

HB

751

February 28, 1980

Members of the House HESS Committee
P.O. Pouch V
Juneau, Alaska 99811

Dear Representatives:

This letter is in response to House Bill No. 751.

I am currently a member of the UAA Faculty, have been involved in Nursing education in Alaska since 1974 and have approximately eleven years of experience in teaching in University settings.

I do not believe that policies regulating the "outside activities" of University faculty are excessively restrictive NOR do they constitute a danger to personal freedom. Within any academic community the potential exists for utilizing a faculty status to further individual gain at the expense of the primary mission of the University or that extends the University reputation, responsibility and liability into activity areas over which it has no control. This risk is even more serious when the University is tax supported. It can be difficult for the public or for faculty to define the limits of "ones own time," in relation to a faculty position. Because of this there can be problems relating to:

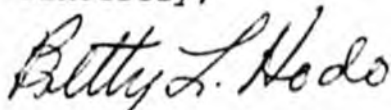
- (1) The public not recognizing an "outside activity" as being separate from a faculty activity.
- (2) The public may accept an individual's personal representation as being supported and sanctioned by the University.
- (3) Faculty have numerous opportunities to utilize a position to establish contacts and credibility for personal gain in "outside activities."
- (4) Faculty could receive double reimbursement for a singular activity.
- (5) Faculty could engage in "outside activities" which have the potential of weakening or reducing credibility of academic programs.

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page 2

On the surface no one would be in favor of having his personal choices or freedoms infringed upon. In reality most people recognize and accept responsible and necessary limits in the expression of personal freedom. Within a University system these limits can best be interpreted by acknowledged academic colleagues who provide program leadership and are responsible for program quality and integrity. This is where responsibility is placed by current Regent policies relating to the establishment of faculty workloads and approval of outside activities.

I would urge that you consider the potential risks to the public and to the University community inherent in the proposed bill.

Sincerely,



Betty L. Hodo

BH/fw

PART IV

PERSONNEL

Chapter VIII

GENERAL INFORMATION

Outside Activities

04.08.03

A. Scope

1. Teaching, research, application of research findings, preparation and publication of articles and books (whether for royalty or not), preparation and delivery of lectures, serving on advisory bodies, memberships and activities in professional societies, participation in artistic performances or activities, when said activities are related to staff members' professional fields and no compensation or honorarium (other than royalties from publication) is received, are considered to be within the regular work duties of University employees.

Examples of activities considered to be outside the regular work or duties are: consulting for or providing other services to individuals or firms, serving on boards of directors, or as officers of business organizations, and engaging in commercial operations and practice except as noted above.

2. Outside activities may be of one-time nature, intermittent or occasional, or regularly recurring. They may involve little or considerable amounts of compensation.
3. For purposes of this regulation "employee" is intended to include all personnel of the University, including both staff and faculty enrolled on the University payroll records and receiving compensation from the University of Alaska (no matter what the basic fund source) for the performance of regular staff or academic duties. It includes part-time as well as full-time employees. Nothing contained herein shall be considered applicable to any outside activities of employees during the period of time for which they are not compensated as University employees, except insofar as the use of University name, property, equipment, etc., is concerned.

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1. Prior to engaging in any outside activity, as defined herein, the employee concerned shall secure approval of his/her immediate supervisor. Department heads, deans, and directors or equivalent level are designated as

representatives of the University to grant such approval for employees under their jurisdiction. If the approval is denied, the individual shall have the right to appeal the decision as set forth below.

- (a) In making these determinations the chief consideration shall be whether the employee's current or proposed outside activities, taken individually or cumulatively, would substantially interfere with the performance of his/her regular duties. The fact that the outside activity involved compensation or the amount of such compensation will not be a reason for a refusal.
- (b) In some cases the outside activity of an employee may be in the interest of the University or contribute to a significant enhancement of the employee's professional standing or competence, even though engaging in the outside activity would substantially interfere with the employee's performance of his/her regular duties. In such cases the University may, upon consideration, determine that a re-allocation of the employee's duties is justified. Heads of departments and offices should process such cases through regular channels for approval.

2. Review

Heads of offices, departments, deans, and other supervisors may, from time to time, review a case if, in their judgment, reasonable evidence suggests that:

- (a) The outside activity or activities, individually or cumulatively constitutes in fact a substantial interference with the satisfactory accomplishment of the employee's regular University duties, or
- (b) The employee may otherwise be violating the provisions of this policy.

3. Community, State and Governmental Service

Community, state and governmental service is encouraged by the University as a function of citizenship, provided it does not constitute detrimental interference with the employee's discharge of his/her regular work duties. If community, state or governmental service duties, whether compensated or not, in fact substantially interfere with the employee's discharge of his/her regular work duties, then it becomes an outside activity.

4. Use of the University Name

- (a) In conducting outside activities for compensation, the employee will make it clear to his/her employers or associates that he/she is serving in an individual

capacity and that the University accepts no responsibility in connection with the outside activities.

- (b) Official stationery of the University will not be used in connection with consultant's reports, bills for services or correspondence relating to the fulfillment of the staff member's performance of the outside activity.
- (c) Employees whose names are included in commercial listings or other public documents, the purpose of which is to draw attention to the employee's availability for compensated services, will not list University buildings as an address, or list a University telephone number.

5. Purchase Through the University for Private Purposes

Individuals are not permitted to purchase supplies or equipment for personal use through institutional channels.

6. Use of University Property, Equipment, Facilities, or Services

The use of University property, equipment, facilities, or services by employees for purposes not directly related to their University duties is prohibited. Exception will be made for the use of specialized equipment not available to industry or individuals through any private source within the state for which a pre-determined fee or rate has been established. The individual staff member may use such equipment on the same basis as other members of the public. (05-18-79)

Patents

04.08.04

The President shall appoint a Patent Committee of at least five members, a majority of whom shall be from the teaching and/or research faculty of the University. This Committee shall advise the President in the administration of the patent policy. However, at his/her discretion, the President may assign this function to some other established committee having membership requirements specified for the Patent Committee.

The agreement which it is recommended that the University make with Research Corporation should provide that a staff member of the University may agree to assign an invention to Research Corporation, with the understanding that Research Corporation, if it accepts the assignment, is to carry out the patenting and commercialization of the invention without any expense to the inventor; that Research Corporation is to pay the inventor a share

Nurses Open First-Of-Its-Kind Office Here

By GAYLE WALKER
Times Staff Writer

Eight independent generalist nurses, basing their practice on the theory of internationally known nurse Lucille Kinlein, have opened an Anchorage office of professional nursing.

Founders of the first-of-its-kind practice in Alaska are Mary Bolin, Joanne Gladden, Patricia Miller, Charles Morel, Mona Ravin, Patricia Steige, Patti Stepp and Linda Waggoner.

Each is a registered nurse and each has a master's degree in nursing care. They are all working in other fields of nursing in the community, as well.

Lucille Kinlein, who has given classes in Anchorage during her travels across the world, teaches a theory which incorporates the client's body, mind and soul in dealing with illness, the nurses explain.

Ms. Bolin gave a working definition of their practice as "assisting our clients in the exercise of self care in regard to living."

In stating that her group was in no way competing with physicians, Ms. Ravin offered the differences between medical and nurse practices: "Nursing is the maintenance of health and the prevention of disease. Medicine is the diagnosis and treatment of disease."

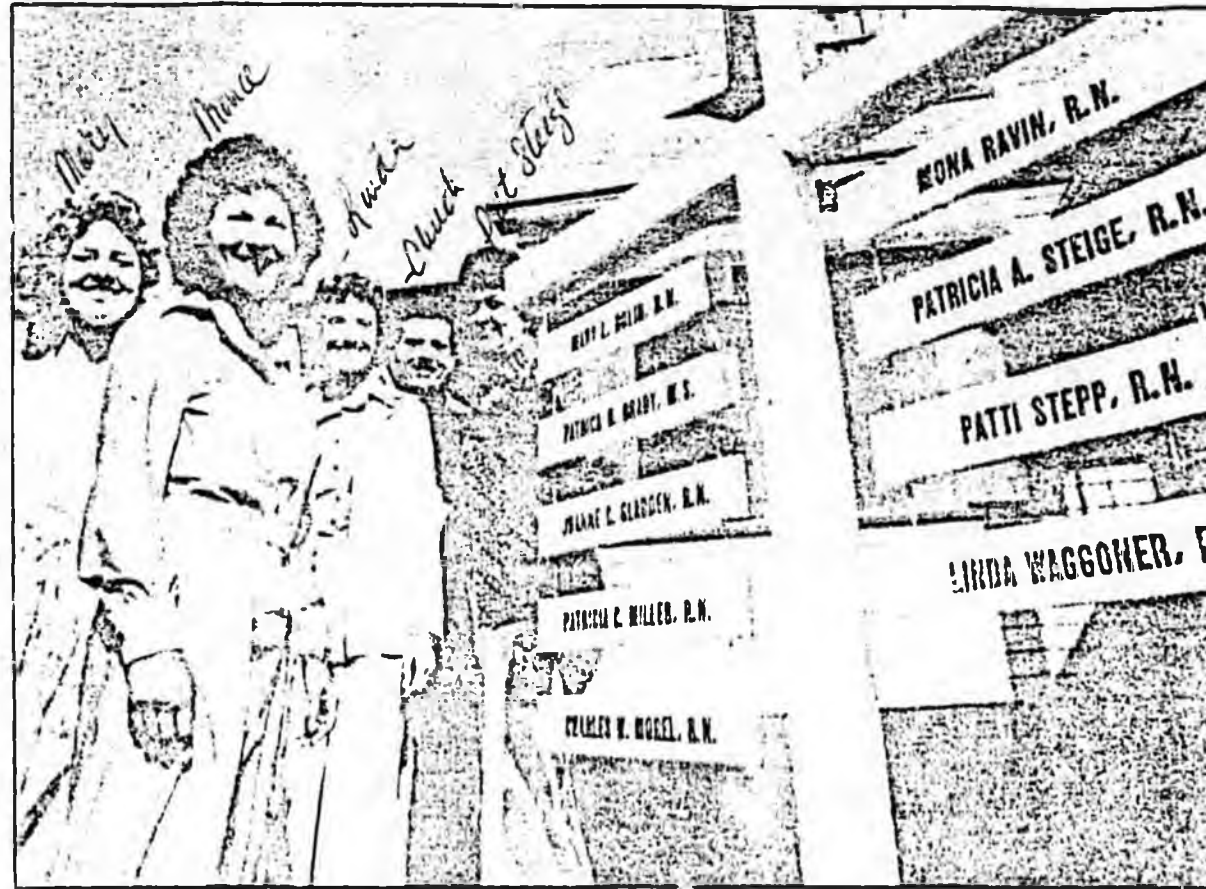
"When medical care is needed the client goes on to his or her physician with his own (the client's) better knowledge of anatomy and the physiology of his own body," Ms. Ravin says. "The client is a more sophisticated consumer of medical care."

The nurses do not treat diseases, she explains. They can tell a client what to expect of non-treatment, leaving the responsibility with the client to seek care or not — and to accept the consequences of either action, Ms. Ravin says.

"A lot of our clients come to us because they're not sure if they need to go to a physician," said Ms. Waggoner. She added that if a person shows a need for medical attention the patient would be directed to a physician more knowledgeable about needed treatment.

The nurses share their books with clients and refer them to the health science library.

"A doctor gives his diagnosis and prescribes treatment. He doesn't help with the rest of the patient's life. Sometimes not all of their questions are answered about the disease. We help our clients explore



SHINGLES TELL OF NEW ENTERPRISE

Standing in front of their new offices at 327 L St. are some of the independent generalist nurses who follow the health theories of Lucille Kinlein. Eight nurses and geneticist Pa-

trick Brady share the offices. All with master's degrees, the nurses include Mona Ravin in foreground, Mary Bolin, Linda Waggoner, Charles Morel and Pat Steige.

Patti Miller missing from this picture.

their disease and see how it may relate to their life and family decisions," said Morel.

He went on to say, "Several people come to me saying, 'I'm not really sick, but I don't particularly feel good about me.'"

"Health doesn't just mean the absence of illness. A healthy person feels good about himself and is able to express his emotions."

"We deal with the total person — their physical, mental, personal and spiritual aspects. We help them discover the self-care assets within themselves to enable them to take care of themselves," said Ms. Ravin.

"People really don't trust their own judgment," said Ms. Waggoner. "Maybe it's because they don't have as much knowledge as they did 100 years ago. I really wouldn't want to see us back with the old home treatments, but I do want to work at helping people to gain confidence in their own care."

"If you have the knowledge, you're really the one to make your

own health care decisions. After all, who knows your body better than you?" added Ms. Ravin.

The nurses all agreed that Americans have fallen into a false security about their yearly physical exams. "Women and men should be examining their breasts at least once a month," said Ms. Ravin. "They need to be familiar with their own contours, with their own normal lumps and bumps. When you know about your body you are reassured of your good health."

The professional nurses do physical exams and lab work from their offices. "We never do a physical because we feel our clients need one. They only reason we have (to do a physical) is if the client requests one," said Ms. Bolin.

"In all our lab work, we share the results with the patients. It's their property and they have a right to see and understand the results," they concurred.

The practice is based upon client orientation. "This is a very person-

enhancing practice," said Ms. Bolin. "The client is in total control and won't tell them, 'This is wrong with you and this is what I need to do about it.' Instead we offer several alternatives from which the client is free to pick and choose which to try."

The nurses help their clients "take small steps toward getting control of their lives," according to Ms. Ravin. "If you work on one problem people come to you with, later they may be free to deal with whatever their obvious problem was," she added.

Morel said his most common comment receive from clients go something like this: "I really feel good about this. I've never gotten this good a response from anyone else." He added that he guesses they see that they are more concerned about them.

"All I can say is that it feels good to be practicing in a way that is natural and satisfying to me," he said.

Nursing the body, mind and soul

by Annabel Lund

Lucille Kinlein, labeled by the medical profession and the media as a pioneer, revolutionary, and prophet, will be in Homer for two days next week to discuss her radical Kinlein Theory of Nursing with the community. It is a theory so new and so important that her lectures go far beyond an interest confined to the medical care personnel in Homer. Anyone who has ever been to a doctor anywhere will find her ideas exciting stimulation.

Author, teacher, nurse, she is the first registered nurse in history to set up her own independent professional nursing practice, eight years ago.

"When I went into nursing," she said, "I knew I wanted to become a professional, make my own judgments, initiate action, and work with the person I was caring for. Of course, in the traditional setting, it's impossible and it will continue to be impossible as long as medicine controls the field of nursing. I liked nursing. But I went into this field thinking it was a profession in and of itself. If you're in a profession, you've got to be able to stand alone, independent of any other professional connection."

Can nursing, usually thought of as an adjunct to traditional doctor-oriented medicine, stand on its own, independent of medicine as most think of it?

Kinlein has two extremely

1600 clients, has fostered some thirty other professional nursing offices through the U.S. and was recently featured in a Time Magazine article about the changing roles of nurses in the medical field. She has also written two books, lectured in universities across the country and has received the National League of Nursing's highest award for "her outstanding pioneering contributions to nursing" in 1977.

Eight nurses in Anchorage, all RN's with Masters Degrees in Nursing and disciples of Kinlein's theory, have founded a first-of-its-kind Nursing Clinic this year and two local Homer nurses are planning to open their private office here soon.

So what is this radical new theory all about?

Kinlein believes that health is more than an absence of illness. She feels that medicine can be preventative, client-oriented, and that nurses can uniquely help individuals understand, control, and take responsibility for their own health.

"Philosophically speaking," Kinlein says, "the formal object of nursing is the whole person — body, mind and soul."

A Kinlein nurse looks at the client's health from his point of view, helping him to learn about his own self care by helping the client evaluate his own self-care assets. The nurse assists in setting up a program tailored to fit the



Renaissance philosophers such as Robert Fludd visualized the human body as a miniature replica of the universe, a microcosm whose ingredients reproduced and sympathized with the elements of the world at large.

to say, 'I know what's best for you.' The present system fosters dependency and passivity. People want to participate in their own care," Kinlein explains.

"A lot of our clients come to us because they're not sure if they need to go to a physician," said Linda Waggoner, RN in the new Anchorage clinic.

Nurse Mona Ravin, also of the clinic, says "When medical care is needed the client goes on to his or her physician with a better knowledge of the anatomy and the

cated consumer of medical care.

"A doctor gives his diagnosis and prescribes treatment. He doesn't help with the rest of the patient's life. Sometimes not all of their questions are answered about the disease. We help our clients explore their disease and see how it may relate to their life and family decisions. In our lab work we share the results with the patient. It's their property and they have the right to see and understand the results," added Charles Morel, a

Kinlein gives physical exams, EKGs, takes blood for lab tests, and offers the unheard-of practice of yesterday — housecalls.

According to Time Magazine, many doctors admit that up to 80 percent of all office care given by pediatricians and family practitioners could be handled by competent nurses.

Over a hundred nurses nationwide are participating in "learnerships", Kinlein's intensive advanced training courses.

Local nurses and health care authorities participating in Kinlein's workshops in Anchorage and Bethel include Betty Eneboe, Karen Carpenter, Mary Raymond, Lee Daly, Trish Worby, Kathie Gibboney, Mary Kwachka, Janice Todd, Judy Calhoun, Lucia Robinson, and Catherine Stier.

One of the major stumbling blocks for nurses at temping to set up their own practices is money. Nurses average only \$13,000 a year in salaries, and the outlay for equipment, office space, and the commitment of time for intensive advanced study is difficult for many health care specialists.

Lucille Kinlein, now in her mid-50s, is a native of Ellicott, Md., where she studied languages to become an interpreter. When World War II broke out, she became a nurse.

She has a bachelors degree in languages from the Col-

from the Catholic University of America in Washington D.C.

Her first book, "Independent Nursing Practice with Clients," has become a best seller in the medical profession and her new book, "Kinlein Practice Theory," is slated to hit the market this spring.

In an interview with the Anchorage Times, Ms. Kinlein discusses staying healthy.

"It's important to have a philosophical outlook on life, as a means of keeping body, mind, and soul intact.

"Where you're going in life, your set of values and how you judge your decisions give meaning to your life. Secondly, take care of your body and do not abuse it: eat well, sleep well, have social interactions with people, allow time for solitude, exercise, work and have some diversions and fun.

"All the elements of living come together in a well-integrated person. It's the integrity of the body, mind and soul."

Ms. Kinlein will be speaking in the high school Thursday, Sept. 13, at 7:30 p.m. There is no charge for admittance and the public is urged to attend.

Friday evening there will be "A Chat with Lucille Kinlein" at Mary Raymond's home on Bayview St., at 8 p.m. The public is also invited to attend this informal discussion group.

For more information about Ms. Kinlein's visit,

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1.16

... does not:

- a) interrupt the fulfillment of the ~~academic service~~ teaching or research duties;
- b) involve the use of University property, ^{supplies} or facilities; or
- c) carry the representation of being officially ~~done~~ or unofficially endorsed by the University.

THE UNIVERSITY OF ALASKA

MISSION:

A POLICY STATEMENT



Draft

JANUARY 1980

THE UNIVERSITY OF ALASKA
MISSION: A POLICY STATEMENT

January 1980
Published by Statewide Administration
University of Alaska
101 Bunnell Building
Fairbanks, Alaska 99701

The University of Alaska Mission:

A Policy Statement

Unanimously Adopted January
25, 1980, by the Regents
of the University of Alaska

Donald Abel, Jr.

Mildred Banfield

Jeffry Cook

Hugh B. Fate, Jr.

Margaret J. Hall

Sam Kito, Jr.

Herbert Lang

Thomas Miklautsch

Sharilyn Mumaw

Edward B. Rasmuson

John Shively

Jay Barton, President
University of Alaska

TABLE OF CONTENTS

FOREWORD

The University of Alaska

University of Alaska Goals

 Access

 Excellence

 Accountability

The University of Alaska, Anchorage

The University of Alaska, Fairbanks

The University of Alaska, Juneau

The University Community College, Rural Education and
 Extension Division

University of Alaska Degree Programs

University of Alaska Graduates, 1974-76

FOREWORD

The University of Alaska's mission to the people of the State of Alaska is described in this policy document. Each of the constituent institutions making up the University has its own special mission statement. The University of Alaska mission statement serves as the fundamental planning document for the future development of higher education in the State.

Within the general framework of the mission statements each institution making up the University of Alaska will develop goals and objectives that will further its special academic mission. Each of the institutions has a broad but carefully described responsibility within which it can enthusiastically develop its future and its own special identity.

Like all policy statements, this statement should be regarded as a living document and, as such, be subject to evolutionary change. When it is clear that modification of a University mission or an assignment of institutional responsibilities will render more effective service to citizens of the State, a recommendation for change will be considered by the Board of Regents.

Edward B. Rasmuson, President
University of Alaska Board of Regents
January 25, 1980

THE UNIVERSITY OF ALASKA

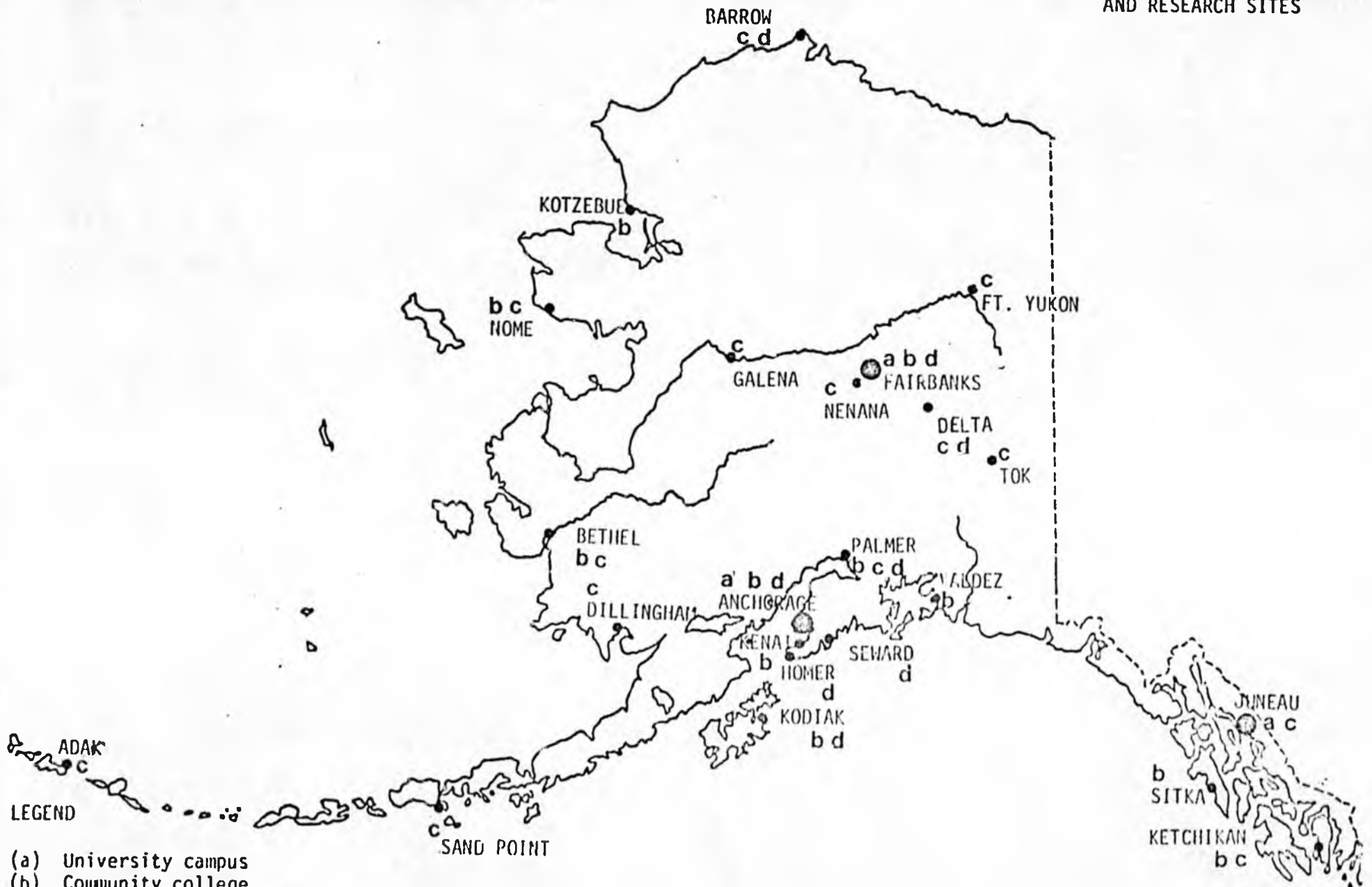
The University of Alaska founded in 1917 by an Act of Congress was affirmed in 1959 "as the State University of Alaska" in the Constitution of the new State of Alaska. It is the State's only comprehensive university. Through its many campuses, research institutes, experiment stations, rural education centers, and by means of a wide range of certificate, associate, baccalaureate, professional and graduate degree programs, research and public service activities, the University serves the educational needs of the people of Alaska.

The establishment of the University of Alaska as a land-grant institution to, in the words of the Morrill Act, promote the "agricultural and mechanic arts" places the University of Alaska squarely in the mainstream of public education in the United States. The University of Alaska takes its place among the great universities of America that have learned how to bring together instruction, research, and extension activities for the development of the potential of individual citizens and for the economic development of the resources of the states.

The University of Alaska as a participant in the land-grant tradition accepts as its mission the offering

UNIVERSITY OF ALASKA

CAMPUSES, COMMUNITY COLLEGES,
LEARNING/EXTENSION CENTERS
AND RESEARCH SITES



LEGEND

- (a) University campus
- (b) Community college
- (c) Learning/Extension center
- (d) Research sites

of appropriate instruction of the highest quality to all who have the interest, dedication and ability to learn. A second part of the University of Alaska's mission is to search for truth through basic and applied research. Pushing back the boundaries of the human mind through the generation of new knowledge and the application of this knowledge to the resolution of problems of concern to the peoples of Alaska is a basic and abiding responsibility of the University. Finally, the University accepts as its mission the extension of its resources and the transmission and application of its research beyond the boundaries of the classroom and laboratory to the citizens of the State. The University accepts responsibility to aid in the development of Alaskan agriculture, forestry, fisheries, business and industry, and the professions as well as to enrich the artistic and cultural life of the State.

In accepting its mission, the University has adopted the multiple goals of accessibility, excellence and accountability.

Accessibility. The University is dedicated to the goal of providing postsecondary education to all the citizens of Alaska who possess the ability and the motivation to benefit from higher education. Educational opportunities to be accessible, must be affordable, conveniently located and

non-discriminatory. In Alaska, special efforts must be made to resolve the continuing access problems of rural Alaskans and especially of Alaska's Native peoples. The University recognizes that the barriers to higher education experienced by Native students are not entirely external but may result from previous educational experience and background. It is the responsibility of the University to reduce both the external and the internal barriers to higher education.

Excellence. Excellence can be judged by the qualities of students, faculty, administration, facilities and the educational environment. It can be defined in terms of the excellence of degree programs and research and public service activities. It is reflected in the career and life experiences of graduates, and it is related to the University's success in achieving its goals and purposes. Very importantly, excellence is dependent upon the support the University receives from those who finance its activities and benefit from its services. Public support alone cannot assure excellence, but without it, efforts to build excellence will not succeed. Formal program review and quality control are responsibilities of the University.

Accountability. Accountability reflects the concern of the University to respond to the needs of the State and relates to both the setting of priorities among competing

goals and to accomplishing goals as efficiently as quality and service considerations permit. The University holds a public trust to spend public monies wisely and is responsible for establishing strong management, budget and cost control procedures. The University must also provide the broadest possible range of instructional programs, research talents and outreach services to the citizens of the State without needless and costly duplication. All programs offered by the University cannot be made conveniently available to everyone; neither the State nor the University can afford to be all things to all people. However, an efficient and rational allocation of functions and responsibilities to the various institutions within the University can be made so that they can, collectively, meet the needs for public higher education in the State. Such a system, made up of institutional components, each with optimum missions, will not eliminate all duplication, but should eliminate destructive competition. Some degree of duplication, however, is a necessary consequence of providing for the personal, social and intellectual development of students and of meeting the goals of accessibility and equal opportunity.

INSTITUTIONAL ROLE AND SPECIAL MISSION DESIGNATIONS

The mission of each institution within the University of Alaska has two principal parts. First, each element

of the University of Alaska shares in the overall purposes and obligations of the entire University and, second, each institution has its own special mission conferring identity and special purpose on that component of the University. The two missions, together, ensure that the University can continue to respond effectively to the needs of Alaska and its citizens and, at the same time, encourage each campus to develop its own character and identity. Institutional diversity and programmatic differentiation are important to the development of the University of Alaska.

The role and special mission of each of the major units of the University are not permanent characterizations. Each will be reviewed periodically by the Office of the President and the Board of Regents and changed as new developments and new circumstances may warrant.

The University of Alaska, Anchorage

The special mission of the University of Alaska, Anchorage is influenced by its location in the state's major center of population. UAA serves students from throughout Alaska but is distinguished by the large number of commuter students, including day and evening part-time enrollees, from the greater Anchorage area.

The programmatic emphasis at UAA is on programs appropriate to its urban environment such as business and public administration, criminal justice, social work, education, engineering, and the health sciences. UAA will have the University's only school of nursing, the only baccalaureate degree program in social work, and the only organized research programs in alcohol and drug addiction and criminal justice. UAA will have the major responsibility within the statewide system for research in the health sciences and will emphasize research in the social sciences.

The development and maintenance of truly excellent baccalaureate degree programs in the liberal arts and sciences is at the heart of the mission of the University of Alaska, Anchorage. Development of graduate programs at UAA will be primarily in those professional and applied fields required to serve the urban needs of Anchorage.

UAA will work cooperatively with the private and public institutions of higher education in its geographic area. The University of Alaska, Anchorage, Alaska Pacific University and Anchorage Community College will continue to develop the Consortium Library to serve the entire Anchorage educational community.

The University of Alaska, Fairbanks

The University of Alaska, Fairbanks, the oldest institution within the University system, serves the State as the University's flagship campus. It is the responsibility of UAF to provide a broad range of baccalaureate and graduate degree programs in the arts and sciences and the professions, including selected doctoral programs.

The University of Alaska, Fairbanks has the University's only agricultural and mineral industry schools. Its School of Education will emphasize the preparation of teachers for rural Alaska. UAF is the University's principal biological and physical science research institution. Its primary emphasis in organized research and in its doctoral degree programs is in disciplines and areas relevant to the high latitude and arctic regions.

The University of Alaska, Juneau

The special mission of the University of Alaska, Juneau reflects its location in the State Capitol. UAJ will provide degree and continuing education programs in public administration and in other areas appropriate to the professional development of governmental employees.

Further, in order to meet the educational needs of the southeastern region of Alaska the University of Alaska, Juneau offers associate and baccalaureate programs in the liberal arts and sciences. The University's strengths in scholarship and research provides support for master's degree programs in education, public administration, business administration and fisheries. UAJ will give, in cooperation with State and Federal agencies and other units within the University, special attention to the development of fisheries research.

The Juneau-Douglas Community College Division of UAJ offers associate degree and certificate programs in technical and vocational fields and programs in developmental education.

UAJ, in addition, cooperates with Sheldon Jackson College and the Sitka and Ketchikan Community colleges in programs especially tailored to the needs of Alaska's southeastern population.

The Community College
Rural Education and Extension Division

The University's Community College, Rural Education and Extension Division consists of the Community Colleges, the Office of Rural Education, the Cooperative Extension Service, and several related instructional and research units.

Each of the University's community colleges will offer academic, vocational, developmental and community service programs to its service area in response to identified educational and vocational needs. The ability of the community colleges to train a highly skilled work force is especially important in Alaska, which imports much of its skilled labor force from outside the State. The community colleges will make every effort to utilize the public and private educational and technical resources available in their service areas, including most notably those in the Native corporations, Sheldon Jackson College, Inupiat University, the Cooperative Extension Service, the public school system and private industry.

While the University's community colleges are empowered to offer only associate degree and certificate programs, the Office of Rural Education is authorized to arrange for one of the University's senior institutions to offer upper division and graduate courses in areas of the State not fully served by a University-level campus. Rural Education also offers lower division courses through its eight learning centers in areas not served by a community college.

The Cooperative Extension Service's primary mission is to provide, in cooperation with State and Federal agencies and other units of the University, a program of outreach designed to bring University of Alaska resources to bear upon the needs and problems of the people and institutions of the State.

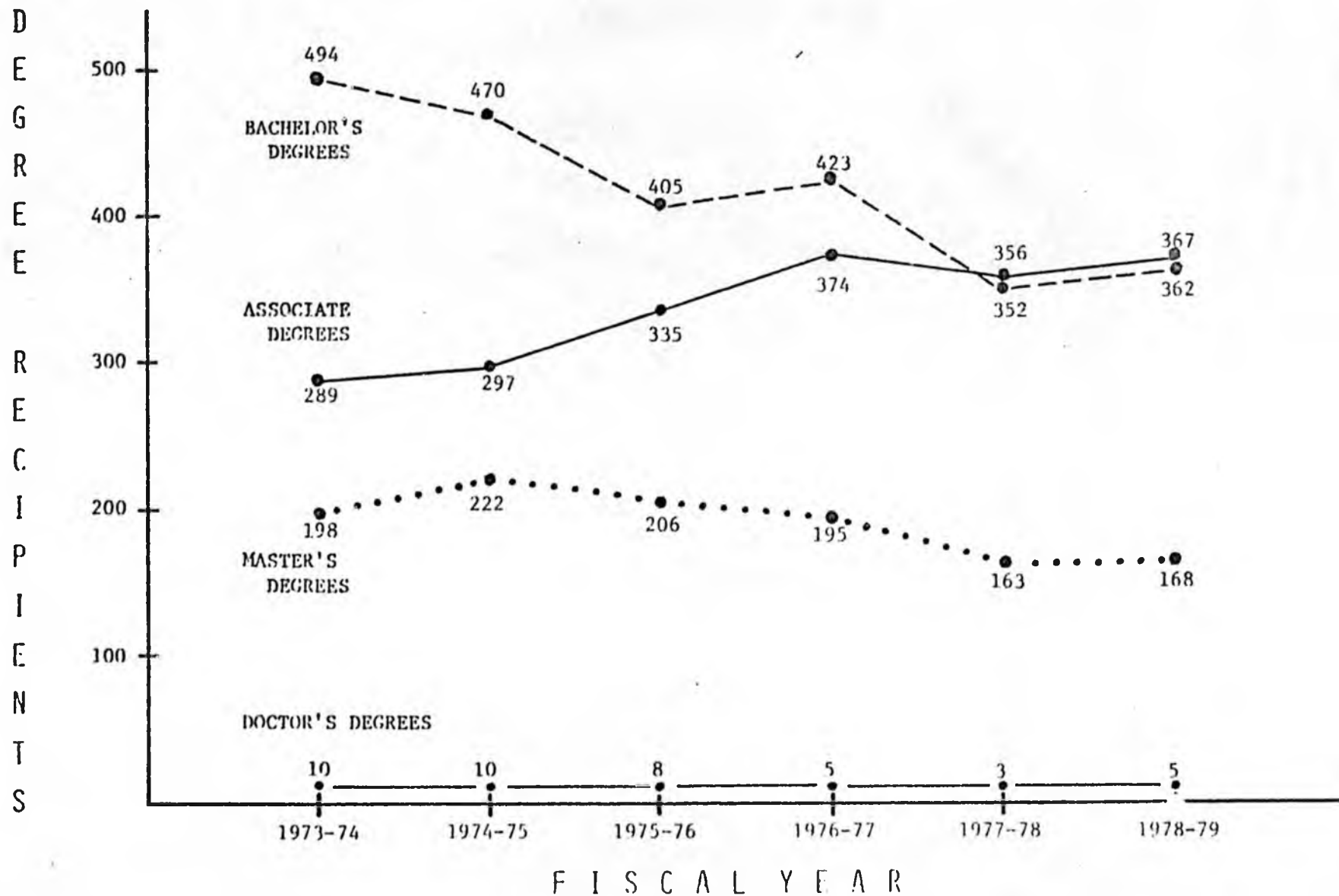
University of Alaska Degree Programs

(January 1980)

Note: Decisions authorizing degree programs are made on the basis of sound academic analysis taking the special mission of each institution into account. Questions of need, quality and appropriateness take precedence over questions of quotas or political trade-offs. Just as importantly, decisions regarding the termination of degree programs are taken only after equally careful academic analysis. The University recognizes that maintaining and improving the quality of its academic programs is essential. It is unlikely that it will ever obtain all the resources necessary to support all possible academic programs. Hence, it is necessary to focus the University's resources on areas of greatest need and with the greatest chances of successful contribution to the State of Alaska and its people.

(List of Degree Programs Forthcoming)

EARNED DEGREES, UNIVERSITY OF ALASKA, 1973-74 TO 1978-79



BACHELOR'S AND HIGHER DEGREES BY INSTITUTION, LEVEL OF AWARD, AND
 MAJOR DISCIPLINE AREA, UNIVERSITY OF ALASKA, 1974-75 TO 1978-79

Area By Field of Study	BACHELOR'S					MASTER'S					DOCTOR'S					Prof Cert.
	74-75	75-76	76-77	77-78	78-79	74-75	75-76	76-77	77-78	78-79	74-75	75-76	76-77	77-78	78-79	78-79
Agriculture & Natural Resources																
<u>Total</u>	19	20	22	12	13	4	5	10	7	8	-	2	-	-	-	-
U of A, Fairbanks	19	20	22	12	11	4	5	8	6	6	-	2	-	-	-	-
U of A, Southeastern Senior College	-	-	-	-	2	-	-	2	1	2	-	-	-	-	-	-
<u>Area Studies-Total</u>	1	2	1	1	2	-	-	-	-	-	-	-	-	-	-	-
U of A, Fairbanks	1	2	1	1	2	-	-	-	-	-	-	-	-	-	-	-
Biological Science-Total	61	40	44	33	20	7	5	4	6	5	-	2	1	-	2	-
U of A, Anchorage	12	11	10	10	-	-	-	-	-	-	-	-	-	-	-	-
U of A, Fairbanks	49	29	34	23	20	7	5	4	6	5	-	2	1	-	2	-
Business & Mgmt-Total	59	49	38	33	49	27	27	12	14	11	-	-	-	-	-	5
U of A, Anchorage	32	33	23	21	34	10	7	5	8	1	-	-	-	-	-	5
U of A, Fairbanks	27	16	15	12	15	6	20	7	6	10	-	-	-	-	-	-
U of A, Southeastern Senior College	-	-	-	-	-	11	-	-	-	-	-	-	-	-	-	-
Communications-Total	13	12	14	8	11	-	-	-	-	-	-	-	-	-	-	-
U of A, Anchorage	13	12	14	8	2	-	-	-	-	-	-	-	-	-	-	-
U of A, Fairbanks	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-
Computer & Information System-Total	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
U of A, Fairbanks	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Education-Total	84	75	76	53	57	118	131	117	87	84	-	-	-	1	-	2
U of A, Anchorage	37	46	34	21	24	73	89	83	57	44	-	-	-	-	-	-
U of A, Fairbanks	47	29	35	27	26	21	19	21	20	24	-	-	-	1	-	2
U of A, Southeastern Senior College	-	-	7	5	7	24	23	13	10	16	-	-	-	-	-	-

(CONTINUED)

Area By Field of Study	BACHELOR'S					MASTER'S					DOCTOR'S					Prof Cert. 78-79
	74-75	75-76	76-77	77-78	78-79	74-75	75-76	76-77	77-78	78-79	74-75	75-76	76-77	77-78	78-79	
<u>Engineering-Total</u>	30	24	22	36	29	11	13	22	14	14	1	-	-	-	-	-
U of A, Anchorage	1	-	-	5	-	4	3	8	9	2	-	-	-	-	-	-
U of A, Fairbanks	29	24	22	31	29	7	10	12	4	10	1	-	-	-	-	-
U of A, Southeastern Senior College	-	-	-	-	-	-	-	2	1	2	-	-	-	-	-	-
<u>Fine & Applied</u>																
<u>Arts-Total</u>	29	16	15	14	20	1	-	-	-	-	-	-	-	-	-	-
U of A, Anchorage	18	6	13	5	9	-	-	-	-	-	-	-	-	-	-	-
U of A, Fairbanks	11	10	2	9	11	1	-	-	-	-	-	-	-	-	-	-
<u>Foreign Language-Total</u>	2	4	4	3	1	1	-	-	-	-	-	-	-	-	-	-
U of A, Anchorage	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-
U of A, Fairbanks	1	4	4	2	-	1	-	-	-	-	-	-	-	-	-	-
<u>Health Profession-Total</u>	1	1	23	23	22	-	-	-	-	-	-	-	-	-	-	-
U of A, Anchorage	-	-	23	23	22	-	-	-	-	-	-	-	-	-	-	-
U of A, Fairbanks	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Home Economics-Total</u>	5	4	7	1	1	-	-	-	-	-	-	-	-	-	-	-
U of A, Anchorage	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-
U of A, Fairbanks	5	4	5	-	1	-	-	-	-	-	-	-	-	-	-	-
<u>Letters-Total</u>	12	20	23	12	13	13	7	4	4	1	-	-	-	-	-	-
U of A, Anchorage	8	9	14	6	6	7	5	3	1	-	-	-	-	-	-	-
U of A, Fairbanks	4	11	9	6	7	6	2	1	3	1	-	-	-	-	-	-
<u>Mathematics-Total</u>	9	7	8	7	8	2	-	-	-	1	-	-	-	-	-	-
U of A, Anchorage	4	4	3	4	2	-	-	-	-	-	-	-	-	-	-	-
U of A, Fairbanks	5	3	5	3	6	2	-	-	-	1	-	-	-	-	-	-
<u>Physical Science-Total</u>	16	11	7	9	15	19	6	10	6	12	7	4	2	2	3	-
U of A, Anchorage	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
U of A, Fairbanks	15	11	6	9	15	19	6	10	6	12	7	4	2	2	3	-

(CONTINUED)

Area By Field of Study	BACHELOR'S					MASTER'S					DOCTOR'S					Prof. Cert.
	74-75	75-76	76-77	77-78	78-79	74-75	75-76	76-77	77-78	78-79	74-75	75-76	76-77	77-78	78-79	78-79
<u>Psychology-Total</u>	39	49	32	36	24	7	3	6	2	6	-	-	-	-	-	-
U of A, Anchorage	30	34	28	32	20	7	3	6	2	6	-	-	-	-	-	-
U of A, Fairbanks	9	15	4	4	4	-	-	-	-	-	-	-	-	-	-	-
<u>Public Affairs & Services-Total</u>	-	12	4	-	11	7	8	8	16	18	-	-	-	-	-	-
U of A, Anchorage	-	11	-	-	7	7	5	5	14	15	-	-	-	-	-	-
U of A, Fairbanks	-	1	4	-	4	-	-	1	-	-	-	-	-	-	-	-
U of A, Southeastern Senior College	-	-	-	-	-	-	3	2	2	3	-	-	-	-	-	-
<u>Social Science-Total</u>	87	56	82	65	51	5	-	2	7	4	-	-	-	-	-	-
U of A, Anchorage	42	29	49	40	28	-	-	-	-	-	-	-	-	-	-	-
U of A, Fairbanks	45	27	33	25	23	5	-	2	7	4	-	-	-	-	-	-
<u>Interdisciplinary Studies-Total</u>	3	2	1	5	15	-	1	-	-	4	2	-	2	-	-	-
U of A, Anchorage	-	2	1	4	11	-	1	-	-	4	-	-	-	-	-	-
U of A, Fairbanks	3	-	-	1	4	-	-	-	-	-	2	-	2	-	-	-

THE UNIVERSITY OF ALASKA INTEGRATED STRATEGIC PLANNING SYSTEM

I. The Planning Concept

The concept of an integrated planning system applied to a university setting reflects a significant departure in both philosophy and procedure from planning efforts normally encountered in service institutions, particularly those in higher education. The concept, for example, does not embrace an effort to develop a "Master Plan." There will be no richly-bound volume of plans and aspirations, produced by a single-effort task force composed of a membership having no direct line responsibility. Other universities admittedly do have these "Master Plans" and, while they usually reflect a prodigious expenditure of effort and expense, they are most easily identifiable for the dust they gather.

Integrated planning at the University of Alaska will advance from another premise, namely, that planning is an intrinsic functional responsibility of management; thus, primary responsibility for planning will reside with the managers of the institution. They will be strongly supported in this activity by a developing institution-wide data base and management information system, advisory councils charged with the examination and conceptualization of our future environment, and planning and review procedures which will lead to resource allocation decisions consistent with the established objectives of the university.

The planning system at the University of Alaska will become part of a management process which focuses on the strategic alternatives open to local units and the state system. It is a management activity which notes that high-level achievement is never possible except against specific, limited, and clearly defined and prioritized targets. The planning system assumes that resources will be allocated and reallocated on that basis.

In common with other effective integrated planning systems, the University of Alaska system will embody five fundamental characteristics:

- 1) Strategic planning, consistent with well established management theory, will be reinforced as a line-management function. This means that primary responsibility for planning will rest with every manager throughout the system including deans, directors, and chancellors. The line managers, however, will be provided strong staff support from the broadly-based campus and university-wide planning councils, and will receive timely data support from the statewide Office of Institutional Research.

2) The integrated strategic planning system will assist the institution and its managers in making the important and frequently complex decisions. The danger frequently realized with Master Plans and with planning in general, is that the planning effort takes on a life of its own and the planning documents become an end in themselves. At the University of Alaska, planning documentation is designed to identify direction, to clarify strategic choice, and to provide the parameters within which resource allocations within the institution will be made. Managers will know that plans are used and that resource allocations and reallocation through the budget period will be based on their goals and the goals of the system, and on priorities which have been established for each budget period.

Planning at the University of Alaska will be a data-based management system which will place a premium on creativity and innovation, but which will require accountability through a scheduled review process - of plans, objectives, priorities, and even of underlying assumptions. This review will take place at both campus (MAU) and system levels, utilizing current hierarchical relationships.

While it requires line management to plan, it is a participatory management planning system on the premise that planning which has the greatest participation of the persons who will have to carry out its results will have a greater probability of success than a system which is not attended to by those who will have to implement it. Since all managers are charged with planning, first tier involvement is assured; however, inasmuch as this is an integrated (finance, facilities, and program), planning system, there must be a process by which persons other than managers can be involved, including faculty, support services, and the student body. Substantive participation in the planning process for these groups will occur through membership on the planning councils. The planning councils will be given the task of providing a forecast of the relevant external conditions which will dominate over the planning period. The councils will identify these areas of impact on the university and will provide an operational description of that environment in terms of "planning assumptions." These assumptions will then become the parameters within which objectives are established and plans are conceived.

3) The integrated planning system becomes the process by which line managers work together in resolving strategic issues of importance for the entire system. The University of Alaska planning system will emerge as an integrated decision system owing not only to the integration of finance, facilities, and program decisions in the planning phase, but perhaps just as importantly, to the team approach in the review of unit and campus (MAU) objectives, priorities, and plans.

It is anticipated that the process of coming-together, particularly at the level of chancellor, will enhance any institution-wide activity which requires substantial amounts of coordination in order to be successful. Such is the nature of planning.

4) The strategic planning system is unique to the organizational environment in which it resides. It is generally accepted that the overriding design rule is that there is no general design. There are models, however, both corporate and academic, that can be modified to fit a particular environment.

The unique thrust of the University of Alaska effort is that the planning system will reflect a logical methodology for resource allocation contained within the routine of internal management activity. Management at the University of Alaska will tend to become more forward-looking throughout the system. As planning is made part of a manager's routine, deadlines for thinking about and describing the future become just as important as deadlines for preparing reports about the past.

5) An effective strategic planning system changes continually. One reason, of course, is that the university's internal condition is changing as a result of changes in the external environment. In addition, the design and implementation of this system reflects a significant departure from past practice which suggests that some results will be totally unanticipated and which will argue for modification in the system. Even those planning systems long established in relatively stable organizations require constant modification; thus, the University of Alaska procedures, structure, and documentation of planning will not be carved in granite, rather they will be constantly refined as the planning activity matures. Further, strategic planning systems are considered a major tool for improving the sophistication of managers, a never completed task, but one which requires a developing system to better accommodate improvements in data base, management information systems, and management techniques themselves. Finally, the short time frame for implementation of planning as a prelude to budget construction suggests that some dimension of the planning system which contemplates an 18-21 month long sequence, will not be made operational this cycle.

II. Planning Structure

The formal organization of the planning structure is contained on the chart attached (Appendix A).

There are four organization units created to facilitate the planning process:

- A) University Planning Council
- B) Campus (MAU) Level Planning Council
- C) University Policy and Budget Team
- D) Campus (MAU) Policy and Budget Team.

The primary function of the planning councils, as previously described, will be to identify the basic assumptions upon which planning will be based over some precise planning period. These assumptions will normally include such areas as program emphases during planning periods, sources of financial support, and student enrollment projections, as well as broader areas of concern including legislation, economics, and social, cultural, and technological trends. These councils will function at both the MAU and university levels, are composed of a broad cross-section of university staff personnel, are advisory in nature, and will serve to assist line management in its planning function.

The other basic organization form is the Policy and Budget Team, also organized at both MAU and university levels. At the campus level it may already exist in the form of an administrative council; at the university level it is composed of the four chancellors and executive staff of the university. These two units constitute a decision-making dimension of the planning activity and it is these teams which carry out the annual review, first of the deans and directors, and then of the individual MAU plans and budget. This activity occurs once a year as an allocation process and then constantly throughout the year as a reallocation function.

While not mentioned above, it is nonetheless important to stress the planning activity which will occur at the level of each individual dean or director and which may involve department heads and others in the formulation of goals and objectives, priorities and specific budgetary requests - all as part of the planning process. The sum of that effort will constitute the agenda of formal review in conference with the Policy and Budget Teams. Campus plans will be carefully conceived; resource allocations and reallocations which grow out of that planning activity will come to constitute an effective and dynamic strategic management system.

William G. Phillips

January 21, 1980

APPENDIX A
PLANNING STRUCTURE

