 meeting, the board approved six online metrics and the university submitted proposed metric targets for each metric this Spring (the metrics adopted by the board are attached below).

\textsuperscript{2} All enrollment numbers are presented in Head Count consistent with federal Integrated Postsecondary Education Data System definitions.
EXECUTIVE SUMMARY

On March 24, 2022, the Committee recommended that the board approve the online metric targets. Upon further reflection, the board removed the online metric target item from its April 6 board meeting consent agenda and asked that the academic affairs committee to engage with the universities in further review and discussion of the universities’ and UAGC’s online enterprises with the goal of further refining the metric targets consistent with the goals and purposes of the universities’ online activities.

Statutory/Policy Requirements

A.R.S. § 15-1626 “General Administrative Powers and Duties of Board”
## Online Metrics Adopted by the Board in September 2021

<table>
<thead>
<tr>
<th>Dimension/Purpose</th>
<th>Metric</th>
<th>Metric Definition</th>
</tr>
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<tbody>
<tr>
<td>Quality of the Online Student Experience</td>
<td>1. Online Course Completion Rate</td>
<td>The ratio of total online course credits completed (for an A-C grade or a pass in a pass/fail course), to total online course credits attempted across an academic year</td>
</tr>
<tr>
<td></td>
<td>2. Online Student Continuation and Persistence Metric</td>
<td>Number of completions and continuing students, and stop-out behavior over a 5-year period</td>
</tr>
<tr>
<td></td>
<td>3. Pace of Progression to Online Degree</td>
<td>Average credits completed per student in an academic year</td>
</tr>
<tr>
<td></td>
<td>4. Courses taught by faculty with Doctorate or other relevant Terminal Degree</td>
<td>The percentage of online courses taught by faculty with a doctorate or other terminal degree in the field of instruction</td>
</tr>
<tr>
<td></td>
<td>5. Courses taught by faculty who are benefits eligible</td>
<td>The percentage of online courses taught by instructional faculty who are benefits eligible</td>
</tr>
<tr>
<td>University Brand and Reputation</td>
<td>6. Online Program Rank (USNWR)</td>
<td>USNWR Online Program Rankings - Best Online Bachelor's Programs</td>
</tr>
</tbody>
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Online Metric Timeline

Regents’ Working Group began in May 2021

Committee Approved first group of Online Metrics in February 2022

Committee approved additional Online Metrics in March 2022

Committee approved Metric Targets in March 2022.

Board leadership withdrew Online Metric Targets from Board’s Consent Agenda in April 2022

May 26, 2022
Online Enrollment Growth

Fall 2021 Enrollment

- ASU On-Campus: 77,881 (37%)
- ASU Online: 57,848 (27%)
- NAU On-Campus: 23,085 (11%)
- NAU Online: 5,626 (3%)
- UA On-Campus: 40,753 (19%)
- UA Online: 7,521 (3%)

Total Enrollment: 214,061
## IPEDS 2019-20 Online Institutional Enrollment Comparisons

### Total Online Enrollment 2019-2020

(IPEDS Undergraduate & Graduate Headcount >20K)

| Public | | | | |
|---|---|---|---|
| Arizona University System | | | |
| University of Maryland Global Campus | | | |
| Purdue University Global | | | |
| The University of Texas at Arlington | | | |
| Colorado State University-Global Campus | | | |
| | | | |
| Private for-profit | | | |
| Western Governors University | | | |
| Southern New Hampshire University | | | |
| Liberty University | | | |
| University of the People | | | |
| Excelsior College | | | |
| Brigham Young University-Idaho | | | |
| | | | |
| Private not-for-profit | | | |
| University of Phoenix-Arizona | | | |
| Grand Canyon University | | | |
| American Public University System | | | |
| Walden University | | | |
| Ashford University | | | |
| Capella University | | | |
| Colorado Technical University-Colorado Springs | | | |
| Chamberlain University-Illinois | | | |
| Columbia Southern University | | | |
| American InterContinental University | | | |
| DeVry University-Illinois | | | |
| Full Sail University | | | |
| Post University | | | |

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Item Name: Request for New Academic Program and Establishment of New Academic Organizational Unit for the University of Arizona

☑ Action Item

Requested Action: The University of Arizona asks the committee to review and recommend for board approval one new academic program to take effect in academic year 2023-2024 and the establishment of one new academic organizational unit to take effect in academic year 2022-2023.

Background/History of Previous Board Action

As provided in the board policy, new program requests may be submitted throughout the year with the approval of the Academic Affairs and Educational Attainment Committee.

Discussion

The University of Arizona seeks to add one new academic program and establish one new academic unit for implementation as described below.

- BS in Nutrition and Human Performance – Fall 2023
- Department of Africana Studies – Fall 2022

All academic degree programs go through multiple review and approval processes to ensure their currency, quality, and relevance. Each year, the Provost initiates the academic planning process. The academic deans, in consultation with the directors of the academic units, submit information on all proposed new degrees, concentrations, minors, and certificates for the ensuing year, as well as changes to existing degree titles, program disestablishments, and creation of new organizations, organizational changes and disestablishments. Once reviewed and approved by the Provost, these initiatives begin the review process, including, as applicable, the curriculum committees in the academic unit, college, Graduate College, and University Senate. At each level, a substantive review of the proposed program is completed to ensure quality and to avoid redundancy with other programs. At any step in the approval process, programs can be tabled and/or returned to the academic unit for further clarification and/or revision.

Statutory/Policy Requirements

ABOR Policy 2-223 “Academic Locations, Degree Programs and Organizational Units”

Contact Information:
Liesl Folks, UA Provost      liesl@arizona.edu      520-621-3325
Chad Sampson, ABOR          chad.sampson@azregents.edu      602-229-2512
EXECUTIVE SUMMARY

Request to Establish New Academic Program in Arizona

University: University of Arizona

| Name of Proposed Academic Program: BS in Nutrition and Human Performance |
| Academic Department: School of Nutritional Sciences & Wellness |
| Geographic Site: Tucson (Main campus) |
| Instructional Modality: In-person |
| Total Credit Hours: 120 |
| Proposed Inception Term: Fall 2023 |

Brief Program Description:

Lifestyle factors including nutrition and physical activity play a large role in the prevention of chronic disease and healthy aging. The BS in Nutrition and Human Performance will prepare students for jobs in the health and fitness industry which are expected to grow over the next ten years. There has never been a greater need for professionals with training in these disciplines to help improve the health and physical performance of Americans throughout their lifespan and improve quality of life. As part of this degree, students will take general science, core nutrition, and exercise physiology courses as well as elective courses in business management and leadership; behavioral science; teaching and coaching; diversity, inclusivity, and ethics; and advanced sciences.

This degree aligns with the College of Agriculture and Life Sciences strategic plan to offer applied degrees that put science to work. Currently there is not one all-encompassing degree at the University of Arizona focusing on the science of nutrition, physical activity, and lifestyle behavior modification to tackle the challenges of preventable chronic diseases that in some part stem from poor dietary habits and a sedentary lifestyle. Furthermore, this degree program aligns with the mission of the University of Arizona to lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges by training students to use science-based practices in nutrition and physical activity to improve the health, wellness, and quality of life across the lifespan, and optimize physical performance in athlete populations.

Learning Outcomes and Assessment Plan:

| Learning Outcome #1: Students will be able to critically analyze and apply nutrition and exercise information to human performance. |
| Concepts: Nutrition and human performance concepts, Critical analysis |
| Competencies: Students will critically analyze the results of nutrition and exercise performance and apply these practical application skills to enhance human performance. |
### EXECUTIVE SUMMARY

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>This outcome will be assessed by faculty using real-life case studies designed to assess the synthesis of objective and subjective data and the ability to create a nutrition and exercise performance plan based on that assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measures:</strong></td>
<td>This learning outcome will be introduced in NSC 315 Sports Nutrition (quizzes, case studies, discussion posts), practiced in NSC 415R Advanced Sports Nutrition (exams, case studies) and assessed as part of the capstone course. Case studies assigned in the capstone course will be evaluated by faculty with a rubric to evaluate students in synthesis, critical thinking, and application. In addition, a student survey at graduation will ask students to self-assess their level of achievement of this learning outcome.</td>
</tr>
</tbody>
</table>

Learning Outcome #2: Students will be able to communicate effectively orally and in writing.

| Concepts: | Communicate nutrition, exercise, and human performance concepts |
| Competencies: | Students will develop written and oral educational materials to communicate their knowledge of nutrition and exercise. |
| Assessment Methods: | This outcome will be assessed by faculty using formal and informal written and verbal communication assignments such as essay questions, literature reviews, other writing assignments, and oral presentations. |
| Measures: | This outcome will be introduced in NSC 101 Fundamentals of Human Nutrition; practiced in NSC 315 Sports Nutrition and NSC 415R Advanced Sports Nutrition as formal and informal writing assignments (written discussion posts, short answer worksheet questions, development of educational handouts and infographics, and oral presentations); and assessed by faculty teaching the experiential learning and capstone courses using rubrics to evaluate students' writing assignments and oral presentations (team talks). An Exit Survey distributed to graduating students will self-assess attainment of this outcome. |

Learning Outcome #3: Students will be able to critically evaluate nutrition and exercise research.

| Concepts: | Critical evaluation of research |
| Competencies: | Students will utilize critical thinking skills in evaluating nutrition and exercise-related research papers. |
| Assessment Methods: | This outcome will be assessed by faculty using research quizzes, papers and journal club style discussions. |
| Measures: | This outcome will be introduced in NSC 315 Sports Nutrition (research quizzes, paper summaries, etc.); practiced in NSC 415R Advanced Sports Nutrition (annotated bibliography, research evaluation quiz, research paper) and assessed by faculty teaching the capstone course using rubrics to evaluate students’ critical thinking skills when applied to research evaluation (research paper). An Exit Survey distributed to graduating students will self-assess attainment of this outcome. |

Learning Outcome #4: Students will be able to create nutrition and exercise strategies for improving health and human performance.

| Concepts: | Creativity, development of educational materials |
| Competencies: | Students will apply concepts of problem-solving, coaching, and practical application skills to topics in nutrition and exercise. |
| Assessment Methods: | This outcome will be assessed by faculty using rubrics through embedded assignments (case studies, nutrition and exercise program design and development, education material development). |
| Measures: | This outcome will be introduced in NSC 315 Sports Nutrition (case studies); practiced in NSC 415R Advanced Sports Nutrition (education material development, "team talks", training table menu planning, case studies) and assessed by faculty teaching the... |
Learning Outcome #5 Students will be able to explain major principles related to nutrition, wellness, and human performance.

Concepts: Nutrition, wellness, human performance

Competencies: Through discussions of nutrition, physical activity and human performance topics, students will demonstrate self-development, ability to learn, and discipline skills.

Assessment Methods: This outcome will be assessed by faculty using rubrics through embedded assignments (quizzes, exams, discussion assignments). Students will complete a pre-test/post-test to gather evidence on growth from freshman to senior year and assess this outcome.

Measures: This outcome will be introduced in NSC 101 Fundamentals of Human Nutrition (Quizzes, diet record analysis, group discussions); practiced in NSC 315 Sports Nutrition and NSC 415R Advanced Sports Nutrition as exams, discussion posts, short answer worksheet questions, development of educational handouts and infographics, and oral presentations; and assessed by faculty teaching the experiential learning and capstone courses using rubrics to evaluate students’ writing assignments and oral presentations. An Exit Survey distributed to graduating students will self-assess attainment of this outcome.

Additional Assessment Measures:
Program assessment measures will include length of time to graduation and student program evaluations, data will be collected through annual internally generated statistics and the senior exit survey administered every spring semester. Job placement statistics and graduate program enrolment will be assessed at graduation through student surveys and from alumni via the CALS alumni survey.
Projected Enrollment for the First Three Years:

<table>
<thead>
<tr>
<th>Number of Students in major</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
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<tr>
<td></td>
<td>25</td>
<td>45</td>
<td>65</td>
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</table>

Projected annual enrollment was determined using data from enrollment in our current Sports Nutrition minor; NSC 115 Personal Sports Nutrition; and a survey of current student interest in sports nutrition and human performance. The current Sports Nutrition minor was launched in Fall 2018 with 66 students enrolled during the 2018/2019 academic year. The academic year 2019/2020 saw 84 students enroll. NSC 115 Personal Sports Nutrition is a course focused on nutrition, human performance, and wellness and is offered every fall and spring semesters. Enrollment runs between 80-100 students every semester. SCS survey student responses and comments from NSC 115 indicate a strong interest in the topic and desire to continue studies in this area. Surveys of current nutrition students have repeatedly shown a strong interest in the area of nutrition and physical activity and how they relate to health and performance. Based on these programs, we estimate that we would have 25 incoming freshmen in fall 2023 and grow by 20 students a year, with around 65 majors in three years.

Evidence of Market Demand:

Nutrition and Human Performance graduates would be highly qualified to move on to graduate degrees in nutritional sciences, physical therapy, exercise physiology, and medicine. In addition, this degree will prepare students for jobs in the health and fitness industry including, but not limited to, Fitness Instructor; Personal Trainer; Health, Wellness, and Fitness Coach; Fitness and Wellness Coordinator; Corporate Fitness; Spa/Resort Fitness; Recreation/Fitness Program Director; and Community Health Worker.

A report generated from Program Insight, Burning Glass Technologies for careers in Arizona mapped to the CIP code 51.0001 Health and Wellness, General, (Fitness, Wellness Manager, Community Health Worker, Health Educator, Coach) indicates that there were 1,110 job postings in Arizona (37,987 Nationwide) in the last 12 months and that the number of jobs is expected to grow over the next ten years. They project an increase to over 3,000 jobs in Arizona (159,000 nationwide) by 2030. See tables below for more information.

Burning Glass Technologies reported that Arizona State University currently holds 100% of the market share for programs matched to this CIP code.
Similar Programs Offered at Arizona Public Universities:
ASU offers a Bachelor of Science in Health Sciences - Healthy Lifestyles and Fitness Science
NAU offers a Bachelor of Science in Health Sciences - Fitness Wellness

Objection(s) Raised by Another Arizona Public University? YES NO

If Yes, Response to Objections:

New Resources Required? (i.e., faculty and administrative positions; infrastructure, etc.):
This new program will require one new full time (1.0 FTE) faculty member (Professor of Practice) to develop and teach new courses in year one. We anticipate needing a half time (0.5 FTE) program coordinator in year 3 to help with program coordination, experiential learning, recruitment and retention, and other program needs.

Plan to Request Program Fee/Differentiated Tuition? YES NO

Estimated Amount: $250/semester

Program Fee Justification:
In order for Nutrition and Human Performance majors to have access to the same services as other NSC majors, they will need to pay the same program fee. All students majoring in
Nutritional Sciences & Wellness degrees pay a program fee to help support student services including the Student Nutrition Advising Center (SNAC). SNAC serves as a centralized location for nutritional science majors to interact with our advising staff and their peers. SNAC also allows us to extend unique learning opportunities to students. It is supported in part by the program fee paid by department majors each semester. Some of the opportunities that SNAC provides to students include:

- Advising Appointments and Walk-In Hours
- Club Meetings
- TA and Preceptor Office Hours
- Exam Review Sessions (Scheduled by instructors)
- Tutoring
- Guest Lectures- Professionals are invited to speak to students about their profession or organization
- Information Sessions-Speakers are invited to share more information on many different topics throughout the year. Examples of Information Session topics include- on campus resources, graduate programs, Nutrition Study Abroad and many more
- Wellness and Social Activities- SNAC will occasionally host free activities such as yoga, group walks or mix & mingle events

Specialized Accreditation? YES  NO

Accreditor: N/A
### Request to Establish a New Academic Organizational Unit

University: University of Arizona

<table>
<thead>
<tr>
<th>Name of Organizational Unit:</th>
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<tbody>
<tr>
<td>Current: Africana Studies Committee</td>
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<tr>
<td>Proposed New: Department of Africana Studies</td>
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<table>
<thead>
<tr>
<th>Academic Department:</th>
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<tbody>
<tr>
<td>College of Humanities</td>
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<tr>
<th>Geographic Site:</th>
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<tbody>
<tr>
<td>UA Main &amp; Online</td>
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<table>
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<tr>
<th>Proposed Inception Term:</th>
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<tbody>
<tr>
<td>Fall 2022</td>
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<table>
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<tr>
<th>Brief Description:</th>
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<tbody>
<tr>
<td>The unit offers an interdisciplinary major (BA in Africana Studies), two minors (Africana Studies &amp; Hip Hop Cultures), and various internships and study abroad opportunities. Particularly notable is its use of new technologies and its leadership in online offerings and digital humanities.</td>
</tr>
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<table>
<thead>
<tr>
<th>Reason for Establishing the Organizational Unit:</th>
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<tbody>
<tr>
<td>The Africana Studies program has been operating much like an academic unit since 1989; specifically, it has housed faculty lines and has had the same budgetary and administrative structure as other departments at the university. In addition, like all University of Arizona academic programs, Africana Studies undergoes an Academic Program Review (APR) every seven years. The most recent APR took place in Fall 2020, and the reviewers recommended changing the name from “Africana Studies Program” to “Department of Africana Studies”. With the encouragement of Provost Liesl Folks and Dean A-P Durand in Spring 2021, the Africana Studies faculty voted unanimously in favor of officially changing their name from Africana Studies Program to Department of Africana Studies. A history of the program is as follows:</td>
</tr>
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</table>

1971: Committee on Black Studies is formed and oversees an African American Studies minor.  
1989: President Koffler expresses an intention to form a Black Studies department. He commits to hiring a director and adding 8 tenure-track faculty over the next 4 years.  
1990: “Committee on Black Studies” name changes to “Committee on African American Studies”.  
1994: Budgetary department and academic program move into the College of Humanities.  
2005: B.A. in Africana Studies is created. (Planning authorization from ABOR was in 2002, according to Faculty Senate minutes.)  
2022: Currently, Africana Studies houses 13 faculty (see below) and has an annual budget of $752,000.  

As of Spring 2022, Africana Studies has 13 tenured, tenure-track, and career-track faculty who teach courses and conduct research and public service in African, African diaspora, African American studies, and Hip-Hop studies. The names, ranks, and titles of primary |

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As of Spring 2022, Africana Studies has 13 tenured, tenure-track, and career-track faculty who teach courses and conduct research and public service in African, African diaspora, African American studies, and Hip-Hop studies. The names, ranks, and titles of primary...
EXECUTIVE SUMMARY

The faculty of Africana Studies are listed under the heading "Faculty" on the Africana Studies website: https://africana.arizona.edu/people/faculty. All have an earned doctoral degree, and all but one are 1.0 FTE. Africana Studies faculty are active in applying for and winning grants to support research, teaching, and outreach.

Africana Studies supports the University’s strategic plan by preparing students with the skills and mindsets to lead in the 4th Industrial Revolution, by supporting and strengthening the University’s commitment to equity and diverse communities, and by contributing to research on both global and local topics related to Africa and the African diaspora.

Africana Studies is one of the most collaborative units in the School of International Languages, Literatures, and Cultures and in the College of Humanities. Africana Studies has become the hub for diversity, multiculturalism and collaborative teaching and research efforts. The diversity of courses offered, students enrolled in our classes and the faculty in Africana Studies make the program widely visible on campus. The program’s collaborations with interdisciplinary programs such as global studies, border studies and gender studies are through a significant contribution of key courses. The unit’s collaborations with non-academic centers on campus is growing, and currently includes the Center for Digital Humanities and the Poetry Center.

Resources

Given the current Africana Studies Committee has effectively operated as a department for many years, the current budget lines are sufficient to operate as a formal department.
Item Name: Request for New Academic Program for Arizona State University

☑️ Action Item

Requested Action: Arizona State University asks the committee to review and recommend for board approval its new academic program request effective in academic year 2022-2023.

Background/History of Previous Board Action
As provided in the board policy, new academic program requests may be submitted throughout the year with the approval of the Academic Affairs and Educational Attainment Committee.

Discussion
Arizona State University is requesting a new BA in Applied Business and Technology Solutions, a degree designed to provide immediate access to business coursework contextualized by the work experiences of students. The degree will be open to all who meet university admission requirements, provide a customizable program to meet individual learner goals, and offer upskilling opportunities to students already working.

Statutory/Policy Requirements
ABOR Policy 2-223 “Academic Locations, Degree Programs and Organizational Units”

Contact Information:
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Chad Sampson, ABOR  chad.sampson@azregents.edu  602-229-2512
Request to Establish New Academic Program in Arizona

University: Arizona State University

<table>
<thead>
<tr>
<th>Name of Proposed Academic Program:</th>
<th>BA in Applied Business and Technology Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Department:</td>
<td>W. P. Carey School of Business</td>
</tr>
<tr>
<td>Dean, W. P. Carey School of Business</td>
<td></td>
</tr>
<tr>
<td>Geographic Site:</td>
<td>Downtown, Polytechnic, Tempe and West campus; Online</td>
</tr>
<tr>
<td>Instructional Modality:</td>
<td>Immersion and Online</td>
</tr>
<tr>
<td>Total Credit Hours:</td>
<td>120</td>
</tr>
<tr>
<td>Proposed Inception Term:</td>
<td>2022</td>
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</table>

Brief Program Description:

The BA in Applied Business and Technology Solutions is designed to meet the needs of workforce learners who wish to complete an undergraduate degree in business. In this degree program, students will immediately take accounting, business analytics, computer information systems, economics, finance, management, marketing, process management, and business ethics courses and directly connect what is taught in the classroom to their working environment. Applied internship courses will be built into the curriculum to enable students to put what they are learning into practice, and emphasis areas will be added to allow the student to further customize the degree to their working environment. This program meets employees' and employers' needs by improving accessibility to business classes by utilizing fewer prerequisites and scaffolding skill development in diverse academic and professional contexts. The degree will be open to all who meet university admission requirements while providing a customizable program to meet individual learner goals.

Learning Outcomes and Assessment Plan:
Learning Outcome 1: Students will evaluate a business problem and apply an appropriate technology/business software solution.

- **Concepts:** problem identification, situational analysis, data analysis, decision-making, process improvement

- **Competencies:** Students will be able to identify and examine business threats, evaluate options/solutions, use appropriate technology/software to solve a problem and/or improve a business process, and draw conclusions using quantitative and qualitative analysis.

- **Process:** Students will complete an applied project in their capstone course WPC 494. Students will be assessed outside of the normal grading process on their ability to evaluate a business problem and apply business skills and technology to develop a solution. Faculty reviewers will be identified and assigned a portion of assignments for assessment (e.g. each faculty will be assigned and review 50 student assignments), using a 5-point rubric developed for assessment. This direct measure data, along with indirect measure data regarding critical thinking skills from ASU’s Graduating Student Report Card and Undergraduate Alumni Survey will be aggregated for the degree program and overall results of this outcome will be shared with the academic unit as part of a continuous improvement effort. This information will also be employed by the administration as part of a school-wide assessment update and review. A faculty committee will use the assessment data and student and alumni survey data to determine whether curricular changes should be made and, if so, where in the curriculum that can and should happen.

- **Measures:** Students will complete an applied business project in WPC 494, the capstone course. They will be assessed on ability to evaluate a business problem and use technology in its solution. Assessment will be done using a 5-point rubric designed for assessment purposes, with a goal of 75% of students achieving 70% or higher. Additionally, on the Graduating Student Report Card and Undergraduate Alumni Survey, graduating students and alumni three-years post-graduation will evaluate how much their university experience equipped them with critical thinking skills. The goal is for 75% or more of respondents to select "quite a bit" or "very much."

Learning Outcome 2: Students will effectively communicate their understanding of a business situation in writing.

- **Concepts:** business communication, consideration of purpose and audience, organized and thorough presentation of ideas, readability
EXECUTIVE SUMMARY

- **Competencies:** Students will demonstrate the ability to write organized, clear and concise business communication. Students' written work will demonstrate purpose, be designed for the intended audience, and employ accepted grammar and style. Students will present an evaluation of a business situation with appropriate description and evaluation based in business theory.

- **Process:** As a final project in the business capstone, students will complete a written analysis of a business situation and proposed solution. The written work will be reviewed for assessment separate from course grading using a 5-point rubric focused on business communication skills. Faculty reviewers will be identified and assigned a portion of assignments for assessment (e.g. each faculty will be assigned and review 50 student assignments), using a 5-point rubric developed for assessment of communication. Course faculty will be assigned student work randomly for assessment review. Data will be compiled along with indirect measure data from the Graduating Student Report Card and Undergraduate Alumni Survey regarding exiting student and alumni ratings of how their communication skills were impacted by their ASU experience. It will be shared with the academic department, including a committee engaged in reviewing college-wide curriculum requirements, as part of an annual review to determine whether changes need to be made to curriculum.

- **Measures:** Written communication skills will be evaluated in the capstone course WPC 494 based on a written analysis of a business problem and solution using a 5-point rubric. The target performance is that 75% of student work will be scored 70% or higher using the rubric created for communication skills. Students graduating and those who graduated three-years earlier will be asked to rate how well ASU prepared them with communication skills on the University's Graduating Student Report Card and Undergraduate Alumni Survey. The target is that 75% of respondents will indicate that their experience prepared them with necessary communication skills "quite a bit" or "very much."

**Learning Outcome 3:** Students will demonstrate ethical awareness by recognizing and responding to ethical issues presented in business scenarios.

- **Concepts:** behavioral ethics, ethical dilemma analysis, ethical theories and tests

- **Competencies:** Students will be able to identify unethical business behavior, stakeholders and impacts of unethical behaviors on them, and understand the process to follow when analyzing an ethical problem. Students will understand various ethical models and how to apply them.
EXECUTIVE SUMMARY

- Process: Throughout the semester students enrolled in LES 305 will take a series of quizzes and tests through Canvas and will answer multiple questions from a larger question bank in each of these four categories: ethical issue spotting, steps to analyze ethical dilemmas, behavioral ethics, and ethical theories and tests. At the end of the semester, data for each student will be compiled to determine scores within each of the above categories. Additionally, indirect measures regarding ethics from ASU's Graduating Student Report Card and Undergraduate Alumni will be reported. The direct and indirect measures will be shared with the instructors of the LES course, assessment representatives for the program, and academic unit and school leadership to aid in annual review of curriculum.

- Measures: A series of quizzes and exams will be given via Canvas throughout the semester in LES 305. Students will answer questions tagged specifically for assessment. The performance target is that 75% of students will achieve 70% or greater on these questions. Additionally, graduating students and alumni will report on ASU's Graduating Student Report Card and Undergraduate Alumni Survey how much their ASU experience contributed to their ability to understand ethical standards in their field. The performance target is that 75% of respondents will select “Quite a bit” or “Very much.”

Projected Enrollment for the First Three Years:

Year 1: 500  
Year 2: 650  
Year 3: 800

Evidence of Market Demand:

Corporate partners of the W. P. Carey School of Business regularly express interest in upskilling workers, indicating that employees need immediate access to critical business content including marketing, finance and management. Additionally, employers are stressing the need for data analytics skills which will be a cornerstone of this curriculum. This data analytics foundation, in lieu of calculus, will also be attractive to learners not coming directly from an educational institution who often seek to build math skills concomitant with completion of business coursework. This program will be open to all students who meet university admission criteria, creating greater access to students interested in business degrees.

According to the World Economic Forum, the rapid acceleration of automation and economic uncertainty will cause 85 million jobs to be displaced and 97 million new jobs to be created by 2025. Within Arizona, approximately 57% of the population has a high school diploma or some college but has not yet finished their bachelor’s degree. For students pursuing business, the outlook is very positive. According to the U.S. Bureau of Labor Statistics (BLS) Career outlook, employment in business
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May 26, 2022
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occupations will grow 8% adding 750,800 jobs between 2020 – 2030. The Bureau of Labor Statistics also reports workers in the business field had an average earning of $72,250 which was higher than the median annual wage for all occupations of $41,950.

**Similar Programs Offered at Arizona Public Universities:**

ASU, Northern Arizona University, and the University of Arizona each have business degrees with a strict hierarchy of prerequisites. This program is differentiated from these programs by leveraging a data analytics foundation that develops critical thinking skills. The core program will be different from W. P. Carey's traditional BA/BS programs, given its different prerequisite structure; however, the content will not be less rigorous. Courses will be offered by scholarly academic faculty to enable this program to meet AACSB accreditation standards. Additionally, our Career Management and Employer Engagement group will tailor career preparation courses and programs specifically for students in this program to help them take the next step in their careers.

**Objection(s) Raised by Another Arizona Public University?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

**If Yes, Response to Objections:**

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

Internal resources already allocated to the W. P. Carey School of Business will be reallocated to launch this program and student enrollment will support growth.

**Program Fee/Differentiated Tuition Required?**

| YES | NO |

Estimated Amount: $525 per semester

**Program Fee Justification:**

The fee listed above is part of ASU’s existing college-fee tier system. Business programs are assessed the tier 4 fee.

**Specialized Accreditation?**

| YES | NO |

Accrédiator:
This degree program would be accredited by AACSB, the Association to Advance Collegiate Schools of Business.
EXECUTIVE SUMMARY

Item Name: Approval of List of Qualifying Examinations for High School and High School Teacher Incentive Bonuses

☑️ Action Item

Requested Action: The board office asks the committee to review and forward to the full board a revised list of qualifying examinations for incentive bonuses to schools and high school teachers for students that receive a passing score.

Background/History of Previous Board Action

In accordance with A.R.S. §15-249.06, each year the board is required to approve an updated list of qualifying examinations.

Discussion

- The College Credit by Examination Incentive Program requires the Arizona Department of Education to annually pay an incentive bonus to school districts and charter schools for each student in grades 9-12 who receive a passing score during the previous year on a qualifying examination.

- Each year, the list of exams is reviewed by each university’s provost’s office and the ABOR office for possible revisions.

- In order for an exam to be in the list, it has to have an equivalency (equivalency is the term used describing how a course offered by one university relates to a course offered by another) at all three universities. If it has equivalencies at only two of the universities in a previous year, it cannot be included on the list.

- ASU, NAU and UArizona do extensive and considerable work to align their equivalencies across the different exams in order for the list of courses to be included in the list of qualifying exams.

- The list of approved qualifying exams is sent to the Joint Legislative Budget Committee and the Arizona Department of Education prior to September 1 of each year.

- Approval of the academic year 2021-2022 list of qualifying exams is necessary to be in compliance with A.R.S. §15-249.06.

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Chad Sampson, ABOR  chad.sampson@azregents.edu  602-229-2512
Mark Denke, ABOR  mark.denke@azregents.edu  602-229-2503
Summary of Changes to the List of Qualifying Exams

Based on university and ABOR office review, the following are proposed changes to the current list (attached) of qualifying exams:

It is recommended that the following exam be added to the list of qualifying exams:

**International Baccalaureate: History, Asia, and Oceania HL**

- History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

- The IB History course in Asia and Oceania is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.

- The course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students’ needs and interests regardless of their location or context.

**Statutory/Policy Requirements**

A.R.S. §15-249.06 College credit examination incentive program, incentive bonuses, report; program termination

ABOR Policy 2-224 (D) Awarding undergraduate credit on the basis of advanced placement, Cambridge International, CLEP, Dantes Subject Standardized Tests, and International Baccalaureate Examination scores.
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New items are highlighted
Item Name: Proposed Revision to ABOR Policy 6-201 “Conditions of Faculty Service” (First Reading)

☐ Action Item

Requested Action: The board office asks the committee to forward to the full board for first reading, the proposed revisions to ABOR Policy 6-201 “Conditions of Faculty Service”.

Background/History of Previous Board Action

The board’s Conditions of Faculty Service policy delineates the types of faculty appointments at Arizona’s public universities. For nontenured or nontenure-eligible faculty members, these titles currently include lecturers, senior lecturers and principal lecturers, professors of practice, research professors, or clinical professors.

Faculty Notice of Appointments incorporate the conditions referenced in the policy and the conditions codified in the policy govern the faculty employment relationship.

The three universities are requesting that the board revise the types of faculty appointments for nontenured or nontenure-eligible faculty members to include the title of teaching professor.

Discussion

In current policy there is no category of non-tenure track faculty appointments using the “professor” series of titles for faculty members whose primary responsibility is teaching undergraduate, graduate or clinical courses. Adding the teaching professor category (with assistant, associate and full ranks) recognizes the important role in which teaching faculty serve, underscores the central importance of the teaching mission at our institutions, and brings our universities in-line with evolving national practices in professional nomenclature.

Current policy includes multi-year non-tenure track categories, and institutions have had to adapt such titles for teaching-related appointments in the absence of a formal teaching professor category. While current policy includes teaching-focused titles such as instructor and the ranked lecturer series (lecturer, senior lecturer and principal lecturer), the latter titles are becoming outmoded and are less attractive for recruiting and retaining the best teaching faculty. Adding the teaching professor title series will address this issue. It will also have important symbolic value, recognizing the value of

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teaching along with research and clinical activity.

NAU originally brought forward the proposed changes, which are supported by ASU and UArizona – the three universities have joined in making this proposal together. In originating the proposed changes, NAU commissioned a task force to examine the issue and produce a set of recommendations that incorporate exemplar designs across other higher-education institutions. Subsequent deliberations with faculty shaped details regarding how NAU would implement the plan locally and differentiate it from the lecturer track. At NAU, the addition of the teaching professor track will be linked with practices of assignment of effort and salary benchmarks for lecturers as well as teaching professors.

If approved, ASU and UArizona are expected to follow a similar implementation to differentiate and coordinate the new track from other teaching-related appointments.

The provosts have consulted with shared governance faculty leadership at each institution, which have not objected to the proposed changes.

Statutory/Policy Requirements
A.R.S §15-1626 “General Administrative Powers and Duties of Board.”
ARTICLE B. FACULTY

6-201 Conditions of Faculty Service

A. Preamble

The Arizona Board of Regents is entrusted by the people of the State of Arizona with the responsibility for developing and maintaining a system of higher education that provides an opportunity for education to all persons, explores and expands the frontiers of knowledge, and serves to improve the quality of life for the people of the state. In pursuit of these responsibilities, the Board is committed to the development and maintenance of an outstanding university system characterized by sound academic programs, distinguished faculty, institutional diversity, fully equipped facilities, and an open and stimulating environment for learning, teaching, research and service to the public.

It is the policy of the Board to provide access to the university system to all qualified persons in Arizona, to provide equal employment opportunities and due process for its employees, to promote freedom of inquiry, search and exposition of truth and to involve the faculty in the formulation of educational policy and the governance of the universities.

The Board recognizes that Arizona universities have long adhered to the honorable tradition of academic freedom in teaching, research and service and reaffirms that the process of faculty participation and consultation in matters of academic policy is a valuable tradition that must be preserved. The faculties of the respective universities have a correlative duty to share in the responsibilities and obligations of governance and administration.

To these ends, the Board of Regents establishes these Conditions of Faculty Service (6-201) for the Arizona universities.

B. Purpose

1. These Conditions of Faculty Service (6-201) constitute the conditions of employment as a faculty member. Every Notice of Appointment shall incorporate these conditions by reference and shall provide that acceptance of the appointment is recognition that these conditions govern the employment relationship.

2. The Board of Regents is charged by law to exercise control and supervision of each university. Any authority delegated by the Board shall always be subject to the ultimate authority of the Board. The Board shall
retain the right of periodic review and modification of all aspects of
governance of the universities, and the right to enact such rules,
regulations, policies and orders as it deems proper, subject to the rule

3. The Board and the universities may adopt additional rules to govern the
employment relationship. Such rules may be modified in accordance with
rule making procedures, where applicable, established by the Board
and/or the individual universities, which include opportunities for
appropriate involvement by representatives of each university's Faculty
Senate.

C. Definitions
in this section, unless the context otherwise requires:

1. “Academic Year” means the period commencing and ending with each
university's academic calendar.

2. "Appointment" means employment for a period as specified in a Notice of
Appointment. The term refers to both the initial appointments and all
subsequent appointments, reappointments or renewals of appointments.

3. "Board" means the Arizona Board of Regents.

4. “Clinical Professor” means a non-tenured, non-tenure eligible faculty
member who has established himself or herself by professional
experience and expertise over a sustained period of time to be qualified to
teach or manage practicum, internship, or practice components of degree
programs but who may not have substantial academic experience. The
primary responsibilities of this position are teaching or managing students
in the practice requirements of their degree programs in a manner that
advances the educational mission of the university in a significant or
substantial way.

5. "Committee on Academic Freedom and Tenure (CAFT)" means a
committee selected by the faculty under procedures determined by each
university. Responsibilities of the committee include, but are not limited to,
the conduct of hearings in accordance with ABOR Policy 6-201L. and M.
(Conditions of Faculty Service, Hearing Procedures for Faculty and
Procedure to Review Allegedly Discriminatory or Unconstitutional Action
(Including Violations of Due Process or Academic Freedom)).
6. "Day" means calendar day, except that where the last day of any specific time period falls on a Saturday, a Sunday or a university-recognized holiday, then the time period shall run until 5:00 p.m., of the next day which is not a Saturday, a Sunday or a university-recognized holiday.

7. "Discriminatory Action" means an employment action that constitutes discrimination on the basis of gender, race, color, national origin, religion, age, veteran status, sexual orientation or qualified handicapped status, or any other discrimination prohibited by State or Federal law.

8. "Faculty" means all faculty members at a university.

9. "Faculty member" means an employee of the Board whose Notice of Appointment is as lecturer, senior lecturer, principal lecturer, instructor, TEACHING PROFESSOR, assistant professor, associate professor, professor, professor practice, research professor, clinical professor or Regents Professor or whose Notice of Appointment otherwise expressly designates a faculty position. Graduate students who serve as teaching or research assistants, associates or otherwise, are academic appointees as well as graduate students but are not faculty members.

10. “Fiscal Year” means a period of twelve (12) months commencing on July 1.

11. "Lecturer," "Senior Lecturer," or "Principal Lecturer," OR "TEACHING PROFESSOR" means a non-tenured faculty member whose primary responsibility is teaching undergraduate, graduate or clinical courses.

12. "Multiple-year Appointment" means an appointment to a faculty position as a lecturer/senior lecturer/principal lecturer, assistant/associate/full professor of practice, ASSISTANT/ASSOCIATE/FULL TEACHING PROFESSOR, assistant/associate/full research professor or assistant/associate/full clinical professor, as defined herein, for a period more than one academic or fiscal year but not more than three academic or fiscal years.

13. "Notice of Appointment" means the document by which an appointment is made to a faculty position, which is signed by the president of the university, or designee and which is more fully described in ABOR Policy 6-201D.6., (Conditions of Faculty Service, Appointment Procedures).

14. "President" or "University President" means the president of a university or the president's designated representative.
15. “Professor of Practice” is a non-tenured, non-tenure eligible faculty member who has established himself or herself by expertise, achievements and reputation over a sustained period of time to be a distinguished professional in an area of practice or discipline but who may not have substantial academic experience. The primary responsibilities of this position are teaching courses, including seminars and independent studies, to undergraduates and graduate students in a manner that advances the educational mission of the university in a significant or substantial way.

16. "Renewal" means the process by which an appointment is extended for an additional period.

17. “Research Professor” means a non-tenured, non-tenure eligible faculty member who has established himself or herself by expertise, achievements and reputation over a sustained period of time to be a distinguished scholar and a researcher but who may not have substantial academic experience. The primary responsibilities of this position are to engage in, be responsible for or oversee a significant area of research or scholarship in a manner that advances the mission of the university in a significant and substantial way.

18. "Rule" means a written statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure to be utilized in implementing law or policy.

19. "Tenure" is the employment status awarded by a president to a faculty member who has demonstrated excellence in teaching, research, and service in accordance with criteria established by each university. The status of tenure creates a legitimate claim of entitlement to continued employment unless the tenured faculty member is dismissed or released in accordance with ABOR Policy 6-201H., J., or K., (Conditions of Faculty Service, Post-Tenure Review, Dismissal or Suspension, or Release of Faculty for Reorganization Caused by Budgetary Reasons or Programmatic Changes), of these conditions.


21. "Tenure-eligible" means having an opportunity to be reviewed for tenure.

22. "University" means the University of Arizona, Arizona State University, Northern Arizona University or any other university under the jurisdiction of the Board.
23. “Volunteer Faculty Members.”

a. Those individuals who voluntarily provide substantial and significant services to a university as preceptors, teachers or researchers on whom a university wishes to confer a faculty title (through an approval process established by the university) to reflect the contributions these individuals make.

b. Volunteer Faculty

(1) Are not employees of the Board of Regents or a university,
(2) Will have no expectation of future employment with the Board of Regents or a university,
(3) Will not be entitled to any of the rights afforded other faculty members under either this chapter or relevant faculty handbooks applicable to university faculty members,
(4) Will not be considered members of a university’s general faculty, and
(5) Will receive no compensation for their services, nor be part of the faculty governance system except to the extent permitted by the bylaws of a particular college.

c. Volunteer faculty may be eligible for a change in title reflecting greater contributions they make to the university in accordance with university or college policies, but are not tenure-eligible or eligible for any other tenure-eligible or tenured faculty benefits such as sabbaticals.

d. A volunteer faculty member’s title may be withdrawn at any time by the President in his sole discretion without cause, notice or due process.

e. Each university will determine what, if any non-salary, non-compensation amenities will accrue to its volunteer faculty and provide them documentation that contains the conditions of their volunteer service, including any amenities to which they may be entitled.

D. Appointment Procedures

1. Each university president shall establish written procedures through which faculty, heads of academic units, and deans shall have opportunity for effective participation in deliberations leading to recommendations for appointment of faculty members.
2. Faculty appointments made without Board approval.
   a. A university president may appoint faculty members without Board approval provided that in each instance:
      
      (1) The appointment is for an academic year beginning on or about August 15, a fiscal year beginning July 1, or a portion of such academic or fiscal year; or the appointment is for a multiple-year term as provided for in ABOR Policy 6-201D.4., and 5., (Conditions of Faculty Service, Appointment Procedures);
      
      (2) The appointment is documented by a Notice of Appointment as required in ABOR Policy 6-201D.6 (Conditions of Faculty Service, Appointment Procedures), which is accepted in writing by the prospective faculty member as required in ABOR Policy 6-201D.7 (Conditions of Faculty Service, Appointment Procedures);
      
      (3) Any salary provided in connection with the appointment does not exceed the maximum salary level set by the Board; and
      
      (4) Funds for such an appointment are available from an authorized source.
   b. The appointment is effective on the date written acceptance of the Notice of Appointment is received by the university official designated to receive such acceptance unless a subsequent date is specified in the Notice of Appointment.

3. Faculty appointments made with Board approval
   a. An appointment at a salary in excess of the maximum salary level shall be made only with the approval of the Board.
   b. The appointment shall not be effective until a written acceptance of the Notice of Appointment is received by the university official designated to receive such acceptances and the appointment has been approved by the Board.

4. Lecturers, senior lecturers and principal lecturers may be offered one year or multiple year appointments. A multiple-year appointment may be renewed at the end of the appointment period for another multiple-year
appointment or for a single year appointment. In accordance with procedures adopted by each university, review for renewal will be conducted during the year prior to the final year. There is no limit on the number of renewals. No multiple-year appointment shall become effective until approved by the university president.

5. Professors of practice, TEACHING PROFESSORS, research professors, or clinical professors may be offered one-year or multiple-year appointments. Appointments may be at the rank of assistant, associate or (full) professor. In accordance with procedures adopted by each university, review for renewal of the appointment will be conducted during the year prior to the final year. There is no limit on the number of renewals. No multiple-year appointment shall become effective until approved by the university president.

6. The Notice of Appointment constitutes the employment contract of the person named in the notice when accepted in writing by the person so named. All notices of appointment shall at a minimum:
   
   a. Be in writing and signed by the president or designee;
   
   b. State the name of the faculty member and the period of the appointment and the salary, if any, to be paid;
   
   c. State the type of faculty appointment and indicate whether the appointment is "with tenure" or is "tenure-eligible" or "non tenure-eligible";
   
   d. Where appropriate for non tenure-eligible faculty, the Notice of Appointment or offer letter shall state that the appointment is dependent for continuation upon funding from a specific source other than state appropriations and that the appointment may terminate prior to the end of the designated contract period if funding is no longer available; and
   
   e. State that these conditions of faculty service are incorporated by reference, as are other applicable rules of the Board or university.

7. A faculty member shall accept his or her appointment by signing and returning the Notice of Appointment to the designated university official no later than: (1) fourteen (14) days following the date on which the notice was posted or personally delivered if the appointment is for a fiscal year; or (2) thirty (30) days following the date on which the notice was posted or
personally delivered if the appointment is for an academic year. Signatures by those holding valid powers of attorney shall be accepted as those of faculty members. If a faculty member fails to return a signed Notice of Appointment within the required time frame, the appointment may be rescinded, except that for good cause demonstrated by the faculty member the president shall cancel the rescission. Disagreement with the terms of the appointment shall not be deemed good cause, but neither the offer of nor the signing of the Notice of Appointment shall constitute an agreement as to demonstrated typographical or clerical errors contained in the notice, nor shall signing the Notice of Appointment waive the right of the faculty member to pursue a disagreement with respect to the offer for any other reason. Each faculty member shall be responsible for notifying the university of a mailing address where the Notice of Appointment is to be sent.

8. No oral or written communication made prior to or after the execution of a Notice of Appointment that is inconsistent or in conflict with the Conditions of Faculty Service (6-201) or other Board or university rules shall become a part of the conditions of employment.

9. Whether or not an annual salary adjustment has been included in the annual Notice of Appointment, acceptance of the Notice of Appointment shall not waive the faculty member's right to request a review of a salary adjustment in accordance with the university procedure for such a review.

10. Regardless of the terms of the notice of appointment, a faculty member may be placed on furlough under a furlough plan approved pursuant to Board policy 6-810.

E. Types of Faculty Appointments

1. Any person appointed as an Assistant Professor, Associate Professor or Professor is either tenured or tenure-eligible as designated by the Notice of Appointment, except as provided in ABOR Policy 6-201E.2. (Conditions of Faculty Service, Types of Faculty Appointments).

2. Any person appointed to a faculty position designated as "visiting," "adjunct," "TEACHING," "research," "clinical", or such other title(s) as may be designated by each university, shall not be tenured or tenure eligible and shall have no expectation of continued employment beyond the end of the current appointment period.

3. Any person appointed as an instructor may or may not be tenure-eligible as designated by the Notice of Appointment.
4. Any person whose appointment is designated tenure-eligible shall have no legal right of continuity in his or her position beyond the current period of appointment but will be reviewed for renewal or tenure in accordance with procedures adopted by each university.

5. A tenure-eligible faculty member who has worked beyond the second year and who receives an adverse renewal or tenure decision shall be given a terminal year appointment. University policies may provide for a shorter notice of non-renewal in the first or second years.

6. Any person appointed as a lecturer, senior lecturer, or principal lecturer shall have no expectation of continued employment beyond the end of the current appointment period, with the exception of those individuals who have previously attained tenure prior to the 1991-92 appointment period. Lecturers, senior lecturers and principal lecturers may receive a multiple-year appointment.

7. Any person appointed on a multiple-year appointment as a professor of practice, TEACHING PROFESSOR, research professor, or clinical professor shall have no expectation of continued employment beyond the end of the current appointment period.

8. Any person appointed to a faculty position, except those faculty members who have attained tenure status, whose appointment is dependent for continuation upon funding from a specific source other than state appropriations, shall have no expectation of continued employment if such funding is no longer available.

9. A faculty member may hold a nonfaculty appointment concurrent with a faculty appointment. Only the faculty appointment shall be subject to the conditions of faculty service.

10. Except as otherwise provided in ABOR Policy 6-208 (Honored Faculty Positions), an honorary, courtesy or other non-earned faculty appointment is not an appointment to a tenure-eligible position. No compensation shall be provided in connection with such an appointment and such appointment may be terminated at any time at the discretion of the university president.

11. At each university, the total number of multiple-year appointments as lecturers, senior lecturers, principal lecturer, professors of practice, TEACHING PROFESSORS, research professors and clinical professors
may not exceed fifteen percent (15%) of the number of tenure track faculty, both tenured and tenure eligible.

F. Faculty Compensation, Employment-Related Benefits and Board Policies

1. Maximum and minimum salary scales for Associate Professors, Assistant Professors, senior lecturers, lecturers, and instructors, and minimum salary scales for professors are set by the Board. The president shall approve individual salaries within those scales or as otherwise approved by the Board. Salary adjustments will depend upon available funding and are allocated by the president within the limitation of available funds and based on the provisions in ABOR Policy 6-211 (Evaluation of Faculty) and ABOR Policy 6-901 (Salary Increases).

2. Employment-related benefits are made available to faculty members as a matter of State law or Board policy and are subject to change by the Legislature or the Board.

3. Each university shall maintain a compilation of such employment-related benefits and policies and shall make good faith efforts to inform the faculty of their existence.

4. Policies governing outside activities and supplementary compensation are administered by each university.

G. Duties and Responsibilities

Duties of a faculty member shall consist of those responsibilities assigned by the president of the university or an appropriate administrator, such as a vice president, dean, director or department head/chair. Teaching assignments, schedules and other instructional responsibilities shall be carried out under the direction of the president. Duties and responsibilities shall be related to the expertise and competence of the faculty members and may include sponsored or unsponsored research projects, service activities, or administrative functions. Assigned duties may include assisting with efforts to achieve university or departmental goals related to affirmative action, including participation in student recruitment and retention programs directed at economically disadvantaged, minority, and underrepresented student populations. Teaching (including advising), research, and service performance shall be subject to evaluation by the president and performance shall be considered in decisions relating to compensation, renewal, promotion, tenure or termination.

H. Post-Tenure Review
1. Elements of Post-Tenure Review Process

The purpose of the post-tenure review process is to provide accountability through emphasis on sustained high quality performance and opportunities for continued faculty development, and to provide additional accountability to the university community, to the public, and to the Board.

Each university shall design and implement a post-tenure review process for all tenured faculty members in accordance with Board approved guidelines ("Common Elements of the Post-Tenure Review Process). The post-tenure review process at each university shall include the following essential elements:

a. Annual performance evaluations for all tenured faculty members shall be conducted by unit heads and/or peer committees, appropriate administrators and incorporate student input.

b. A faculty member’s performance shall be evaluated based upon written expectations agreed to between the faculty member and the unit head and by reference to performance standards developed by each academic unit.

c. A faculty member who is determined to be performing at an unsatisfactory level shall be required to participate in developing and implementing a plan designed to improve his or her performance; the plan shall include specific goals, timelines, and benchmarks that will be used to measure progress at periodic intervals.

d. Failure to achieve the goals prescribed in the performance improvement plan in a timely manner shall result in a recommendation for dismissal.

e. A faculty member who is recommended for dismissal as a result of the post-tenure review process shall have an opportunity to challenge the recommendation as prescribed in ABOR Policy 6-201L., (Conditions of Faculty Service, Hearing Procedures for Faculty).

2. Accountability Mechanisms

The universities shall maintain detailed information on the results of the post-tenure process and results shall be presented to the Board upon request of either the President or Chair of the Board. The specific data to
I. Promotion, Tenure, and Renewal

1. Decisions relating to promotion, tenure, and renewal shall be made in accordance with university rules and procedures. These rules and procedures shall be developed in consultation with the faculty senate and approved by the president. The final decisions on promotion, tenure and renewal shall be made by the university president after considering all evaluations, recommendations and other evidence submitted. A tenured or tenure-eligible faculty member who receives an adverse decision on any of these matters is entitled upon request to a written summary of the reasons for the final decision from the president.

2. Lecturers, senior lecturers or principal lecturers may apply for tenure-eligible positions for which they are appropriately qualified and tenure-eligible faculty may apply for lecturer, senior lecturer or principal lecturer positions. In neither instance, however, would special priority be given in the selection process.

3. University rules and procedures applicable to tenure-eligible faculty members shall include (1) a maximum probationary period no longer than seven (7) years in full-time service at tenure-eligible rank, except in cases of waiver by the president for an individual faculty member, or as provided by policies established by the university to extend the period for individual faculty members facing adverse circumstances; (2) a mandatory periodic review; and (3) provisions to cover situations in which the faculty member's assignment is changed. A tenure-eligible faculty member shall have no expectation of renewal for the maximum probationary period.

4. a. Written criteria shall be developed at each university in consultation with elected faculty members of the faculty senate and approved by the university president to be applied to all decisions on promotion, tenure and renewal. These criteria shall include such considerations as teaching effectiveness (including quality of advising); quality of scholarly research, publication, or creative endeavors; and the quality of service rendered to the profession, the university, and to the community as it relates to the mission of the university. The primary criterion for the evaluation of lecturers, senior lecturers or principal lecturers, AND ASSISTANT TEACHING PROFESSORS, ASSOCIATE TEACHING
PROFESSORS, OR TEACHING PROFESSORS, shall be teaching effectiveness.

b. The contract of a tenure-eligible faculty member is renewed, and tenure and promotion are granted, on the basis of excellent performance and the promise of continued excellence. The denial of, tenure or renewal, however, need not be construed as due to failure or poor performance on the faculty member's part. Considerations such as the need for a different area of specialization or for new emphases; the lack of a continuing position; the need to shift a position or resources to another department; or the opportunity for an alternative program in teaching, research, or service may dictate that the individual not be renewed, granted tenure, or promoted.

5. Attainment of tenure can only occur through specific notification from the president and may not result from inaction or inadvertence. A faculty member who is granted tenure is entitled to said status at the commencement of the appointment period immediately following the decision.

6. Renewal of a fixed-term appointment shall occur only with the approval of the president and may not result from inaction or inadvertence.

J. Dismissal or Suspension

1. Tenured Faculty Members

a. Tenured faculty members shall not be dismissed or suspended without pay except for just cause. Such dismissal or suspension may take effect only following an opportunity for the faculty member to utilize the conciliation/mediation and hearing procedures as prescribed in ABOR Policy 6-201L.3 and L.4 (Conditions of Faculty Service; Hearing Procedures for Faculty, Conciliation/Mediation and Hearing).

b. Just cause shall include, but not be limited to, demonstrated incompetence or dishonesty in professional activities related to teaching, research, publication, other creative endeavors, or service to the university community; unsatisfactory performance over a specified period of time and a failure to improve that performance to a satisfactory level after being provided a reasonable opportunity to do so by the university, as demonstrated through the board-approved post-tenure review process;
substantial neglect of or refusal to carry out properly assigned duties; personal conduct that substantially impairs the individual's fulfillment of properly assigned duties and responsibilities; moral turpitude; misrepresentation in securing an appointment, promotion, or tenure at the university; or proven violation of Board or university rules and regulations (including the code of conduct or any other disciplinary rules), depending upon the gravity of the offense, its repetition, or its negative consequences upon others.

c. The inability to perform assigned duties due to physical or mental incapacity may be deemed just cause for dismissal or suspension without pay, but only in accordance with university policies governing leaves of absence without pay established pursuant to ABOR Policy 6-805 (Leave of Absence Without Pay).

2. Nontenured Faculty Members

a. Nontenured faculty members may be dismissed or suspended without pay during an appointment period only after a finding of just cause as defined in ABOR Policy 6-201J.1, (Conditions of Faculty Service; Dismissal or Suspension, Tenured Faculty Members) Except that “unsatisfactory performance” will be demonstrated through the review procedures for tenure-eligible and nontenure-eligible faculty duly adopted on each campus. Such dismissal or suspension may take effect only following an opportunity for the faculty member to utilize the conciliation/mediation and hearing procedures as prescribed in ABOR Policy 6-201L.3. and L.4. (Conditions of Faculty Service; Hearing Procedures for Faculty, Conciliation/Mediation, and Hearing).

b. A university president may decide not to renew the appointment of any nontenured faculty member. The president shall make such decision after receiving recommendations from the appropriate department and college. A nontenured faculty member has no expectation of continued employment and shall not be entitled to a hearing following or prior to a decision of nonrenewal except as provided in ABOR Policy 6-201M.1., (Conditions of Faculty Service, Procedure to Review Allegedly Discriminatory or Unconstitutional Action (Including Violations of Due Process or Academic Freedom)). Upon request, a tenure-eligible faculty member whose appointment is not renewed shall be entitled to a statement of reasons in writing for that action from the president.

3. Leave with Pay
a. A faculty member may be placed on leave with pay only if it is determined by the president that the faculty member's continued presence on the university campus is likely to constitute a substantial interference with the orderly functioning of the university or a department or unit thereof.

b. Except as provided in ABOR Policy 6-201J.3.c (Conditions of Faculty Service, Dismissal or Suspension, Leave with Pay), the decision to place a faculty member on leave with pay:

(1) May be made only after the faculty member has been provided an opportunity to respond to the allegations; and

(2) Shall be promptly communicated in writing to the faculty member.

c. In exceptional cases, when the president makes a written finding that release of information relating to the substance or source of the allegations may compromise the investigation of such allegations, the university may limit or deny the faculty member's opportunity to respond to the allegations for a period of time not to exceed fifteen (15) working days while the investigation proceeds.

d. The period of leave may extend no longer than the duration of an investigation to determine if there is just cause for dismissal or suspension without pay, except that if the investigation leads to a recommendation for dismissal or suspension without pay, then the period of leave may extend through the final resolution of the hearing procedures discussed in ABOR Policy 6-201L., (Conditions of Faculty Service, Hearing Procedures for Faculty)

e. Placement on leave with pay status shall not be considered a disciplinary sanction.

f. A faculty member who is placed on leave with pay shall continue to receive full salary and benefits during the term of the leave.

K. Release of Faculty for Reorganization Caused by Budgetary Reasons or Programmatic Changes

1. A release pursuant to this section is designated a "release for reorganization."
2. Release of tenured faculty members, or release of nontenured faculty members prior to the end of the appointment period, may occur upon reorganization when determined to be necessary due to budgetary or programmatic considerations requiring program discontinuance, curtailment, modification or redirection.

3. When the reorganization proposed by the administration calls for the release of any tenured faculty member or nontenured faculty member before the end of an appointment term, the following procedures shall be observed:

   a. The president shall ask the faculty senate to designate a review committee composed of faculty and students to review and evaluate the proposed plan for reorganization. The committee's review shall include a public forum to provide an opportunity for all members of the university community to present their views on the impact of the proposed reorganization.

   b. Each faculty member whose position may be affected by the proposed reorganization shall be notified promptly in writing of the proposed action and shall be given an early opportunity to present his or her views in person to the review committee and to the responsible administrator. Any written statement submitted by the faculty member shall become part of the official record.

   c. The review committee shall provide the president with a written evaluation of the proposed reorganization no later than ninety (90) days following the president's request, unless the president specifically requests that the evaluation be provided in a shorter period. This evaluation shall include an assessment of the impact of the proposed reorganization upon students, faculty and staff, the university as a whole, related activities outside the university, and the interest of higher education within the state. The committee shall maintain a record of its proceedings, including all written documents and statements submitted to it.

   d. The president shall decide whether or not to recommend the reorganization following receipt of the review committee's evaluation. If the president rejects the committee's evaluation, the president shall furnish the committee a written statement of the reasons for doing so.
e. The president shall present his or her recommendation relating to the proposed reorganization to the Board for approval.

f. If the Board approves the reorganization, each faculty member whose position is to be eliminated shall receive written notice when the decision to eliminate his or her position is final.

4. Each university shall devote its best efforts to securing alternative appointments within the university for any faculty member who is released as a result of reorganization. Each university shall devote its best efforts and available resources to ensure that such faculty members are made aware of openings at other Arizona universities and opportunities for retraining or further professional growth.

5. In the event that the program element which has been terminated should be reinstituted within a period of three years, new positions requiring qualifications and duties reasonably comparable to those of the released tenured faculty member shall not be filled without first offering the appointment to the released tenured faculty member. The released tenured faculty member must be given a reasonable time, not to exceed thirty days, to accept or decline reappointment.

6. A tenured faculty member who is to be released, or a nontenured faculty member who is to be released during an appointment term, shall be entitled to a review of this decision by filing a written request with the president within fifteen days of receipt of notice of such release.

The review shall be conducted according to the following procedures:

a. The president shall ask the faculty senate to designate a review committee to review the decision to release.

b. The review committee shall be convened no later than twenty days following the faculty member's request to determine whether the release is consistent with the objectives to be served by the reorganization.

c. The review committee shall take into consideration the basis for the university's decision to release and shall provide the opportunity for the faculty member to respond.

d. The review committee may consolidate proceedings in order to expedite its reviews, but shall review each decision to release on its own merits and render its recommendations accordingly.
e. The review committee shall forward its written recommendation to the president no later than forty-five days following receipt of the faculty member's request for review. If the decision to release is deemed to be reasonable, the committee shall recommend that the decision to release be upheld. If the decision to release is deemed not to be reasonable, the committee shall recommend that the decision to release be reversed. This review committee shall make no recommendation as to the reorganization.

f. The university president shall consider the committee's recommendation and render a final decision to uphold or reverse the decision to release no later than fifteen days from the receipt of the committee's recommendation.

7. A tenured faculty member who is released shall be given a terminal year appointment unless the Board’s approval of the reorganization includes a specific determination that budgetary considerations do not permit such an appointment.

L. Hearing Procedures for Faculty

1. Statement of Principles

Investigations and hearings require the judicious consideration of facts, but they should neither partake of the form of courts of law nor be constrained by the limitations imposed upon such courts. They are academic hearings the purpose of which is to safeguard and protect not only the individual rights of the members affected but also the integrity of the university.

2. General

a. A faculty member recommended for suspension without pay or for dismissal shall be subject to the procedures set forth in ABOR Policy 6-201L. (Conditions of Faculty Service, Hearing Procedures for Faculty).

b. The procedures in this subsection apply only to dismissal or suspension without pay proceedings. In particular, and without limitation, these procedures are not applicable to:

   (1) Decisions relating to promotions, sabbatical leaves or other leaves;
(2) Decisions relating to renewal at the end of an appointment period of a nontenured faculty member;

(3) Decisions relating to release from employment due to reorganization;

(4) Decisions relating to evaluation of faculty under section 6-211 (Evaluation of Faculty); and

(5) Suspension or dismissal from a concurrently held nonfaculty position.

3. Conciliation/Mediation

a. If a faculty member is recommended for suspension without pay or for dismissal, the faculty member may appeal the recommendation by submitting written notice of appeal to the President no later than ten (10) days following the date on which the recommendation is posted. The president of the university shall refer such appeal to a conciliation committee within seven (7) days of receiving the notice. The conciliation committee consists of one or more full-time faculty who are elected by the academic senate or faculty as a whole. This committee shall attempt to arrive at a mutually agreed upon solution.

b. If conciliation fails or after 30 days following the date on which the appeal was referred, the president shall provide the faculty member with a written notice of dismissal or suspension. The President may extend this deadline for up to 30 days if the prospect for successful conciliation is positive. The President’s written notice of dismissal or suspension shall:

(1) Refer to the particular statutes, rules or policies, if any, involved.

(2) Contain a statement of the reasons for the recommendation in sufficient detail to enable the faculty member to prepare a defense.

c. As an alternative to meeting with the conciliation committee, a faculty member may agree to participate in a mediation process to be established by the university. In the case of mediation, the same
deadlines for referral and termination of the procedure shall pertain as in the case of conciliation.

4. Hearing

a. The faculty member may appeal a notice of dismissal or suspension without pay by providing the president and the chair of the Committee on Academic Freedom and Tenure (CAFT) with a written detailed statement of the faculty member’s position within 10 days after receipt of the notice of dismissal or suspension. Failure to provide the written statement within the ten-day period shall immediately terminate the procedure.

b. The faculty member shall further provide a copy of the notice of dismissal or suspension and the statement of position to the Chair of the CAFT. The Chair shall then fix a time for hearing, which hearing shall commence not less than 30, nor more than 45 days, after receipt by CAFT of the notice of dismissal or suspension and the written statement of position from the faculty member. The Chair shall serve upon the parties a written notice of hearing at least 20 days prior to the hearing. The Chair may shorten or extend these time periods for good cause shown or upon consent of the parties except that the notice of hearing shall not be shorter than twenty (20) days without the consent of the parties.

c. The notice of hearing shall include:

(1) A statement of time, place and nature of the hearing.

(2) The names of the panel members.

(3) A statement that the hearing is held in accordance with ABOR Policy 6-201L (Conditions of Faculty Service, Hearing Procedures for Faculty).

(4) A copy of the notice of dismissal or suspension attached and incorporated by reference.

d. At least 10 days before the hearing date each party shall provide to the hearing committee and the other party or parties a written list of the names and addresses of each witness the party intends to use at the hearing. No witnesses shall be used at the hearing other than those listed except for good cause shown or upon written agreement of the parties.
e. Failure of either party to appear at the scheduled hearing shall be treated as follows: In the case of the faculty member, failure to appear shall waive the faculty member’s right to appeal the decision. In the case of the university representative, failure to appear shall be treated as resolution of the grievance in favor of the grievant. Failure of either party to appear may be excused for good cause by the committee, in which case, the hearing may be rescheduled.

f. The record of the hearing shall include, to the extent such items are applicable, the following:

(1) All documents filed by the parties and all notices, orders, or other documents issued by or submitted to the Committee on Academic Freedom and Tenure in connection with the proceeding.

(2) Testimony received and considered.

(3) Record of objections and offers of proof and rulings thereon, which may be contained in the transcript.

(4) Findings.

(5) The written recommendation reflecting the decision of the hearing committee.

g. Each party to the hearing shall be afforded an opportunity to respond and present evidence and argument on all issues involved. Each party shall have the right:

(1) At the party’s own election and cost, to be represented by counsel or accompanied by an advisor, which advisor may consult with and advise the party but shall not otherwise participate.

(2) To present witnesses and submit evidence, including documentary evidence.

(3) To question adverse witnesses.

h. The following shall be observed with respect to the hearing:
(1) The hearing, but not the deliberations of the committee, shall be recorded by a court reporter and shall be transcribed upon the request of any party at that party's own cost.

(2) The hearing may be conducted in an informal, collegial manner and without adherence to the rules of evidence required in judicial proceedings. The CAFT Committee shall exclude irrelevant, immaterial or unduly repetitious evidence.

(3) The Chair of the hearing committee shall have the authority to issue subpoenas for the attendance of witnesses and for the production of books, records, documents and other evidence, and shall have the power to administer oaths. The subpoena shall be in writing and shall be served upon the witness in person. Members of the university community are required to comply with subpoenas issued pursuant to this procedure unless compliance would result in unavoidable personal hardship or participation beyond the terms of the contract.

(4) On application by a party, the Chair of the hearing committee, at his or her discretion, may permit a deposition to be taken, in the manner and upon the terms designated by the Chair, of a witness who cannot be subpoenaed or is unable to attend the hearing. Prehearing depositions and subpoenas for the production of documents may be ordered by the Chair, provided that the party seeking such discovery demonstrates that the party has reasonable need of the deposition testimony or the materials being sought and no other reasonable means of discovery are available.

(5) The Chair shall preside over and conduct the hearing and shall rule upon all matters of procedure including the admission of evidence. The Chair shall also exercise control over the hearing to avoid needless consumption of time and to prevent the harassment or intimidation of witnesses.

(6) Official notice of certain facts may be taken.

(7) At the conclusion of the submission of all evidence, the hearing committee shall permit each party or counsel to make an oral or written summation.
(8) The university bears the burden of proving the existence of just cause by a preponderance of the evidence.

(9) A committee legal advisor, selected by CAFT from a list of qualified attorneys provided by the university, shall sit in attendance at the hearing and may be asked to comment on questions of procedure and admissibility of evidence and shall otherwise assist in the conduct of the hearing, but shall not vote. A person shall not serve as both a committee legal advisor and as an advisor or legal counsel in the proceedings for either of the parties. The legal advisor for the committee will be compensated by the university.

i. The recommendation of the hearing committee shall be in writing; shall include findings of fact based exclusively on the evidence; and shall be presented to the university president within 30 days following the conclusion of the hearing except, upon good cause, the president may extend the recommendation date by an additional 30 days.

j. Upon receipt and review of the hearing committee recommendation, the university president shall approve, disapprove, or modify the committee recommendation or remand one or more issues for further consideration by the committee. The president shall issue a decision in writing, no later than 45 days following receipt of the committee recommendation and record that includes findings of fact and conclusions of law, separately stated. The president shall not be bound by the recommendations of the committee. Copies of the decision and the committee’s recommendation shall be mailed to the parties, and members of CAFT. The president’s decision shall include a statement that an appeal to the Superior Court pursuant to the Administrative Review Act, A.R.S. §12-901 et. seq., if desired, must be filed within thirty-five (35) days from the date when a copy of the decision sought to be reviewed is served upon the party affected.

k. The faculty member may request reconsideration of the president’s decision by filing a written request setting forth a ground for reconsideration with specificity within fifteen (15) days of receipt of the decision. If no request for reconsideration is made, the president’s decision is effective at the expiration of the period in which to request reconsideration. The grounds for reconsideration are:
1. Irregularities in the proceedings, including but not limited to any abuse of discretion or misconduct by the committee which has deprived the employee of a fair and impartial process;

2. Accident or surprise that could not have been prevented by ordinary prudence;

3. Newly discovered material evidence, which could not have been available for the presentation;

4. Excessive or insufficient result;

5. The decision is not justified by the evidence or is contrary to law.

I. If the faculty member requests reconsideration, the president shall issue a decision on reconsideration within twenty (20) days of receiving a request for reconsideration.

m. The president’s decision on reconsideration shall include a statement that an appeal to Superior Court pursuant to the Administrative Review Act, A.R.S. §12-901, et. seq., if desired, must be filed within thirty-five (35) days from the date on which the decision on reconsideration is served on the party affected.

M. Procedure to Review Allegedly Discriminatory or Unconstitutional Action (Including Violations of Due Process or Academic Freedom).

1. A faculty member who receives an adverse decision concerning his/her promotion, tenure, nonrenewal or release from employment under ABOR Policy 6-201L (Conditions of Faculty Service, Hearing Procedures for Faculty) may file a written complaint alleging that the adverse decision was a discriminatory action, or was based on unconstitutional grounds (including violations of due process or academic freedom). This complaint must be filed with the office of the university president within 10 days of the faculty member's receipt of notice of the final adverse decision.

a. "Receipt of notice" means delivery of written notice of the final adverse decision to the faculty member's last known address by certified mail, return receipt requested. If undeliverable, the written
notice is deemed to have been received by the faculty member if properly sent to the faculty member's last known address.

b. The faculty member shall have the right to a hearing before the Committee on Academic Freedom and Tenure (CAFT), or before such other appropriate committee as may be established by the university and the academic senate, but not both CAFT and such other appropriate committee; provided that the faculty member first exhausts any applicable alternate resolution procedures established by the university.

c. Where alternate resolution procedures are not established, the written complaint shall be transmitted to the Chair of the hearing committee within seven (7) days after receipt by the office of the university president. The hearing shall occur no earlier than thirty days nor later than forty-five days after the filing of the complaint, except that with consent of both the university and the complaining party, or upon majority vote of the hearing committee, the hearing may be advanced or delayed.

d. Where alternate resolution procedures are established by the university, those procedures will be initiated by the president within seven (7) days after receipt of the written complaint. The written complaint, if not resolved through use of the alternate procedures, shall be transmitted to the chair of the hearing committee within seven (7) days after completion of the alternate procedures or after thirty (30) days following the date on which the alternate procedures were initiated. The President may extend this deadline for up to thirty (30) days if the prospect for successful resolution is positive. The hearing shall occur no earlier than thirty (30) days nor later than forty-five (45) days after the written notice is received by the chair of the hearing committee, except that with consent of both the university and the complaining party, or upon majority vote of the hearing committee, the hearing may be advanced or delayed.

2. The burden of proving discriminatory action or unconstitutional grounds shall be on the faculty member. The hearing procedures developed by each university shall provide for the following:

a. The right to an impartial hearing committee of not fewer than three committee members.

b. The right of each party to obtain access to all relevant, non-privileged documents relating to the allegations which are subject to
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the other party's control and which do not violate the privacy rights of non-parties; all disagreements relating to the disclosure of documents shall be decided by the chair of the hearing committee.

c. The authority of the chair to administer oaths and to issue subpoenas for the attendance of witnesses and for the production of books, records, documents and other evidence. The subpoena shall be in writing and shall be served upon the witness in person. Members of the university community are required to comply with subpoenas issued pursuant to this procedure unless compliance would result in unavoidable personal hardship or participation beyond the terms of the contract.

d. The right of the university and the faculty member to present witnesses and evidence and to question witnesses.

e. At the party’s own election and cost, the right of each party to be represented by counsel or accompanied by an advisor, which advisor may consult with and advise the party, but shall not otherwise participate.

f. The hearing shall be recorded by a court reporter. A transcript may be obtained by any party at that party's own cost.

g. Written findings of fact.

h. The right of the university, faculty member and committee members to a copy of the written recommendation of the committee;

i. A closed hearing upon request of any party.

3. The recommendation of the committee shall be transmitted to the university president within thirty (30) days following the conclusion of the hearing except, upon good cause, the president may extend the recommendation date by an additional thirty (30) days. No later than forty-five (45) days following receipt of the committee recommendation the president shall render a final determination in writing as to whether the challenged decision shall be affirmed or modified. A copy of the determination shall be mailed to the parties and the committee members. The date of the mailing shall be the effective date of the decision.

The president’s decision shall include a statement that an appeal to Superior Court pursuant to the Administrative Review Act, A.R.S. §12-901,
et seq., if desired, must be filed within thirty-five (35) days from the date when a copy of the decision sought to be reviewed is served upon the party affected.

4. The faculty member may request reconsideration of the president’s decision by filing a written request setting forth a ground for reconsideration with specificity within fifteen (15) days of receipt of the decision. If no request for reconsideration is made, the president’s decision is effective on the 15th day after the date of the decision at the expiration of the period in which to request reconsideration. The grounds for reconsideration are:
   a. Irregularities in the proceedings, including but not limited to any abuse of discretion or misconduct by the committee which has deprived the employee of a fair and impartial process;
   b. Accident or surprise that could not have been prevented by ordinary prudence;
   c. Newly discovered material evidence, which could not have been available for the presentation;
   d. Excessive or insufficient results;
   e. The decision is not justified by the evidence or is contrary to law.

5. If the faculty member requests reconsideration, the president shall issue a decision on reconsideration within twenty (20) days of receiving a request for reconsideration.

6. The president’s decision on reconsideration shall include a statement that an appeal to Superior Court pursuant to the Administrative Review Act, A.R.S. §12-901, et. seq., if desired, must be filed within thirty-five (35) days from the date on which a copy of the decision on reconsideration is served upon the party affected.

N. Faculty Grievance Procedure

In accordance with ABOR Policy 6-904 (Grievance), each university shall provide an established grievance procedure to resolve any work-related concerns of a faculty member, including but not limited to any complaint alleging a violation of the conditions of faculty service or any other rules of the Board or university relating to faculty members. The grievance procedure shall authorize a faculty
member to initiate a grievance by filing with the chair of the designated faculty committee a written statement that describes the specific action(s) being challenged and any Board or university rule that has allegedly been violated.

O. Revisions

1. A comprehensive review of these conditions shall be undertaken no less frequently than once every five years. This review shall be conducted by a working group that includes representatives of each faculty senate to ensure faculty input in all stages of the review process.

2. No modifications to these conditions may be considered by the Board prior to consultation with representatives of the faculty senates.

P. Implementation

The president of each university shall establish, in consultation with the faculty senate, such additional policies and procedures consistent with this policy as may be needed to carry out the Conditions of Faculty Service, and such policies shall be set forth in full and not by reference to any other document.

Q. Interpretation

These conditions of faculty service shall be governed and interpreted under the laws of Arizona.

R. Severability

If any section, paragraph, subdivision, clause, sentence or phrase of this policy shall for any reason be held illegal or unenforceable, such decision shall not affect the validity of the remaining portion of the policy. If any provision of this policy contains an ambiguity, which may be construed as either valid or invalid, the valid construction shall prevail.

S. Acquired Tenure Status

This policy shall not divest a faculty member of tenure status acquired prior to its adoption.
Item Name: Proposed Revisions to ABOR Policy 4-323E “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid” (First Reading)

☑ Action Item

Requested Action: The board office asks the committee to review and forward to the full board for first reading, the proposed revisions to ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid” to clarify the Arizona Promise Program Policy language allowing the universities to award additional, alternate, institutional gift aid for other direct costs of attendance beyond tuition and fees.

Background

In 2021, Arizona established the Arizona Promise Program to be administered by the board and the Legislature appropriated $7.5 million to the program.

Under the program, the universities must award funds under the Arizona Promise Program to new first-time, full-time, resident students who are admitted into the institution after the Fall semester 2021 and who timely complete a Free Application for Federal Student Aid (FAFSA) and are eligible for the maximum Pell award and/or have a Zero (0) Expected Family Contribution (EFC).

The Arizona Promise award amount is up to the actual cost of in-state tuition, mandatory fees and program fees.

The award is intended to be a last-dollar award amount, which means the award will be reduced by the amount of any other federal, state, private or public scholarship, grant, or gift aid received by the student.

The board is responsible for developing and implementing centralized administrative processes for distributing the fund each fiscal year. The board adopted policy governing the administration of the program at its February meeting.

Discussion

The universities’ initial administration of the Arizona Promise awards in Spring 2022 has resulted in a request for policy language clarification.

The current Arizona Promise Program policy as written could be interpreted to cap all institutional need-based gift aid beyond tuition and fees. This prohibition from providing additional gift aid to Arizona’s most needy students above and beyond tuition and fees may have a negative impact on increasing attainment among Arizona’s neediest

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students.

Attached to this executive summary is revised policy language clarifying the administration of Arizona Promise funding. This revision gives the universities the greatest flexibility they need to administer their financial aid dollars in pursuit of increasing educational attainment among Arizona’s most needy students.

Statutory/Policy Requirements

A.R.S. §15-1701 “Arizona promise program; eligibility requirements; award; fund; definitions”

ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid”
Academic Affairs and Educational Attainment Committee Meeting  
May 26, 2022  
Item #9  
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4-323 Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs  
– Student Financial Aid

A. Institutional Financial Aid

1. The board will approve institutional funds to be used for financial aid awards as part of the annual financial aid plans.

2. Each university shall establish and administer selection criteria for grants and scholarships to assure fair and equitable access. Criteria for scholarships shall be appropriated to students from public, private, charter, and home schools.

3. Each university shall establish and publicize minimum requirements for the continuation of scholarships and grants.

B. Tuition Waiver Scholarships

1. Tuition Waiver Scholarships for the Children and Spouses of: 
   Arizona Peace Officers,  
   Arizona Fire Fighters,  
   Arizona Emergency Paramedics,  
   Arizona Military Service Personnel,  
   Arizona Correctional Officers, and  
   Arizona National Guard Members Killed in the Line of Duty;

A. This tuition waiver scholarship program entitles eligible students to the lesser of:

   (1) A tuition waiver scholarship for credit hours that are necessary to obtain a baccalaureate degree; or

   (2) A tuition waiver scholarship for 144 credit hours toward a baccalaureate degree including any waived transfer credits from an Arizona community college or university.

B. In accordance with the state law, the Arizona Board of Regents authorizes each university to award these tuition waiver scholarships for sessions occurring within a calendar year to students who meet the following criteria:

   (1) The student meets the university’s regular admission
requirements;

(2) The student maintains a record of satisfactory academic progress in accordance with each university’s standards;

(3) Students eligible for the program due to their status as a child of an individual must be 30 years of age or younger on the first day of any semester to which the scholarship would apply;

(4) Students eligible for the program due to their status as a spouse of an individual may not have remarried;

(5) The eligibility of the student must be verified by the appropriate entity:

(a) The eligibility of a student to participate as a child or spouse of an Arizona Peace Officer, Arizona Fire Fighter, Arizona Emergency Paramedic, or Arizona Correctional Officer (as defined in A.R.S. §15-1808(D)(4)) killed in the line of duty must be verified by the Arizona Peace Officers Memorial Board, the Arizona Fire Fighters and Emergency Paramedics Memorial Board, or the appropriate correctional official in the relevant state agency, county, city or town.

(b) The eligibility of a student to participate as a child or spouse of Arizona military service personnel killed in the line of duty in response to a Presidential Executive Order, and for severely disabled combat survivors, must be verified by the U.S. Department of Defense or either the Federal or State Department of Veteran Affairs;

(c) The eligibility of a student to participate as a child or spouse of an Arizona National Guard member killed in the line of duty must be verified by the Adjutant General of the National
2. An Arizona National Guard Member who received a Purple Heart on or after September 11, 2001; and former members of the Arizona National Guard who were medically discharged from the Arizona National Guard due to an injury or disability suffered during status under Title 10, United States Code, in weekend training status, in annual training status or in response to a state of emergency declared by the Governor, as specified by A.R.S. §15-1808.

A. In accordance with the State law, the Arizona Board of Regents authorizes each university to award these tuition waiver scholarships for sessions occurring within a calendar year to students who meet the following criteria:

   (1) The student meets the university’s regular admission requirements;

   (2) The student maintains a record of satisfactory academic progress in accordance with each university’s standards;

   (3) The eligibility of the student must be verified by the Adjutant General of the National Guard.

3. Arizona military service personnel who received a Purple Heart citation as specified by A.R.S. §15-1808.

A. In accordance with the state law, the Arizona Board of Regents authorizes each university to award tuition waiver scholarships for sessions occurring within a calendar year to students who meet the following criteria:

   (1) The student meets the university’s regular admission requirements;

   (2) The student maintains a record of satisfactory academic progress in accordance with each university’s standards;

   (3) The student was a resident of the State of Arizona or
(4) The student had a disability rating as determined by the United States Department of Veterans Affairs of 50% or more; and

(5) The student has never been convicted of a felony.

(6) The eligibility of the student must be verified by the Arizona Department of Veteran’s Services.

4. Non-resident tuition waiver scholarships for students from Sonora, Mexico, as authorized by A.R.S. §15-1626.

The universities are authorized to award a maximum of fifty non-resident tuition waiver scholarships to students from Sonora, Mexico participating in the Educational Exchange Program authorized by A.R.S. §15-1626.

5. Tuition Waiver Scholarships for Students in the Foster Care System at the Age of 14.

A. The universities shall award tuition and mandatory fee waiver scholarships to a student who:

   (1) Resides in Arizona, and

      (a) Is currently in foster care and at least 14 years of age, or

      (b) Was in foster care when the person was at least 14 years of age, or

      (c) Was adopted from foster care and the adoption was finalized after the person attained 14 years of age, and

   (2) Has total assets, not including scholarships or grants, received by the student that are worth less than $10,000; and
(3) Is under 23 years of age; and

(4) Meets the university’s regular admission requirements and is accepted into or enrolled in a program at a university under the jurisdiction of the Arizona Board of Regents; and

(5) Has completed and submitted to the United States Department of Education the FASFA form before each year in which the student receives a tuition waiver scholarship pursuant to this policy;

(6) Is a United States citizen or is a noncitizen who is lawfully present in this country; and

(7) Eligibility for this program must be verified by the Arizona Department of Child Safety.

B. The tuition waiver scholarship provided is to be reduced by the amount of any other federal aid, scholarships, or public grants and any other public aid received, except the tuition waiver scholarship shall not be reduced by the amount of federal grant received by the individual from the Department of Child Safety under the Arizona Education and Training Voucher Program.

C. The student who has been awarded the tuition waiver scholarship will receive the scholarship in accordance with the following until:

(1) The student reaches the age of 23.

D. The student will also continue to receive the tuition waiver scholarship as long as:

(1) The student maintains a record of satisfactory academic progress in accordance with each university’s standards;

(2) The student remains in good standing with the policies established by each university; and

(3) The student completes thirty hours of volunteer service each year after the first year the student receives the tuition waiver scholarship.
E. If the tuition waiver scholarship is terminated before a recipient of the tuition waiver scholarship completes a degree and before the student reaches 23 years of age, that student shall continue to be awarded a tuition waiver scholarship until the student reaches 23 years of age, or completes their degree, whichever occurs first, if the student continues to meet the scholarship criteria prescribed by this policy.

F. ABOR will periodically collect and report aggregate data concerning the scholarship recipients, including number of applicants, enrollment, attendance, graduation rates, academic performance, educational outcomes, withdrawal rates, demographic information, scholarship award amounts and total program costs.

C. Programs Required by the Board

1. Resident tuition waiver scholarships for members of the Community College All-Arizona Academic Team.

The universities are authorized to award resident tuition waiver scholarships to community college students selected as members of the All-Arizona Academic Team by Phi Theta Kappa, The National Honor Society for Community College. Tuition waiver scholarships are to be awarded to eligible students at the time of the annual All-Arizona Academic Team ceremony. The following conditions apply:

A. No more than two students per community college campus shall be initially awarded resident tuition waiver scholarships each year.

B. Tuition waiver scholarships are to be available upon transfer to any Arizona university and will cover 60 semester hours, for a maximum of 10 semesters excluding summer sessions.

C. To renew a tuition waiver scholarship each semester within the 60 semester hours, for a maximum of 10 semesters, a student must be in continuous attendance, enrolled in a minimum of 6 credits per semester, and maintain a 3.25 or higher grade point average.
D. A student who meets the renewal criteria outlined above may transport a tuition waiver scholarship from one university to another university, but no student may receive the tuition waiver scholarship for more than a total of 60 semester hours for a maximum of 10 semesters.

E. A student’s eligibility to receive a tuition waiver scholarship shall be verified by the Arizona Community College Presidents’ Council in the form of a list provided to the Arizona Board of Regents. The list shall provide student names, mailing addresses and phone numbers, community college attended, and other information as shall be required by the universities.

F. Tuition waiver scholarships must be claimed by the student enrolling at one of the universities within one year of the tuition waiver scholarship offer. Special consideration of unique situations may be exercised by each university. In particular, students should be encouraged to complete their Arizona General Education Curriculum (AGEC), or their Arizona Associate Degree, prior to transfer to the university.

2. Resident Tuition Waiver Scholarships for recipients of a Regents High Honors Endorsement

The universities are authorized to award partial resident tuition waiver scholarships to Arizona High School graduates who meet the board-approved qualifications for an endorsement of high honors. Awarding of these scholarships is subject to the following conditions:

A. The Arizona Board of Regents High Honors Endorsement Program is established by the board for the purpose of recognizing high school students for outstanding academic achievement, as demonstrated through performance in high school courses and test scores.

B. The board is responsible for implementing the program, for

C. approving program criteria and for determining how the program shall be administered.

D. The Superintendent of Public Instruction is authorized to
administer the program for the Arizona Board of Regents and to recommend to the universities students who qualify for the High Honors Endorsement. The recommendation shall be in the form of a list provided to the Arizona Board of Regents which includes student names, mailing addresses and phone numbers, high school attended, and other information as shall be required by the universities.

E. The universities may choose not to award a tuition waiver scholarship to any student who receives other scholarship assistance intended to cover the cost of tuition.

F. The universities may choose not to award a tuition waiver scholarship to any student who does not apply for financial aid, or whose application is incomplete, incorrect, not submitted in a timely fashion, or for any other reason fails to meet university guidelines for applying for financial aid.

G. The board-approved criteria for High Honors Endorsement shall be designed to minimize the likelihood that qualifying students will not also qualify for tuition scholarships for academic merit as determined by the universities.

H. Any change, or anticipated change, in conditions affecting the number of students who might qualify for a High Honors Endorsement, conditions affecting the number of resident students who might be awarded tuition scholarships for academic merit using university-determined criteria, and any instance where a student qualified for high honors but not for a university determined tuition scholarship shall be reported to the board along with a recommendation for appropriate modifications in the criteria for awarding high honors.

I. A systematic review of the Regents High Honors Endorsement Program will be conducted every 5 years, with the results and any recommendations reported to the board.

J. Tuition waiver scholarships must be claimed by the student enrolling at one of the universities within one year of graduation from an Arizona High School. Special consideration of unique situations may be exercised by each university.

D. Financial Aid awarded to Student Athletes
EXECUTIVE SUMMARY

1. To be eligible for and to retain athletically related financial aid, a student athlete must meet all applicable National Collegiate Athletic Association (NCAA) legislation, conference regulations, Arizona Board of Regents Financial Aid Policies, and university financial aid policies.

2. The universities will administer financial aid for student athletes in compliance with all applicable federal law and regulations, NCAA legislation, conference regulations, Arizona Board of Regents Financial Aid Policies, and university financial aid policies.

E. Arizona Promise Program

1. Universities shall award the Arizona Promise as established by A.R.S. §15-1701 to a student who:

   a. Is admitted to an ABOR institution as a new first-time, full-time, on campus degree seeking student during and after the Fall semester 2021;

   b. Is an Arizona resident per A.R.S. §15-1802;

   c. Graduated from an Arizona high school;

   d. Graduated with a minimum 2.5 cumulative high school grade point average on a 4.0 scale;

   e. Timely completes and submits to the United States Department of Education the Free Application for Federal Student Aid (FAFSA); and,

   f. Meets the eligibility criteria for the Federal Pell Grant. For the purposes of this program, Federal Pell Grant means the maximum Federal Pell Grant award with a zero expected family contribution.

2. Student must enroll at university at the beginning of the Fall semester immediately after Arizona high school graduation, with only breaks or gaps in enrollment allowed by institutional policy.

3. The StudentS WHO must submit to the United States Department of Education the FAFSA form with the ABOR
university appropriately listed no later than April 1 of the academic year SPRING preceding the academic year in which the student is applying WILL BE GIVEN FUNDING PRIORITY.

4. The Arizona Promise tuition and fee award amount will be up to the full cost of tuition, mandatory fees and program fees. The amount of the award shall be APPLIED AFTER AND reduced by the amount of any OF THE FOLLOWING RECEIVED BY THE STUDENT:
   A. other federal AID;
   B. state AID;
   C. private AID AND SCHOLARSHIPS;
   D. or public scholarshipS OR grantS, or gift aid received by the student.

5. All institutional need-based gift aid ANY INSTITUTIONAL GIFT AID granted to qualifying students FOR TUITION, MANDATORY FREES, AND PROGRAM FEES shall be identified as Arizona Promise. AN ARIZONA PROMISE AWARD, HOWEVER, DOES NOT PREVENT A UNIVERSITY FROM AWARDING A STUDENT OTHER INSTITUTIONAL NEED-BASED GIFT AID FOR OTHER COSTS OF ATTENDANCE.

6. Students are eligible for the Arizona Promise program for eight academic semesters or their equivalent. Semesters must be continuous Fall and Spring with breaks allowed by institutional policy.

7. To renew the Arizona Promise Program award a student must:
   A. Complete and submit to the United States Department of Education the FAFSA form no later than April 1;
   B. Maintain at least full-time status as determined by federal student financial aid guidelines;
   C. Maintain satisfactory academic progress as required for eligibility for federal student financial aid; and
   D. Continue to meet the eligibility criteria for the Federal Pell as defined in this policy.
Item Name: Proposed Revisions to ABOR Policy 4-203 “Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes” (First Reading)

☑ Action Item

**Requested Action:** The board office asks the committee to review and forward to the full board for first reading, the proposed revisions to ABOR Policy 4-203 “Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes” to comply with new state law.

**Background/History of Previous Board Action**

1. Policy 4-203 “Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes” addresses the requirements to meet in-state residency for the three state universities.
2. Policy 4-203 grants in state residency to veterans and students in the military as required by state and federal law.
3. To comply with changes in applicable federal law, SB 1119 amended, with an immediate effective date existing Arizona law to both:
   a. Extend immediate classification as an in-state student to a qualifying person who utilizes federal Veteran Readiness and Employment Program (Chapter 31) or veteran survivor or dependent (Chapter 35) educational assistance, and
   b. Eliminate the requirement for a qualifying Montgomery GI Bill Active Duty (Chapter 30) and Post-9/11 GI Bill (Chapter 33) educational assistance recipient to enroll in a public institution of higher learning within three years of the veteran’s discharge to receive in-state classification.

**Discussion**

A student must have a domicile in Arizona is to be eligible for classification as an in-state student for tuition purposes, and that student is not entitled to in-state classification until domiciled in Arizona for one year, subject to outlined exemptions (A.R.S. § 15-1802).

State and federal law provides that some active-duty members of the military and veterans are entitled to immediate in-state classification if the recipient enrolls in an Arizona public university or community college after the veteran’s discharge from qualifying active-duty service. (A.R.S. § 15-1802). These active-duty members of the military and veterans include:

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1. Active-duty members or veterans who meet federally outlined requirements in Chapter 30 and Chapter 33 (38 U.S.C. §§ 3011 and 3311);

2. A veteran with service-related disabilities who receives federal education assistance through Chapter 31 (38 U.S.C. §§ 3100); and

3. A person who is a survivor or dependent of a veteran, or both, who meets federally outlined requirements under Chapter 35 educational assistance (38 U.S.C. §§ 3501 and 3102).

In 2021, the U.S. Congress redefined covered individual by eliminating the requirement that the service member must be discharged less than three years before the date of enrollment (P.L. 116-315, 116th Congress, 2020).

The Secretary of Veterans Affairs must disapprove a program of education of higher learning for the use of federal education assistance if the school charges qualifying veterans and beneficiaries tuition and fees above the rate of resident students (38 U.S.C. § 3679).

SB 1115 conforms with federal law, and the emergency clause was enacted.

The changes to C(9) and C(12) of this policy conform with the changes in state and federal law

**Statutory/Policy Requirements**

A.R.S. § 15-1802
A. Residency classification for tuition purposes is to be determined in accordance with Arizona law and board policy, and board policy is not intended to limit or expand the statutory definitions of residency.

B. Unless an exception exists in board policy, all students seeking classification as an in-state resident for tuition purposes must establish, by a preponderance of the evidence, the following factors, as applicable:

1. Continuous Physical Presence: the student has been continuously physically present in Arizona for the 12 calendar months immediately preceding the last day of registration for the term which the student is seeking classification as an in-state resident for tuition purposes, as demonstrated by objective evidence. Any relevant evidence may be considered, including the following categories of evidence; however, no single category is determinative:
   a. Ownership or lease of property;
   b. Bank or other financial records reflecting continuous presence in Arizona;
   c. Utility bills/records of continuous usage;
   d. State and federal tax returns;
   e. Employment history, including records of Arizona employment;
   f. All other materials of whatever kind or source, which may have a bearing on determining continuous presence.

2. Arizona Residency: the student is an Arizona resident, and Arizona is the student’s domicile as demonstrated by objective evidence. Any relevant evidence may be considered, including the following categories of evidence; however, no single category is determinative:
   a. The severance of ties to the student’s former state of residence;
   b. Date of registration and state in which motor vehicle is
registered;
c. Date of issuance and state issuing driver’s license or state identification card;
d. Employment history, including dates and location of employment and employer;
e. The transfer of major banking services to Arizona;
f. State where the student is registered to vote, date of registration, and whether student has voted in Arizona election;
g. Place of prior attendance in educational institutions, including high schools, and any information held by such schools affecting domicile;
h. Marital status and employment history of spouse;
i. Address provided/given by student on all pertinent records;
j. State in which registered with selective service;
k. Military records;
l. Ownership of real property;
m. Tax records; and
n. All other materials of whatever kind or source, which may have a bearing on determining domicile or residency.

3. Financial Independence: where applicable, the student is financially independent for the twelve months immediately preceding the last day of registration, as demonstrated by objective evidence. Any relevant evidence may be considered, including the following categories of evidence; however, no single category is determinative:
   
a. Dates of employment and proof of employment earnings;
b. Documentation of all sources of financial/economic support;
c. Applications for loans, scholarships, grants-in-aid, or other
such assistance;

d. Documentation reflecting source of funds used to pay for student’s university tuition and living expenses (i.e., housing, utilities, transportation, groceries/food, etc.);

e. Whether the student is or was claimed as a dependent for income tax purposes during the most recent tax year preceding the term for which the student is seeking resident classification;

f. Student’s state and federal income tax returns;

g. Veteran status; and

h. All other materials of whatever kind or source, which may have a bearing on financial independence.

C. Exceptions to residency requirements: subject to ABOR policy 4-102, a student may also be classified as an in-state resident for tuition purposes upon establishing by objective evidence that:

1. The student is an Arizona resident and domiciled in Arizona, as set forth in this policy, for more than one year.

2. The student is domiciled in Arizona, for less than one year, as set forth in this policy, and:

   a. The domicile of the student’s parent is in Arizona as set forth in this policy; and

   b. The parent of the student who is domiciled in Arizona is entitled to claim the student as an exemption for federal and state tax purposes (whether or not the parent actually claims the student as an exemption).

3. The student is domiciled in Arizona and:

   a. The student’s spouse has established domicile in Arizona for at least 12 months immediately preceding the last day of registration and the spouse has demonstrated financial independence as set forth in sections B.2 and B.3, above; and

   b. The student’s spouse is entitled to claim the student as an
4. The student is domiciled in Arizona and is:
   
   a. Employed by an employer which transferred the student to Arizona for employment purposes; or
   
   b. The spouse of an employee employed by an employer which transferred the student’s spouse to Arizona for employment purposes; or
   
   c. An employee of an Arizona employer who is taking not more than six credit hours solely through electronic course delivery at employer-sanctioned sites in Arizona, when the employer is required to pay additional site fees or transmission costs;
   
   d. For the purposes of this policy, “transfer” means an employee who was transferred by the employee’s employer at the direction of, and for the benefit for their employer, fewer than 12 months prior to the term in question, is not self-employed or employed in a family-owned business (or subsidiary thereof) not previously operating in Arizona.

5. The student is domiciled in Arizona, is an employee of a school district in Arizona and is under contract to teach on a full-time basis, or is employed as a full-time noncertified classroom aide at a public school within that school district. For purposes of this paragraph, the student is eligible to pay in-state tuition only for courses necessary to complete the requirements for certification by the state board of education to teach in a school district in Arizona. No member of the student’s family is eligible for classification as an in-state student pursuant to this paragraph, although the student’s family member may otherwise be independently eligible for classification as an in-state student pursuant to other sections of this policy. For these students, the universities:
   
   a. Shall establish uniform procedures to determine whether courses taken by a teacher or classroom aide qualify under this section;
   
   b. Shall consider charter schools as public schools consistent with Arizona statutes; and
   
   c. May apply this section to teachers and classroom aides from
private schools where those private schools require that teachers hold Arizona teacher certification.

6. The student is a member of the Armed Forces of the United States stationed in Arizona pursuant to military orders or is the spouse or dependent child of a member of the Armed Forces of the United States stationed in Arizona pursuant to military orders at the time the student is accepted for admission. While in continuous attendance toward the degree in which the student enrolls, the student does not lose in-state classification.

7. The student is a member of the Armed Forces of the United States stationed outside of Arizona pursuant to military orders or is the spouse or dependent child of the member of the Armed Forces of the United States and the service member claimed Arizona as the service member’s legal residence for at least twelve consecutive months prior to the last day of registration for the term which the student is seeking classification as an in-state resident for tuition purposes. The student claiming residency status under this provision is required to:

   a. Provide a copy of the military form DD-2058 of the service member which verifies the service member’s state of legal residence; and

   b. If applicable, provide evidence of having filed an Arizona resident income tax return with the Arizona Department of Revenue for the prior tax year on all income from all sources.

8. The student holds an honorable discharge from the uniformed services of the United States from either active duty or reserve or National Guard status, or has retired from active duty or reserve or National Guard status and has demonstrated objective evidence of intent to be a resident of Arizona. For the purposes of this subsection, objective evidence of intent includes at least one of the following:

   i. Registration to vote in Arizona.

   ii. An Arizona driver license.

   iii. Arizona motor vehicle registration.

   iv. Employment history in Arizona.
v. Transfer of major banking services to Arizona.

vi. Change of permanent address on all pertinent records.

vii. Other materials of whatever kind or source relevant to domicile or residency status.

The student shall be granted immediate classification as an in-state student and, while continuously enrolled, does not lose in-state student classification.

9. The student is a veteran as defined in Title 38 of the United States Code who, while using education assistance under 38 United States Code Chapter 30, 31, or 33, or 35 enrolls in a university under the jurisdiction of the Arizona Board of Regents after the veteran’s discharge from active duty service of ninety or more days or who remains continuously enrolled following the student’s discharge. For the purposes of this subsection, objective evidence of intent includes at least one of the following:

i. Registration to vote in Arizona.

ii. An Arizona driver license.

iii. Arizona motor vehicle registration.

iv. Employment history in Arizona.

v. Transfer of major banking services to Arizona.

vi. Change of permanent address on all pertinent records.

vii. Other materials of whatever kind or source relevant to domicile or residency status.

The student shall be granted immediate classification as an in-state student and, while continuously enrolled, does not lose in-state student classification.

10. The student, while using benefits under the Marine Gunnery Sergeant John David Fry Scholarship prescribed in 38 United States Code Section 3311(B)(9), enrolls in a university under the
jurisdiction of the Arizona Board of Regents and has demonstrated objective evidence of intent to be a resident of Arizona. For the purposes of this subsection, objective evidence of intent includes at least one of the following:

i. Registration to vote in Arizona.

ii. An Arizona driver license.

iii. Arizona motor vehicle registration.

iv. Employment history in Arizona.

v. Transfer of major banking services to Arizona.

vi. Change of permanent address on all pertinent records.

vii. Other materials of whatever kind or source relevant to domicile or residency status.

The student shall be granted immediate classification as an in-state student and, while continuously enrolled, does not lose in-state student classification.

11. The student, while using transferred post/911 G.I. bill benefits pursuant to 38 United States Code Section 3319 during a time in which the transferor is a member of the uniformed services serving on active duty, enrolls in a university under the jurisdiction of the Arizona Board of Regents and has demonstrated objective evidence of intent to be a resident of Arizona. For the purposes of this subsection, objective evidence of intent includes at least one of the following:

i. Registration to vote in Arizona.

ii. An Arizona driver license.

iii. Arizona motor vehicle registration.

iv. Employment history in Arizona.

v. Transfer of major banking services to Arizona.

vi. Change of permanent address on all pertinent records.
vii. Other materials of whatever kind or source relevant to domicile or residency status.

The student shall be granted immediate classification as an in-state student and, while continuously enrolled, does not lose in-state student classification.

12. The student does not meet the requirements set forth in this section (C)(10) and (C)(11) and, while using educational assistance under 38 United States Code Chapter 30, 31 or 33, OR 35 enrolls in a university under the jurisdiction of the Arizona Board of Regents after the veteran’s discharge from active duty service of ninety or more days or remains continuously enrolled following the student’s discharge, and the student has demonstrated objective evidence of intent to be a resident of Arizona. For the purposes of this subsection, objective evidence of intent includes at least one of the following:

i. Registration to vote in Arizona.

ii. An Arizona driver license.

iii. Arizona motor vehicle registration.

iv. Employment history in Arizona.

v. Transfer of major banking services to Arizona.

vi. Change of permanent address on all pertinent records.

vii. Other materials of whatever kind or source relevant to domicile or residency status.

The student shall be granted immediate classification as an in-state student and, while continuously enrolled, does not lose in-state student classification.

13. The student is otherwise described in 38 United States Code Section 3679(C) and has demonstrated objective evidence of intent to be a resident of Arizona. For the purposes of this subsection, objective evidence of intent includes at least one of the following:
i. Registration to vote in Arizona.

ii. An Arizona driver license.

iii. Arizona motor vehicle registration.

iv. Employment history in Arizona.

v. Transfer of major banking services to Arizona.

vi. Change of permanent address on all pertinent records.

vii. Other materials of whatever kind or source relevant to domicile or residency status.

14. The student is an enrolled member of an Indian tribe recognized by the United States Department of Interior whose reservation land lies wholly or partially in Arizona and extends into another state and is a resident of the reservation. For purposes of residency classification, enrollment as a tribal member in a federally recognized tribe whose reservation land lies wholly or partially in Arizona will be sufficient to establish residency for tuition purposes.

15. The student has participated in the AmeriCorps program or the Volunteers in Service to America program for at least one year in Arizona.

16. The student is domiciled within 75 miles of the Arizona border in Clark County, Nevada or in Washington or Kane Counties, Utah, or in San Bernardino, Imperial, or Riverside Counties in California, including the cities of Needles, Blythe, El Centro, Brawley, and Winter Haven, and is enrolling in a total of no more than 6 credit hours per semester offered in Mohave, La Paz, or Yuma counties, Arizona by a university under the jurisdiction of the Arizona Board of Regents; or the student is domiciled within 75 miles of the Arizona border in Grant, Hidalgo, or Luna Counties in New Mexico and is enrolling in a total of no more than 6 credit hours per semester offered in Cochise County, Arizona by a university under the jurisdiction of the Arizona Board of Regents. This program is designed to reduce excess capacity; therefore, the presidents of the universities shall assure that classifying the student as a resident in their respective programs does not result in denying course offerings to Arizona residents or result in additional expenditures being required for course offerings.
17. The student is a doctoral graduate student who is a candidate for a degree, having completed all requirements for the degree except the dissertation, and who qualified as a resident student immediately prior to being eligible to begin the dissertation.

18. The student is a graduate assistant or graduate associate at a university under the jurisdiction of the Arizona Board of Regents whose assigned teaching or research responsibilities meet the guidelines established by the university for designation as a resident student.

D. Subject to ABOR Policy 4-102, a student who does not hold a visa that requires the student to maintain a foreign domicile or that otherwise prohibits establishing domicile in Arizona shall be classified as a resident if the student can establish that, on or before the last day of registration, the student satisfied one of the following criteria:

1. Meets the requirements for classification as a resident for tuition purposes as set forth above; or

2. Qualifies as a resident refugee student by virtue of having been granted refugee status in accordance with all applicable laws of the United States and having established domicile in Arizona as set forth in section B.2 above; provided that in establishing domicile, the student must not hold a visa that prohibits establishing domicile in Arizona.

E. Subject to ABOR Policy 4-102 (nonresident tuition), a fulltime student admitted and enrolled at a university who obtains resident status by virtue of ABOR Policy 4-203 does not lose resident status while in continuous attendance toward the degree for which currently enrolled.

F. The domicile of an unemancipated person is that of either parent. Subject to ABOR Policy 4-102 (nonresident tuition), any unemancipated person who is a student admitted and enrolled at a university and who remains in this state when the person’s parent, who had been domiciled in this state, removes from this state does not lose resident status while in continuous attendance toward the degree for which currently enrolled.

G. All students have to provide evidence to demonstrate in-state residency for tuition purposes. When the universities consider evidence for residency classification, they begin with four presumptions:

1. A non-resident student’s presence in Arizona is primarily for the
2. An individual cannot establish residency or domicile while in Arizona primarily for the purposes of education;

3. An individual cannot establish residency for tuition purposes while attending an educational institution in Arizona as a full-time student;

4. Decisions of an individual as to the establishment of residency and domicile are generally made after the completion of an education, and not before.

H. Evidence being reviewed to determine a student’s residency status, whether by a classification officer or a hearing review committee, when the student requests review of a residency classification, will be evaluated as described below:

1. All information provided by the student shall be subject to the classification officer’s or hearing review committee’s decision as to the weight to be given to it, and such officer or committee shall be the sole judge of the authenticity or truthfulness of any material or statements submitted as supportive evidence. The classification officer may require original or certified copies of documentation.

2. If the student is absent from Arizona for more than 30 total days during the 12 months immediately preceding the last day of registration, this creates a rebuttable presumption that the student is not domiciled in or a resident of Arizona. A student may rebut this presumption with objective evidence that they retained their Arizona domicile and residence despite their absence(s).

3. Evidence offered to establish Arizona residency and domicile must reflect that the student intended to establish residency and domicile in Arizona throughout the required 12-month period of continuous physical presence. Acts or events occurring less than 12 months before the last day of registration for the term which the student is seeking classification as an in-state resident for tuition purposes may be considered evidence that residency or domicile has not been established.

4. A statement of intent by the student should be weighed in light of the fact that the student knows that the student will realize a substantial reduction in tuition by being classified as a resident for tuition purposes.
5. The domicile of an unemancipated person is that of the person's parent.

6. If a minor applies for classification as a resident and alleges that the minor is emancipated, in addition to the requirements above, that minor must also establish via objective evidence that:
   
   a. The minor is not living with a parent; and
   
   b. There has been a complete severance of the parental relationship to all legal rights and liabilities, including but not limited to care, custody, control, and service.

7. Once established, residency for tuition purposes is not lost due only to the student's receipt of funds from a source outside Arizona.

8. The classification of a matriculated student is transferable from one university to another.

I. Any student found to have made a false or misleading statement concerning domicile or tuition status shall be subject to dismissal from the university and be held responsible for the payment of any tuition amounts that would have been charged but for the false or misleading statement.