

UNIV. OF AK  
STAFF SALARY

**PLEASE NOTE: THE FOLLOWING PAGES WERE TREATED  
AS A UNIT IN THE ORIGINAL DOCUMENT**

## UNIVERSITY OF ALASKA

The University of Alaska budget is extremely difficult to follow because of several unique budgeting practices employed:

1. The Governor's 5% budget decrease was reduced to 2.5% for the U. of A. However, the decrease was not distributed among the BRU's and components; rather, it is carried as a negative in the miscellaneous column in the statewide admin. component. This reduction is about \$3.9 million and there is no way to know where the University will assign this cutback.

2. The University does not fill out any personnel forms, therefore, it is not possible to tell how many people work for the U. of A. and how much they are paid.

Several observations about the U. of A. budget of general applicability are:

1. Personnel: The University claims to have 3285 full-time employees, 232 part-time, and an authorization of 49,151 staff months. Obviously, this does not work. Even if we assume that full-time employees work 12 months (a faulty assumption since most faculty appointments are for 9 months) then 3285 full-time employees x 12 months = 39,420 staff months. This means the 232 part-time employees work 9,731 staff months, or, an average of 42 months per year per part-time employee. Clearly, the University hires an enormous number of non-permanent employees. I would estimate that the number of non-perms is somewhere between 1500 and 3000. Some of these non-perms may be student employees and many are non-permanent faculty, particularly at the community colleges. It would be worth knowing how many credit hours are produced by full-time faculty and at what cost compared to the production by non-perm faculty.

2. Travel: The overall University budget increases by 3.1% between FY 83 authorized and FY 84 Governor's request. Travel, however, increases by 13.3%. The travel budget goes from 7227.4 in FY 83 to 8192.0 in FY 84, an increase of 964.6. The Governor's inflation factor of 6% explains 433.6 of this increase, but the remaining 531.0 is the result of transfers from other line items as shown on various 5-A forms.

3. Miscellaneous: The University transfers \$346.1 from debt service into other line items because the funds are no longer needed to pay off bonded indebtedness. These 5-A transfers are on pp. 142, 143, 144, and 267.

4. Attached is a chart showing the Governor's budget, number of employees, funding sources, costs per full-time equivalent student, credit hours, and degrees produced for the university system, Anchorage CC, and the state CC system. The production costs will be disputed by the University. They calculate expenses after deducting dorms, student services, physical plant operations and other costs. The expenses on the attachment simply take total budget divided by students to arrive at cost figures.

5. Faculty Salaries (FY 82 from Handbook of the States)

12 Month Appointments

	<u>Prof.</u>	<u>Assoc. Prof.</u>	<u>Ass't Prof.</u>	<u>Instructor</u>
Alaska	60023	49601	38967	30780
US Avg	39092	30308	25027	19127
% Higher	53.5	63.7	55.7	60.9

9 Month Appointments

Alaska	44899	36876	29662	24536
US Avg	31077	23772	19431	15613
% Higher	44.5	55.1	52.7	57.2

6. G.F. Appropriation Per Student (FY 82)

Alaska	\$12,172
US Avg	3,646
% Higher	249%

7. There are a number of unproductive degree programs at the U. of A. Among them are the following:

<u>School</u>	<u>Major</u>	<u>Degree</u>	<u># Produced 1978-82</u>
UAF	Russian Studies	B. A.	1
"	Northern Studies	"	3
"	Music Education	"	2
"	Music-Elementary	"	1
"	Linguistics	"	1
"	Philosophy	"	4
"	Applied Physics	"	0
"	Earth Science	"	3
"	Geography	"	0
"	Elementary Ed.	M. A.	2
"	Secondary Ed.	"	2
"	College Personnel Admin.	"	3
"	Guidance & Counseling	"	3
"	Electrical Engineering	"	0
"	Mining Engineering	"	2
"	Eviron. Engineering	"	2
"	Arctic Engineering	"	1
"	Mathamatics	"	2
"	Physics	"	2
"	General Science	"	1
"	Wildlife Mgmt.	Ph. D.	0
"	Physics	"	0
"	Geology	"	2
UAA	Music Ed. Elementary	B. A.	1
"	Music Ed. Secondary	"	2
"	Music Performance	"	1
"	Chemistry	"	2
"	Real Estate	M. A.	2
"	Environ. Engineering	"	1
"	Creative Writing	"	0
UAJ	Business Admin.	"	2
"	Science Mgmt.	"	0

Seventy-nine instructional programs that may be underproductive are identified at institutions statewide using the following criteria:

Certificate or Degree	Program was established by:	Number of Graduates over a 4-year period was less than:
Certificate	1978	4
Associate	1977	4
Bachelor's	1975	8
Master's	1977	4
Doctorate	1975	4

The following is a listing by institution of the number of underproductive programs identified.

Institution	No. of Programs Offered	No. of Underproductive Programs	Underproductive Programs % of Total
University of Alaska, Anchorage	47	9	19%
University of Alaska, Fairbanks	110	35	31%
University of Alaska, Juneau	32	10	31%

What does the University plan to do with unproductive programs? Can't the programs be eliminated and the funds used for expanding programs?

8. It cannot be determined what the positions that are not full-time faculty do since the University does not have an APBR nor does it file any personnel forms in the budget. There are, however, a large number of full-time employees who do not teach:

<u>School</u>	<u>Full-Time PCN's</u>	<u>Full-Time Faculty</u>	<u>Faculty %</u>
UAF	984	361	37.7
UAA	438	130	29.7
UAJ	177	58	32.8
Research	702	0	0
Admin.	235	0	0
	<u>2536</u>	<u>549</u>	<u>21.6</u>

The national standard for support of faculty members is 1 clerical for each 5 faculty members and 1 technical support person for each 12 faculty members. Therefore, the number of support positions for U. of A. faculty members should be 156. At the U. of A., however, there are 1987 non-faculty full-time positions. Many of these positions are engaged in research and other pursuits, but there is no way of telling what they do.

FY 84 GOVERNOR'S BUDGET

PERSONNEL

CONTINUATION

CIP OVERHEAD

RESEARCH

	G.F.	FED	P.R.	FED MATCH	OTHER	TOTAL	FT	PT	MM	Full-Time STUDENTS FTS	credit CH HOURS	DEGREES
	11701.2	1719.4	3332.3	369.5	1324.7	18447.1	235.0	28.0	2467.0	-	-	-
CIP OVERHEAD	-	-	-	-	1520.4	1520.4	26.0	-	312.0	-	-	-
	46730.9	2478.9	19926.2	80.1	4023.5	73239.6	984.0	34.0	15724.0	3864	114,000	410
RESEARCH	14840.2	15099.7	12226.0	1385.0	867.5	44418.4	702.0	43.0	9343.0	-	-	-
	21071.6	2024.3	8075.0	19.8	666.3	31857.0	438.0	12.0	5961.0	2074	64703	328 <del>300</del>
	9550.3	335.6	1985.9	18.2	30.3	11920.3	177.0	8.0	2467.0	844	28500	70
	103,894.2	21657.9	45555.4	1872.6	8432.7	181,420.8	2562.0	125.0	36274.0	6782.0	207,203.0	808
	57.3%	11.9%	25.1%	1.0%	4.6%							

TOTAL COST : \$ 181,420,800  
 FTE STUDENTS : 6,782  
 COST PER STUDENT: \$ 26,750

15,595	GF	58.3
3,193	FED	11.9
6,716	Program Repts.	25.1
1,243	OTHER	4.6
<u>26,750</u>		<u>99.9</u>

UAF

TOTAL COST : \$ 73,239,600  
 FTE STUDENTS : 3864  
 COST PER STUDENT : \$ 18,954  
 PRO RATA / ADMIN : 2,989  
 TOTAL PER STUDENT: \$ 21,943

GF	63.9	14,022
FED	3.4	746
PR	27.2	5968
OTHER	<u>5.5</u>	<u>1207</u>
	100.0	21,943

UAA

TOTAL COST : \$ 31,857,000  
 FTE STUDENTS : 2074  
 COST PER STUDENT : 15360  
 PRO RATA / ADMIN : 2419  
 Total Per Student: \$ 17,779

GF	66.2	11770
FED	6.4	1138
PR	25.3	4498
OTHER	<u>2.1</u>	<u>373</u>
	100.0	17,779

UAT

TOTAL COST : 11,920,300  
FTE STUDENTS : 844  
COST PER STUDENT : 14,124  
PRO RATA / ADMIN. : 2229  
TOTAL PER STUDENT: 16353

GF	80.1	13,1 <del>00</del> <sup>23</sup>
FED	2.8	460
RR	16.7	<del>2731</del>
Other	0.3	29
	99.9	16353

COST PER DEGREE (NOT COUNTING ORGANIZED RESEARCH)

<del>COLLEGE</del> <u>COLLEGE</u>	<u>DEGREES</u>	<u>BUDGET</u> *	<u>COST PER DEGREE</u>
UAF	410	84,789,096	\$ 206,802
UAA	328	36,874,006	112,421
UAT	70	13,801,576	197,165

\* INCLUDES PRO-RATA SHARE OF ADMIN. OVERSAD

FY 84 Governor's Budget

Personnel

CONTINUATION

NAME	GF	FED	P.R.	Fedmatch	other	Total	FT	PT	mm	FTE	CH	DEGREES
UCH, C.L.	16254.1	1270.4	4616.0	22.0	338.5	22501.0	304.0	46.0	5034	3750	134,760	490

TOTAL COST : 22501.0

FTE Students: 3750.0

COST PER STUDENT: 6,000.0

GF	72.3	4339
Fed	5.6	338
PR	20.5	1231
Other	1.5	90
	<u>99.9</u>	<u>5998</u>

COST PER DEGREE: \$45,920

PLEASE NOTE: THE PRECEDING PAGES WERE TREATED  
AS A UNIT IN THE ORIGINAL DOCUMENT.

SENATE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

WITNESS REGISTER

BILL NUMBER University of Alaska - Anchorage DATE 2-20-84  
Hearing

NAME	REPRESENTING	ADDRESS	PHONE NUMBER
Ed Biggestoff	ACC		<del>325</del> 786-1102
Randy Miller	ACC		786-1131
David Outcalt	UAA		786-1410
P. Dennis Maloney	private citizen		561-9603
Homer D BARNETT	UAA		786-4719
Bill Ulrich	UAF		786-4720
Lee Piccard	UAF		
Chris Reed	UAA		
Bob Balderson	UAA CITIZENS' ADV. COM.		562-2482
Ed Rasmussen	Regent		765-2927
Vic FISCHER			
Miss Stangor	State Senate		74-5939
Walt Furnace	State Representative		465-3892
Paul Fischer	State Senate		465-3791
Mr. [unclear]	State Senate		465-4907
Rick Halford	State Senate		465-4958
George [unclear]	State Senate		465-4907
Russ [unclear]	" " "		465-4700





Official Business

# Alaska State Legislature

Senate

Office of the President

Pouch V  
State Capitol  
Juneau, Alaska 99811

## MEMORANDUM

To: Senator Joe Josephson  
Finance Committee  
Room 508, Capitol

From: Senator Jay Kerttula  
Senate President

Subject: Alaska Pacific University

Date: February 7, 1984

Attached is a letter from Alaska Pacific University being forwarded for your information.



# Alaska Pacific University

Anchorage, Alaska 99508-4672

Center for Entrepreneurship Development  
(907) 276-8181

February 1, 1984

Honorable Jay Kerttula  
President of the Senate  
Pouch V  
Juneau, AK 99811

Dear Jay:

This morning at the meeting of our Advisory Board for APU's Center for Entrepreneurship and Pacific Development, which I chair, President Olds reported on a proposal apparently before you to separately fund an Alaskan Center for International Business at the University of Alaska, Anchorage. We, of course, are deeply committed to the concept of strengthening international business in the state. We are encouraged that UAA is contemplating adding this emphasis.

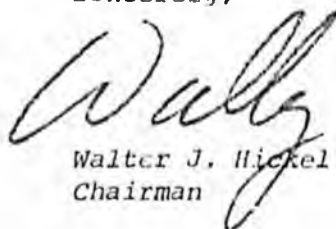
I write now, on recommendation of our Board, because the proposal for a separately funded Alaskan Center seems totally duplicative of Alaska Pacific University's initiative three years ago in establishing its Center with explicit emphasis on Pacific and International development. Indeed, the UAA proposal could have been lifted bodily from our prospectus.

We know the need and emphasis of the Governor, Commissioner Lyon and Legislature to strengthen our private sector and encourage this business linkage. We would find it incredible if the Governor and Legislature would ignore what is already so successfully begun at APU, and fund another and competitive center, which if funded at that level could simply preempt and destroy what is even now a strong and growing program.

We believe it would make much wiser sense to help contract and fund the expansion of APU's Center and business management program, especially the data base, and research effort currently with Mitsubishi, Korea and China, and seminars already so successfully begun, than initiate this competitive and thereby potentially counterproductive initiative.

I enclose a brief summary of APU's ongoing programs, which President Olds may already have left with your office, to confirm our concern.

Sincerely,



Walter J. Hinkel  
Chairman

- Encs: 1. APU's International Summary  
2. Listing of Advisory Council Members, CEPD

*A New University for a New World*



## SUMMARY OF RESOURCE DEVELOPMENT AND INTERNATIONALLY FOCUSED EFFORTS AT ALASKA PACIFIC UNIVERSITY

### A. General University Mission and Orientation

- \* The name - Alaska Pacific University - connects the University to the Pacific Rim.
- \* APU has a private sector entrepreneurial orientation.
- \* APU programs in Pacific Rim Studies, Management Sciences, Natural Resources, Entrepreneurship, Tourism and Continuing Education all have international dimensions.
- \* APU's President and other staff have a record of speaking to or participating in development-oriented organizations.

### B. APU's degree programs and general university (core) requirements stress an integrated global perspective. The Management Sciences courses have international components wherever this is appropriate. In addition, the following specific courses are explicitly focused on resource development and/or the international arena:

International Business	Management of Natural Resources Development
Multinational Business Management	Project Management
International Trade and Economics	Natural Resources Seminar
International Financial Management	The Oil Industry in Alaska
Comparative Management	Modern Far East
Economic Development	International Politics
Resource Economics	Comparative Political Economy
Resource Planning and Politics	

### C. The Center for Entrepreneurship and Pacific Development encourages and assists entrepreneurs in developing business ideas, including those in international trade. The Center also offers short courses for practicing managers, including the following:

- Doing Business with Japan, Inc.
- Doing Business with the Japanese
- Handling International Financial Transactions
- Pacific Area Markets for Trade and Investment

The Center has developed a network of associates, consisting of experienced business managers who can assist new businesses.

The Center is currently designing a **Pacific Information Model** data base which will collect and make available to businesses data relevant to trade and business development.

- D. APU offers guided tours of Pacific Rim countries including China, Japan and Russia. The tenth APU sponsored tour of Japan is scheduled for June 1984.
- E. APU offers courses in Japanese, Chinese and Russian languages, as well as background courses on the related cultures.
- F. APU research efforts focus on resource development and the Pacific Rim. Recently APU has:
- \* Completed a Delphi study of Alaska's development future for the Alaska Department of Commerce and Economic Development. In addition to the project report and several local articles, results will be presented in Japan, Canada, Denmark and Great Britain.
  - \* Participated in developing Alaska's long-range energy plan for the Department of Commerce and Economic Development - in particular, Mitsubishi Research Institute's analysis of international trade between Alaska and Pacific basin countries.
  - \* Conducted a bi-lingual tourism study for the Anchorage Convention and Visitors Bureau.
  - \* Started to assist the Resource Development Council in formulating economic development objectives.
- APU has strong connections with one of Japan's leading research organizations, Mitsubishi Research Institute. Its president is an APU trustee. APU has recently submitted a request for support to the Exxon Foundation to fund the development of innovative research and a curriculum designed to integrate policy issues with business and technical aspects of resource development projects.
- G. APU has an international student body representing 15% of the class, including students from Japan, Korea, the People's Republic of China, Taiwan, and the Philippine.

The Center's goal is to strengthen the private sector in Alaska and the Pacific Basin. Toward that end, it will help entrepreneurs become successful venture owners.

An Entrepreneur, the risk taker, the one who can combine ideas and resources creatively, is the person who puts it all together and makes it happen. It has been said that "you can't teach someone to be an entrepreneur." But it has also been argued that "you can help him or her formulate a very aggressive strategy for entrepreneurial success." The Center's experience is that venturesome persons can be catalyzed and assisted to become successful entrepreneurs.

The CEPD has a three pronged program:

- 1- Entrepreneurial Education and Training
- 2- Entrepreneurship Assistance and Advocacy
- 3- Entrepreneurship-related data-gathering and publications

Thus, the program provides training, and related services-financial, legal, technical assistance-whereby present and potential entrepreneurs are catalyzed into becoming successful venture managers in Alaska and in the Pacific Basin.



## PROGRAM SERVICES

### A. EDUCATION AND TRAINING

- i Design and implementation of an academic curriculum in entrepreneurship development for graduate, undergraduate and non-degree programs.
- ii Encouragement of entrepreneurship related efforts through delivery of special focus workshops and other programs.
- iii Catalyzing of "trade and investment" missions between Alaska and other countries in the Pacific.
- iv Facilitation of entrepreneurial management cross-culturally between countries in the Pacific Basin.

### B. ASSISTANCE AND ADVOCACY

- i Identification and cultivation of potential entrepreneurs throughout Alaska and the Pacific.
- ii Assistance in entrepreneurship-related contacts and programs in Alaska and the Pacific area.
- iii Undertaking of entrepreneurship-related consultation services.
- iv Assistance to innovators in locating and coordinating the technical assistance necessary to "prove up" the technical feasibility of an idea.

### C. DATA-GATHERING & PUBLICATION SERVICES

- i Gathering pertinent data and entrepreneurship-related information and business, finance, economics, markets, and governmental plans and policies for Alaska and selected Pacific countries.
- ii Making relevant data available to potential and existing entrepreneurs in easily accessible form.
- iii Conducting special studies in response to unique business needs.
- iv Publishing entrepreneurship related data on Alaska and the Pacific Basin in a concise form on a regular basis.

## ASSISTANCE FOR ENTREPRENEURS

The Center for Entrepreneurship and Pacific Development's program provides services where potential entrepreneurs can receive managerial, financial, legal, and technical assistance to help them bring their ideas to fruition. A special focus provides training and education acting as a stimulus in bringing about results in regional and native enterprises in Alaska and throughout the Pacific.



The CEPD supports Alaska Pacific University's integrative educational philosophy with its focus on individual initiative in the context of a private market system locally, nationally, and internationally.

# ALASKA STATE SENATE

JOE P JOSEPHSON



WHITE HOUSE  
WASHINGTON  
D.C. 20503  
ALASKA  
1987-468-4807  
1987-468-4811

October 7, 1983

Ms. Marilyn Carpenter  
Anchorage Community College  
2533 Providence Avenue  
K Building, Room 222  
Anchorage, Alaska 99508

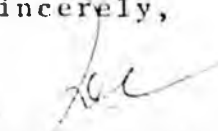
Dear Marilyn:

Please find enclosed a memorandum I received from a Senate Finance Committee staff person, addressing questions you had about employee salary increases at the University of Alaska. I hope this information is useful.

I look forward to seeing you on Tuesday.

With best wishes, I am

Sincerely,

  
Joe P. Josephson

JPJ:rak  
Enclosure



File ✓  
*State of Alaska*

# LABOR RELATIONS AGENCY

P.O. BOX 6701 • ANCHORAGE, ALASKA 99502  
TELEPHONE (907) 248-2630

C. R. "STEVE" HAFLING  
CHAIRMAN  
RONALD M. HENRY  
MORGAN REED

WM. J. PAUZAUSKIE  
CONSULTANT

September 28, 1983

Rep. Albert P. Adams  
Chairman of the House  
Finance Committee  
P.O. Box 333  
Kotzebue, AK 99552

Sen. John C. Sackett  
Chairman of the Senate Finance  
Committee  
P.O. Box 11  
Ruby, AK 99768

Rep. Jim Duncan  
P.O. Box 690  
Juneau, AK 99802

Rep. Robert H. Bettiworth  
P.O. Box 80288  
College, AK 99708

Sen. Joe Josephson  
1526 "F" Street  
Anchorage, AK 99501

Sen. Don Bennett  
P.O. Box 2801  
Fairbanks, AK 99707

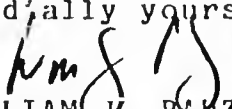
Gentlemen:

RE: Petition 83-3 in front of the ALASKA LABOR RELATIONS AGENCY

On September 23, 1983, a letter was written with regard to the above Petition. My regular secretary was not in the office at the time the letter was written and the enclosures were inadvertently omitted from that letter.

I have enclosed the enclosures for the September 23, 1983 letter. I apologize for any inconvenience it may have caused.

Cordially yours,

  
WILLIAM J. PAUZAUSKIE  
Consultant for the  
ALASKA LABOR RELATIONS AGENCY

/ckr  
Enclosures

Exhibit D

# Alaska State Legislature

## House of Representatives



Official Business

Al Adams  
Chairman  
Committee on Finance

WHILE IN SESSION  
Pouch V  
State Capitol  
Juneau, Alaska 99811  
(907) 465-3706

OUT OF SESSION  
P.O. Box 333  
Kotzebue, Alaska 99751  
(907) 442-3320

1024 W. 6th  
Anchorage, Alaska 99501  
(907) 274-0615

August 17, 1983

Mr. Ralph McGrath  
President  
ACCFT  
2533 Providence Avenue  
Anchorage, AK 99508

Dear Mr. McGrath:

You have requested clarification on legislative intent regarding funding for lane and step increases for employees covered by the ACCFT bargaining unit of the University of Alaska for Fiscal Year 1984. Frankly, I don't believe this question was specifically addressed by the House Finance Committee or the Conference Committee on the Budget.

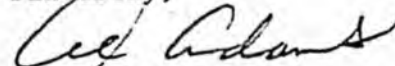
As you are aware the Conference Committee deleted funds for "salary adjustments" in all components of the University budget. It was my understanding that these funds represented lane and step increases for non-covered employees of the University. It was further my understanding that all salary increases for ACCFT employees would be presented to the legislature for funding next session after a new contract had been negotiated between the federation and the University administration. To my knowledge the question of whether or not ACCFT employees were to receive lane and step increases in FY 84 in the event that a settlement was not reached on a new contract and the existing contract remained in effect was never discussed.

In any event the fact that the "salary adjustments" were eliminated from the budget is not relevant to the question of whether or not any employee of the University should receive lane and step increases in FY 84. It was never the intent of the legislature to prohibit the University from paying lane and step increases in FY 84. Rather it was the legislature's position that such increases should be paid out of existing funds--primarily savings generated from normal vacancy and turnover in the University system. This is the way that other executive branch agencies fund the so-called "merit increases" awarded to employees in the state's classified service. Indeed as far as the legislature is concerned, the lane and step increases awarded to university employees is viewed as synonymous with the "merit increases" awarded to other state employees.

Finally, I would like to reiterate that the legislature did not attempt to anticipate any settlement that might be reached between the ACCFT and the University administration. It remains my expectation that a new contract

will be presented to the legislature next session along with a request for funding of the contract. That request will be given due consideration by the House Finance Committee as part of the regular budget process.

Sincerely,



Al Adams, Chairman  
House Finance Committee

APA/el

cc: Rep. Terry Martin, Chairman  
University of Alaska Budget Subcommittee

BEFORE THE ALASKA LABOR RELATIONS AGENCY

ALASKA COMMUNITY COLLEGES' )  
 FEDERATION OF TEACHERS, )  
 Local 2404, )  
 )  
 Petitioner, )  
 )  
 and )  
 )  
 UNIVERSITY OF ALASKA, )  
 )  
 Respondent. )  
 )  
 )  
 )

Case No.

PETITION 83-3

COMES NOW the Alaska Community Colleges' Federation of Teachers, Local 2404, and petitions the Alaska Labor Relations Agency, under the provisions of AS 23.40.210 to enforce the terms and conditions of the collective bargaining agreement between petitioner and the University of Alaska presently in effect as they relate to step and lane increases required by said agreement. The basis of this petition is set forth herein and supported by the attached document, the transcript of the hearing and Unfair Labor Practices 83-1, -2 and -3, and the statements contained herein.

A collective bargaining agreement, a copy of which is attached hereto as Exhibit A, existed between the University of Alaska and petitioner. Said agreement expired March 31, 1983. Said agreement contained Appendices A and B relating to placement on a salary grid. The placement (Appendix A) sets forth the criteria for moving between lanes on the salary grid. Appendix B, the salary grid itself, sets forth salaries, including steps and lanes.

An employee's salary would be determined by his placement by step and lane, which are functions of experience, continuity in employment and education.

JERMAIN, DUNNAGAN & OWENS  
 ATTORNEYS AT LAW  
 801 WEST FIREWEED LANE, SUITE 201  
 ANCHORAGE, ALASKA 99503  
 (907) 276-0532

failed and refused to implement the same for the purpose of coercing, intimidating and threatening, and thereby discriminating against in terms and conditions of employment, the members within the bargaining unit.

The assertions of the petitioner are based on the following facts: The Legislature appropriates a general sum of money to the University of Alaska for personal services. Contrary to other agencies in State government, these funds are not identified with precision control numbers, and may be used for any personal-services purposes except those specifically included by Legislature intent (Exhibit D). The Legislature appropriated the necessary funds through its Free Conference Committee, which adopted the Senate version, a continuation budget. The Legislature specifically rejected the University's proposal for a 7.5% "merit increase" (Exhibit E).

The University is refusing to honor its obligations under the collective bargaining agreement.

RESPECTFULLY SUBMITTED this 29th day of August, 1983 at Anchorage, Alaska.

JERMAIN, DUNNAGAN & OWENS  
Attorneys for Petitioner

By William K. Jermain  
William K. Jermain

AFFIDAVIT OF SERVICE

STATE OF ALASKA )  
: ss.

THIRD JUDICIAL DISTRICT

Edan Johnson being first duly sworn, depose and state as follows: I am employed by the law firm of JERMAIN, DUNNAGAN & OWENS. On the 29th of Aug, 1983, true and correct copies of Petition

were served on Edan Johnson Steve Hoffman  
Bill Pausauski Edan Johnson  
by:  DELIVERED TO OFFICE  MAIL

SUBSCRIBED & SWORN to before me the day and year first above written.

Kenneth J. Lukanov  
NOTARY PUBLIC IN AND FOR ALASKA  
MY COMMISSION EXPIRES 12/31/86

JERMAIN, DUNNAGAN & OWENS  
ATTORNEYS AT LAW  
601 WEST FIREWED LANE, SUITE 201  
ANCHORAGE, ALASKA 98503  
(907) 278-6832



*State of Alaska*

# LABOR RELATIONS AGENCY

P.O. BOX 6701 • ANCHORAGE, ALASKA 99502  
TELEPHONE (907) 248-2630

C. R. "STEVE" HAFLING  
CHAIRMAN  
RONALD M. HENRY  
MORGAN REED

WM. J. PAUZAUSKIE  
CONSULTANT

September 23, 1983

Rep. Albert P. Adams  
Chairman of the House Finance  
Committee  
P. O. Box 333  
Kotzebue, AK 99552

Sen. John C. Sackett  
Chairman of the Senate Finance  
Committee  
P. O. Box 11  
Ruby, AK 99768

Rep. Jim Duncan  
P. O. Box 690  
Juneau, AK 99802

Rep. Robert H. Bettiworth  
P. O. Box 80288  
College, AK 99708

Sen. Joe Josephson  
1526 "F" Street  
Anchorage, AK 99501

Sen. Don Bennett  
P. O. Box 2801  
Fairbanks, AK 99707

RE: Petition 83-3 In front of the Alaska Labor Relations Agency

Dear Sirs:

Enclosed is a copy of a petition No. 83-3 which was filed before the Alaska Labor Relations Agency. The purpose of this petition is to enforce the terms and conditions of the collective bargaining Agreement between the Alaska Community College Federation of Teachers Local 2104 (which represents the full-time faculty at the College), and the University of Alaska. I have been requested by the Chairman of the Agency to write this letter to you as the petition concerns what the Legislature intended in funding the salaries of the full time teachers of the Alaska Community College which are covered under the collective bargaining Agreement.

My question to you is this: "Did the Legislature, in passing the Legislation, and the Governor in signing the Bill, intend to fund the step and lane increases in the expired collective bargaining Agreement, which expired March 31, 1983 by the 1984 appropriation period?"

The background of this case is basically as follows:

1) The collective bargaining Agreement between the University and the ACCFT expired March 31, 1983.

2) In prior hearings before the board the University testified that they intended to honor the terms and conditions of

September 26, 1983

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the expired Contract for the 1983-84 school year period. (The exact representations they made are on the public record and I don't want to do anything but paraphrase what I heard at the hearing by representing this, I am sure counsel for both parties will argue what was meant by what was said.)

Therefore we are left with the situation that the ACCFT demands the employees be paid at a higher rate of pay for 1983-84 if they have the requisite years of service to move to another step, or have the continuing education to move to another lane on the grid.

This agency has a difficult task of determining whether the Legislature intended to fund the lane and step increases for 1983-84. Enclosed is a letter from Al Adams, Chairman of the Committee of Finance dated August 17, 1983, in paragraph 3 he says in part "It was never the intent of the Legislature to prohibit the University from paying the lane and step increases in FY84. Rather it was the Legislatures' position that such increases should be paid out of existing funds--primarily savings generated from normal vacancy and turnover in the University system. This is the way that other executive branch agencies fund the so-called "merit increases".....indeed as far as the Legislature is concerned, the lane and step increases awarded to University employees is viewed as synonymous with "merit increases" awarded to other state employees.

In fairness to all parties participating in the Legislative process this agency feel it's only right and fair to contact all individuals to try to determine what their intent was.

We will appreciate your replies in writing. The hearings on this matter are tentatively scheduled for October 20, 1983. It is possible that we would contact you after receiving all the replies and before the hearing, we would request that you reply by October 10, 1983.

Truly your,

  
WILLIAM J. PAUZAUSKIE

WJP/pr

UNIVERSITY OF ALASKA  
PERFORMANCE APPRAISAL SYSTEM  
LIBRARIANS

University of Alaska  
9/16/83

## COMPONENTS OF EVALUATION FOR LIBRARIANS

### I. Individual Action Plan (IAP)

The Individual Action Plan (IAP) allows the counselor to specify the job components, both specifically assigned and voluntarily assumed. In negotiations between the Bargaining Unit Member and the supervisor, the two parties will clarify expectations for successful implementation of the plan to meet both individual and college goals.

### II. Individual Action Plan Review

The Individual Action Plan Review is the instrument by which the individual and the supervisor periodically review progress towards completion of the plan.

### III. User Survey of Instructional Support Services

As no single survey form is applicable to all library service areas, a single survey form is not provided. This process is designed to show users perceptions of services. The process is designed for both college data collection and individual librarian data collection.

### IV. Performance Appraisal Work Sheet

The Performance Appraisal Work Sheet Form is a rated check list of the expectations of the various components of the Bargaining Unit Member's position. It is designed to be filled out by both the Bargaining Unit Member and the supervisor as a basis for discussions leading to the preparation of the annual Appraisal Report Summary.

### V. Appraisal Report Summary

The Appraisal Report Summary Form requires the supervisor to make a summary statement and rating in each of the major categories listed on the Performance Appraisal Work Sheet. It is used in making decisions regarding performance. Point values are included to reflect the weighing of the various areas.

## INDIVIDUAL ACTION PLAN

### I. Purpose

This document allows the Bargaining Unit Member to specify the job components, both specifically assigned and voluntarily assumed. In negotiations between the Bargaining Unit Member and the supervisor, the two parties will clarify expectations for successful implementation of the plan to meet both individual and college goals.

### II. Schedule

Each year following the Bargaining Unit Member's annual appraisal, the Bargaining Unit Member will complete a tentative IAP for the following year in consultation with the supervisor. This schedule allows the Bargaining Unit Member to build a plan reflecting the experiences of the current year; it also permits an opportunity to indicate job-related summer activities. (The IAP covers the contract period.) At the beginning of the semester, the Bargaining Unit Member will finalize the IAP with the supervisor.

### III. Distribution

When the IAP is agreed upon at the beginning of the semester and signed by both the Bargaining Unit Member and the supervisor, one copy will be made. The supervisor will keep the original; the Bargaining Unit Member will keep the copy. The original will ultimately become a part of the individual's permanent personnel file.

### IV. Instructions for Completion

Following the annual appraisal, the Bargaining Unit Member should obtain a copy of the IAP format from the Division Office. Using this format, the Bargaining Unit Member should write out a description of professional activities for the year. In preparing to write the IAP, especially the first time, the Bargaining Unit Member should review the Performance Appraisal Work Sheet which lists the criteria for fulfilling the expectations of the position.

The faculty member should note that the format of the IAP corresponds to the categories identified on this Work Sheet.

The purpose of the IAP is not to reiterate the data in these documents; rather, it is to translate them into specific data relevant to the individual Bargaining Unit Member for the specified year.

Having reviewed these documents, the Bargaining Unit Member should begin to list the activities under the appropriate headings, keeping in mind these guidelines:

1. The IAP is designed to clarify the job in order to facilitate evaluation of the Bargaining Unit Member's total performance; therefore, all activities should be listed in general terms. (Many activities will be routine and subject to evaluative comment only when there are either problems or unusual achievements. However, including them in the plan enables the individual to plan realistically.)
2. The Bargaining Unit Member should also list job-related objectives. For example, these might include activities designed to improve the Bargaining Unit Member's instruction, improve job-related personal qualities, do major curriculum development, build community relations, contribute significantly to the individual's academic field through publication, get a campus club going, etc. The Bargaining Unit Member should list what the Bargaining Unit Member hopes to accomplish, giving appropriate measures such as numbers, percentages, completion dates, etc., toward these goals.

When this plan has been completed, the Bargaining Unit Member should meet with the supervisor to review it. The supervisor will review for policy compliance and division needs.

In conducting these sessions, the supervisor has certain responsibilities. The Supervisor must:

- a. insure that division and institutional goals are addressed by the appropriate individuals;
- b. see that specific measures of success are built in wherever possible;
- c. be honest in expressing feelings about the IAP (i.e., if the supervisor has reservations about the scope or depth of the plan, the supervisor must say so; this plan is a basis for evaluation).

When both parties accept the tentative IAP in the spring, it is set aside and kept by the Bargaining Unit Member until the fall. In the fall, the IAP is reviewed, typed, signed, and distributed as indicated in III.

## INDIVIDUAL ACTION PLAN FOR LIBRARIANS

### Format for Preparation

Name \_\_\_\_\_

Date of Preparation \_\_\_\_\_ In Effect: Contract Period

Position \_\_\_\_\_

Using the headings below, list on separate paper the activities and the responsibilities which are part of your position for the designated contract period, including both assigned and voluntarily assumed activities. Attach this page as a cover sheet.

Areas of responsibility and their respective weights are indicated below. The Performance Appraisal Work Sheet will help you identify criteria relevant to each area (see page\_\_\_). Work Sheet categories are listed for areas I, II, and III. All categories may not be applicable.

- I. INSTRUCTIONAL SUPPORT SERVICES RESPONSIBILITIES (\_\_\_%)
  - A. Organization and Planning of Services
  - B. Delivery of Services
  - C. Appraisal of Services
  - D. Management of Personnel (where appropriate)
  - E. Communication
  
- II. INSTITUTIONAL SERVICES (\_\_\_%)
  - A. Committee Work
  - B. Promoting the College in the Community
  - C. Student Activities
  
- III. PROFESSIONAL GROWTH (\_\_\_%)
  
- IV. COMMUNITY INVOLVEMENT (\_\_\_%)
  
- V. JOB-RELATED PERSONAL QUALITIES (\_\_\_%)

## INDIVIDUAL ACTION PLAN REVIEW

### I. Purpose

This document is the instrument by which the individual and the supervisor periodically review progress toward completion of the IAP.

### II. Schedule

An informal review between the Bargaining Unit Member and the supervisor may take place any time either of them feels it is necessary; however, two scheduled reviews during the year are a part of the formal evaluation process.

### III. Distribution

When each formal review session is over and the form has been signed by both parties, one copy will be made. The supervisor will keep the original and the Bargaining Unit Member will keep the copy. The originals of the two formal IAP Reviews will ultimately become part of the individual's permanent personnel file.

### IV. Instructions for Completion

Prior to the scheduled IAP Review conference, the individual should obtain a form from the Division Office. The Bargaining Unit Member should begin listing numbers (I A, B, etc.) corresponding to items on the IAP. Beside each number, the Bargaining Unit Member should check the category which best reflects the status of the item. Then the Bargaining Unit Member should make any relevant comments. These could specify degree of success, date when the project was completed, reasons for renegotiation, etc. Even if the Bargaining Unit Member has no comment, space should be left on the form before entering the next number in case the supervisor may want to comment.

At the review conference itself, there should be open discussion of achievements, problems perceived by either party, and future plans. The individual may bring a portfolio of data to support the self-appraisal. The supervisor may write in comments at the conference or may do so later; however, if the supervisor does so later, the supervisor will recall the individual for a final review of the comments to which the individual may wish to respond.

This document need not be typed as long as all comments are legible. When the review is complete, both parties should sign with distribution as specified.

UNIVERSITY OF ALASKA  
INDIVIDUAL ACTION PLAN REVIEW

NAME \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

COLLEGE: \_\_\_\_\_

\_\_\_\_\_ First Review  
\_\_\_\_\_ Second Review

Item No.	Renegotiated	In-Progress	Completed	No Progress	Comments: Faculty Member	Comments: Supervisor

Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

## UNIVERSITY OF ALASKA

### USER SURVEY

#### I. Purpose

As no single user survey form is applicable to all Library service areas, a single survey form is not provided. This process is designed to show user's perceptions of services. The process is designed for both college data collection and individual Librarian data collection.

#### II. Schedule

Appraisal data regarding services performed by Librarians should be collected through means and times determined by the Bargaining Unit Member and the Supervisor. The means of data collection should be relevant to the duties and responsibilities of the individual Bargaining Unit Member. Data may be collected through such means as surveys of clients, statistical data, or other obtrusive measures as agreed upon. Data will be collected prior to completion of work sheet.

#### III. Distribution

Each supervisor and each Bargaining Unit Member determine the parts and types of data to be collected. The summaries of the data will be tabulated and distributed in a typed format. Two copies will be provided — one will go to the Bargaining Unit Member and the other to the supervisor. The responses of all formal surveys will ultimately become a part of the Bargaining Unit Member's personnel file. Summaries will be made available for college assessment purposes. Informal data will go directly to the Bargaining Unit Member. The Bargaining Unit Member may share this information with the supervisor.

#### IV. Instruction for Completion

Each community college will decide on the method and process of collecting data.

UNIVERSITY OF ALASKA  
PERFORMANCE APPRAISAL WORK SHEET

I. Purpose

This form is a rated check list of the expectations of the various components of the Bargaining Unit Member's position. It is designed to be filled out by both the Bargaining Unit Member and the supervisor as a basis for discussions leading to the preparation of the annual Appraisal Report Summary.

II. Schedule

This completed Work Sheet is discussed in a conference following the first Review of the Individual Action Plan. Before the due date of the Appraisal Report Summary, the Work Sheet should be reviewed, changes noted, and copies signed for inclusion in the employee's personnel file. Exact deadlines will be published by October 1st.

III. Distribution

This Work Sheet is filled out by both the supervisor and the Bargaining Unit Member. When each person's copy is in its final form, each copy will be signed by both persons on the appropriate lines. A copy of both forms will be given to the Bargaining Unit Member. Both original forms will be kept by the supervisor and will become a part of the Bargaining Unit Member's permanent personnel file.

IV. Definitions of Evaluation

Outstanding (Out): Significant excellence in performance which is clearly visible. Outstanding. Superior.

Excellent (Exc): Performance which exceeds expectations. Surpasses position requirements.

Satisfactory (Sat): Consistently satisfactory performance. Meets all position requirements.

Minimally Acceptable (MA): Marginal performance which requires improvement to be satisfactory. Does not meet all position requirements.

Unsatisfactory (US): Unsatisfactory performance which is clearly below acceptable levels. Ineffective.

Not Applicable (N/A): Does not apply to this person/position.

V. Instructions for Completion

In brief, the Bargaining Unit Member and the supervisor will fill out

the Work Sheets independently and discuss them at a conference to which each will bring all relevant data to support his evaluation.

A detailed explanation of the process, which is critical to successful and consistent implementation of the policy follows.

The Bargaining Unit Member, prior to the scheduled conference, will obtain a copy of the Work Sheet. The Bargaining Unit Member will self evaluate their performance for the academic year under consideration. Since the document is to be used for development purposes, the Bargaining Unit Member should be especially sensitive to areas in which professional growth should be focused. Since it is also an evaluation document relevant to personnel decisions, the Bargaining Unit Member should identify areas which exhibit particular strength. It is highly unlikely that any person is "Outstanding" in all areas. It is equally unlikely that any person is "Unsatisfactory" or "Minimally Acceptable" in all areas. The "Outstanding" category is designed to recognize unusual achievement. Careful attention to the rating definitions above should enable the Bargaining Unit Member to fill out the form in a meaningful manner. It will be useful for the Bargaining Unit Member to add comments to support the ratings. When the Bargaining Unit Member comes to the conference support data should be available, student evaluations, statistical data that has been collected, publications, class visitation reports, etc.

The supervisor, prior to the conference, will also fill out a form for each Bargaining Unit Member supervised. These forms will be submitted to the Vice Chancellor of Instruction or the Campus President for review before the conference. The review serves two purposes. First, if the supervisor has been either unduly harsh or unduly generous in regard to one individual, this second level review can detect and remedy that inequity.

Second, as the forms are reviewed from all divisions of the college, the Vice Chancellor or Campus President can be sure that rating categories are being used consistently by all supervisors.

This review is informational; no sign-off occurs.

After the Vice Chancellor or Campus President has completed the review, the Bargaining Unit Member and the supervisor will meet in a conference. The discussion must be open, honest and comprehensive. Where ratings do not agree, each person should explain the position. It is critical that each person be willing to change the rating when the other person offers strong evidence supporting such a change. Practically, this would mean that if a Bargaining Unit Member presents strong reasons for a higher rating than the one given by the supervisor in a given category, the supervisor will make that change and communicate it to the Vice Chancellor or Campus President.

It is not necessary or even expected that the two forms will have identical ratings after the conference. It is assumed, however, that each person will know why the other made each specific rating. It may be necessary to have a second conference to clarify issues or consider additional information.

If a case should occur in which the Bargaining Unit Member feels that the supervisor's ratings were inaccurate, the Bargaining Unit Member can request and receive a conference with the supervisor and the Vice Chancellor present.

At the conclusion of all conferences, both persons will sign both copies. The forms do not need to be typed as long as the writing is legible. After the forms are signed, distribution is made as specified.

UNIVERSITY OF ALASKA

LIBRARIANS

PERFORMANCE APPRAISAL WORKSHEET

NAME \_\_\_\_\_ COLLEGE \_\_\_\_\_

\_\_\_\_\_ SELF

\_\_\_\_\_ ADMINISTRATOR

INSTRUCTIONS:

Circle one (1) rating of US, MA, Sat., Exc., Out., or N/A for each item. Comments in each category are encouraged. Comments are required for Outstanding, Minimally Acceptable or Unsatisfactory ratings. In the blank space, indicate the item number that corresponds with the comments. The overall summary in each area should reflect a summary appraisal of performance in that area. The summary should be an overall assessment and is not mathematically derived.

APPLICABLE  
COMMENTS

I. INSTRUCTIONAL SUPPORT SERVICES  
RESPONSIBILITIES: OVERALL

US MA Sat. Exc. Out. N/A

A. ORGANIZATION AND PLANNING OF SERVICES

1. Assists in planning and organizing policies and procedures for the operation of a Learning Resources Service. (Library)

US MA Sat. Exc. Out. N/A

2. Systematically organizes knowledge and information in a variety of formats for ease of access of users.

US MA Sat. Exc. Out. N/A

3. Provides input to identify budgetary requirements for the LRS/Library program and assists in administering the adopted budget.

US MA Sat. Exc. Out. N/A

APPLICABLE  
COMMENTS

4. Assists in the selection and/or local development of a collection of resources.

US MA Sat. Exc. Out. N/A

5. Assists in timely development of schedules, budget, and division activities.

US MA Sat. Exc. Out. N/A

6. Follows established requisitions, business, productivity and inventory procedures.

US MA Sat. Exc. Out. N/A

7. Properly and promptly performs routine administrative duties (reports, forms, orders).

US MA Sat. Exc. Out. N/A

8. Assists in the planning and developing objectives related to the educational goals of the college.

US MA Sat. Exc. Out. N/A

B. DELIVERY OF SERVICES

1. Assists administrators, instructors, and students to achieve stated objectives through the application of a variety of learning resources.

US MA Sat. Exc. Out. N/A

2. Supervises the campus production of materials and products utilized for instruction.

US MA Sat. Exc. Out. N/A

APPLICABLE  
COMMENTS

3. Assists and instructs users in the process of locating, accessing, retrieving, utilizing, and interpreting materials.

US MA Sat. Exc. Out. N/A

4. Solicits student and instructor participation in the evaluation and recommendation of materials for purchase

US MA Sat. Exc. Out. N/A

5. Evaluates the worth, quality, and significance of specific commercially or other prepared media and programs of instruction.

US MA Sat. Exc. Out. N/A

6. Provides and protects the right of access to instructional materials for faculty and students; e.g., copyright, right to read, intellectual freedom guidelines.

US MA Sat. Exc. Out. N/A

7. Works cooperatively with other professional personnel within the Library to identify duties and responsibilities of professional and non Bargaining Unit Members.

US MA Sat. Exc. Out. N/A

8. Carries out additional duties as assigned.

US MA Sat. Exc. Out. N/A

9. Provides support for staff development.

US MA Sat. Exc. Out. N/A

APPLICABLE  
COMMENTS

10. Facilitates instructional development.

US MA Sat. Exc. Out. N/A

11. Demonstrates a positive, client centered attitude toward service.

US MA Sat. Exc. Out. N/A

C. EVALUATION OF SERVICES

1. Assesses need for new or expanded services.

US MA Sat. Exc. Out. N/A

2. Evaluates services based upon quality, quantity, reliability, timeliness, etc.

US MA Sat. Exc. Out. N/A

3. Uses evaluative data to revise and improve services.

US MA Sat. Exc. Out. N/A

D. MANAGEMENT OF PERSONNEL

1. Directs and supervises non-Bargaining Unit Members within the organization to provide quality services.

US MA Sat. Exc. Out. N/A

2. Provides for the development of staff members supervised.

US MA Sat. Exc. Out. N/A

3. Uses effective human relations skills in managing staff.

US MA Sat. Exc. Out. N/A

4. Systematically evaluates staff members.

US MA Sat. Exc. Out. N/A

E. COMMUNICATION

1. Establishes and maintains open communication between other college staff members and Library services.

US MA Sat. Exc. Out. N/A

2. Establishes and maintains open communication between staff members supervised.

US MA Sat. Exc. Out. N/A

3. Participates in divisional meetings.

US MA Sat. Exc. Out. N/A

4. Promotes Library programs.

US MA Sat. Exc. Out. N/A

II. INSTITUTIONAL SERVICE: OVERALL

US MA Sat. Exc. Out. N/A

A. COMMITTEE

1. Works effectively as a committee member/chairperson by:
  - attending meetings
  - preparing material for meetings
  - accepting and completing assignments on time

US MA Sat. Exc. Out. N/A

B. PROMOTING THE COLLEGE IN THE COMMUNITY

1. Promotes college within community (i.e. materials distribution, community relations, college nights, etc.).

US MA Sat. Exc. Out. N/A

2. Supports college marketing efforts.

US MA Sat. Exc. Out. N/A

3. Participates in campus-wide retention efforts.

US MA Sat. Exc. Out. N/A

C. STUDENT ACTIVITIES

1. Supports extra-curricular student activities.

US MA Sat. Exc. Out. N/A

III. PROFESSIONAL GROWTH: OVERALL

US MA Sat. Exc. Out. N/A

1. Participates in staff development activities.

US MA Sat. Exc. Out. N/A

2. Involved in professional organizations.

US MA Sat. Exc. Out. N/A

3. Participates in professional meetings and conferences.

US MA Sat. Exc. Out. N/A

4. Participates in work and/or educational experience related to areas of responsibilities.

US MA Sat. Exc. Out. N/A

IV. COMMUNITY INVOLVEMENT: OVERALL

US MA Sat. Exc. Out. N/A

1. Participates in local organizations.

US MA Sat. Exc. Out. N/A

2. Makes available professional skills and abilities as a community resource.

US MA Sat. Exc. Out. N/A

V. JOB-RELATED PERSONAL QUALITIES: OVERALL

US MA Sat. Exc. Out. N/A

1. Demonstrates tact, enthusiasm and cooperation with other people.

US MA Sat. Exc. Out. N/A

2. Takes initiative in carrying out instructional support and institutional tasks.

US MA Sat. Exc. Out. N/A

3. Exercises good judgement by making reasonable decisions.

US MA Sat. Exc. Out. N/A

4. Follows through on commitments and responsibilities.

US MA Sat. Exc. Out. N/A

5. Is responsive to change and displays a willingness to adjust to new or modified situations.

US MA Sat. Exc. Out. N/A

6. Observes ethical principles of educational profession.

US MA Sat. Exc. Out. N/A

APPLICABLE  
COMMENTS

7. Demonstrates supportiveness of  
colleagues, students, and the college  
mission.

US MA Sat. Exc. Out. N/A

General Comments:

I acknowledge having read this  
completed form.

\_\_\_\_\_  
Librarian                      Date

\_\_\_\_\_  
Supervisor                      Date

### SPECIAL PROCEDURES

The procedures outlined and scheduled here assume satisfactory, excellent, or outstanding performance. It should be noted that these are minimum evaluation requirements; more frequent conferences and class visits would be necessary for persons whose performance is less than satisfactory.

### CONFIDENTIALITY STATEMENT

The results of the administrative evaluation are protected from disclosure to the public by A.S.\_\_\_\_\_.

## APPRAISAL REPORT SUMMARY

- I. Purpose  
This form requires the supervisor to make a summary statement and rating in each of the major categories listed on the Performance Appraisal Work Sheet. Point values are included to reflect the weighting of the various areas. It is used in making personnel decisions.
- II. Schedule  
The summary is completed after the Work Sheets are signed. Exact due dates will be published by January 15.
- III. Distribution  
This is a multi-copy form; copies will ultimately go to the Vice Chancellor of Instruction when applicable, or the Campus President; the supervisor; and the Bargaining Unit Member. These copies will remain in permanent personnel files.
- IV. Instructions for Completion  
Following the Work Sheet conferences, the supervisor will fill out the Appraisal Report Summary. The summary ratings will reflect the overall ratings on the supervisor's Work Sheet. The point range for overall evaluative ratings is indicated on page 28. The Bargaining Unit Member will also have the opportunity to enter comments.

The supervisor then submits all summaries to the Vice Chancellor or Campus President. If no discrepancies or inequities are detected, the Vice Chancellor submits a college summary of ratings to the Statewide Office of Human Resource Development for review.

This review by the Statewide Director of the Office of Human Resource Development serves one essential purpose—to see that rating categories have been consistently and equally utilized by all campuses. The Office of Human Resource Development will not be concerned with individual ratings; they will, however analyze group data in various ways. If the office of Human Resource Development feels that a college is significantly set apart from state-wide trends, they will require appropriate corrective action to assure fairness in state-wide evaluation practices.

When the Office of Human Resource Development Director determines that a college's summaries are satisfactory as a group, the Director will advise the college Vice Chancellor who will return the Appraisal Report Summaries to the supervisors to their signatures. The Vice Chancellor and the Campus President/Chancellor will then sign; the faculty member next signs the completed form. The original will be forwarded to the Vice Chancellor of Instruction. The 1st copy is retained for the college Office of Human Resource Development files. The 2nd copy will be given to the faculty member. The 3rd copy will be given to the supervisor.

UNIVERSITY OF ALASKA

LIBRARIAN APPRAISAL REPORT SUMMARY

Job Title \_\_\_\_\_ Year Employed \_\_\_\_\_  
 NAME \_\_\_\_\_  
 Class/Step \_\_\_\_\_ Division \_\_\_\_\_ College \_\_\_\_\_

Contract Status: One Year Contract in Effect  
 Contract in Effect: One of Three \_\_\_ Two of Three \_\_\_ Three of Three \_\_\_

				Supervisor	Comments	Librarian
I. Instructional Support Service						
US	MA	Sat.	Exc.	Out.		
28	56	84	102	140		
II. Institutional Service						
US	MA	Sat.	Exc.	Out.		
2	4	6	8	10		
III. Professional Growth						
US	MA	Sat.	Exc.	Out.		
4	6	12	16	20		
IV. Community Involvement						
US	MA	Sat.	Exc.	Out.		
2	4	6	8	10		

V. Job-Related Personal Qualities

US	MA	Sat.	Exc.	Out.
4	8	12	16	20

Overall Evaluation \_\_\_\_\_  
Points \_\_\_\_\_  
Review Period \_\_\_\_\_  
Date \_\_\_\_\_

\_\_\_\_\_  
LIBRARIAN DATE

\_\_\_\_\_  
SUPERVISOR DATE

\_\_\_\_\_  
CAMPUS PRESIDENT or CHANCELLOR/ DATE

Point Ranges for Overall Evaluation Levels

Outstanding

180-200 Points

Excellent

140-179

Satisfactory

100-139

Minimally Acceptable

60-99

Unsatisfactory

40-59

The total number of points is determined by adding the point value for each performance area. The possible point range is 40-200. The point spread was determined by applying an approximate 15% spread above and below the min-point of each performance level.

# ALASKA STATE SENATE

JOE F JOSEPHSON



August 9, 1983

Ms. Mercedes Alderson  
P.O. Box 103361  
Anchorage, Alaska 99510

Dear Ms. Alderson:

Thank you for your most interesting letter regarding the course selection and funding at the University of Alaska, Anchorage. My apologies for this belated reply.

I recognize that UAA's campus population is the largest in the state and that the needs of Anchorage's citizens should be addressed both academically and in terms of additional expansion of the UA facilities. However, the University is a quasi-independent tier of state government; it establishes its own funding priorities and course selection.

As a Member of the Budget Conference Committee, I worked to secure adequate funding for the Anchorage campus; however, to my regret, Governor Sheffield reduced some important items by veto.

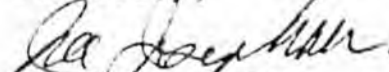
I would suggest that you write directly to the University of Alaska President and to the Board of Regents voicing your concerns. I have enclosed a list of their addresses.

Finally, the University's disclaimers that some courses may not be offered because of funding limitations may arise from legal advice that tells the University the disclaimer is needed to avoid exposure to possible suit.

If I may be of further assistance to you, please let me know.

With best wishes, I am

Sincerely,

  
Joe F. Josephson

JPJ:rak  
Enclosure

UNIVERSITY OF ALASKA

BOARD OF REGENTS

Mr. Don Abel, Jr.  
 Mrs. Ruth Burnette  
 Mr. Gordon Evans  
 Dr. Hugh B. Fate  
 Sara Hannah  
 Mr. Roy Handorf  
 Mr. Herbert Lang  
 Mr. Thomas Miklautsch  
 Mrs. Anne Parrish  
 Mr. Edward Rasmuson  
 Mr. John Shively

1800 Brandt, Juneau 99801  
 427 1st Ave., Fairbanks 99701  
 318 4th St., Juneau 99801  
 Box 1111, Fairbanks 99701  
 107 Bunnell Bldg., U of A, Fairbanks 99701  
 P.O. Drawer 4-N, Anchorage 99508  
 SRA Box 1737, Anchorage 99507  
 P.O. Box 1, Fairbanks 99707  
 730 L., St., Anchorage 99501  
 P.O. Box 600, Anchorage 99510  
 c/o NANA, 4706 Harding Drive, Anchorage 99503

	<u>Phone</u>	<u>Office Address</u>	<u>Mailing Address</u>
<u>PRINCIPAL ADMINISTRATIVE OFFICERS</u>			
Dr. Jay Barton President	474-7311	University of Alaska	101 Bunnell Bldg. 303 Tanana Drive Fairbanks 99701
Dr. Sherman Carter Executive Vice President and Vice President for Finance	474-7448	University of Alaska	101 Bunnell Bldg. 303 Tanana Drive Fairbanks 99701
Dr. George West Vice President Academic Affairs and Institutional Planning	474-7582	University of Alaska	102 Bunnell Bldg. 303 Tanana Drive Fairbanks 99701
Ms. Astrid de Parry University Legal Council	474-7259	University of Alaska	104 Bunnell Bldg. 303 Tanana Drive Fairbanks, 99701
Roger Harms, Assistant to the Pres. for Regents' Affairs & University Relations	474-7908	University of Alaska	107 Bunnell 303 Tanana Drive Fairbanks, 99701
<u>UNIVERSITY OF ALASKA, FAIRBANKS</u>			
Dr. Patrick J. O'Rourke Chancellor	474-7112	University of Alaska Fairbanks	7th Fl., Greening Bldg. 314 Chandalar Ave. S. Fairbanks, 99701
<u>UNIVERSITY OF ALASKA, ANCHORAGE</u>			
Dr. David Outcalt Chancellor	786-1410	University of Alaska Anchorage	3211 Providence Dr. Anchorage 99508

Mercedes Alderson  
P.O. Box 103361  
Anchorage, Alaska  
99510  
April 30, 1983

Senator Joe Josephson  
Pouch Co.  
Juneau, Alaska 99811

Dear Senator Josephson,

As I am enrolling again in the University of Alaska here in Anchorage, I noticed that certain sections of Biology, Art, Applied Statistics, etc. are not or may not be funded during the fall registration.

I would like to point out since the University of Alaska (Anchorage) - will be changing the grade system in order to eliminate those who are not really eligible, I believe the educational system should be funded in order to provide our future citizens and residents with a higher caliber of community life as these students are our future.

Please, note also, that Anchorage attracts more students than our parent, Fairbanks, if for no other reason than weather and a more progressive style of life, therefore, our University here badly needs the highest quality of education that can be available for those who qualify and are eligible. We have an excellent start, so, please do not fail us.

Yours truly  
 Melville Aducon

# UNIVERSITY OF ALASKA, ANCHORAGE



3211 Providence Drive  
Anchorage, Alaska 99508

CHANCELLOR'S OFFICE

July 28, 1983

Senator Joseph Josephson  
1526 F Street  
Anchorage, Alaska 99501

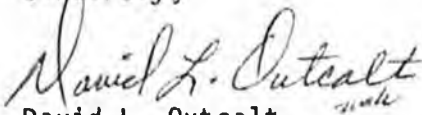
Dear Senator Josephson:

Thank you very much for your strong efforts on behalf of the University of Alaska, Anchorage this past legislative session. We, of course, are still awaiting with interest the Governor's action on both the operating and capital budgets.

I have enclosed a copy of the Report of the Interim Accreditation Team. Please recall that the regular accreditation evaluation took place in the Fall of 1979. The purpose of the interim visit was to ascertain whether or not the full ten-year period should elapse before the next full accreditation evaluation or if an earlier one would be required. While UAA was fully accreditable in the Fall of 1979, and while accreditation was in fact provided, that accreditation team identified a series of serious problems.

You will observe that even in the restrained wording of an official report, the Interim Team was delighted and surprised by the progress that UAA has since made. As a result, they have recommended, and the Northwest Association has concurred, that the full ten-year accreditation period be allowed to continue. However, they have identified some matters that they believe need our attention (actually, we have identified more). They are summarized on page 8 of their Report. Some of those matters we will attend to internally, other matters require system-wide University of Alaska attention, and finally, there may need to be some legislation. If the latter is the case, we will be in touch with you in due course.

Sincerely,

  
David L. Outcalt  
Chancellor

jw

Enclosure



NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES  
COMMISSION ON COLLEGES

Report of Interim Evaluation Committee  
to  
University of Alaska - Anchorage  
Anchorage, Alaska

April 11-12, 1983

Interim Evaluation Committee

Mrs. Janet S. Hay,  
Chairperson

Public Member  
Commission on Colleges

Dr. Dale R. Comstock

Dean of the Graduate School  
and Research  
Central Washington University

Dr. Ellis E. McCune

President  
California State University,  
Hayward

A confidential report to the Commission on Colleges  
that represents the views of the Interim Evaluation Committee

INTERIM REPORT  
UNIVERSITY OF ALASKA - ANCHORAGE  
ANCHORAGE, ALASKA

The University of Alaska - Anchorage (UAA) has made significant changes since the visit of the 1979 evaluation team. Although some problems exist, they are the difficulties typical of a young, rapidly growing institution which is trying to respond to the demands of a dynamic metropolitan area. One administrator described UAA as an immature institution in the process of achieving maturity. The team was favorably impressed with the quality of the academic programs offered at UAA, with the vigor of the institution as a whole, and with the response of the administration to the 1979 recommendations, especially in the area of planning for the next eight years.

I. INSTITUTIONAL OBJECTIVES AND STATEMENT OF PURPOSE

The University of Alaska system has recently revised the mission statements for the system and for each of its institutions. The UAA statement of mission, goals and objectives which was revised in the Fall of 1982 emphasizes programs appropriate to urban and regional development in a far north environment and sets forth definite goals. A preliminary master plan for campus development of academic programs and capital construction over the next eight years was published in January 1983. Although the realization of these goals depends on increased legislative appropriations for capital construction and operating budgets, there is every indication that these goals will be achieved. Adoption of this plan by the Board of Regents, strong support of UAA development by legislators, and vigorous community support from both business and industry and the general public augur well for the future of UAA.

UAA is located just across the street from Anchorage Community College. Until 1977, UAA was a senior college and offered only upper division courses; ACC had a strong transfer program. When UAA became a four-year institution in 1977, friction developed between the two campuses in competition for resources, students and space. The 1979 evaluation team was concerned about this rift. Today, thanks to sensitive administrative leadership, cooperation and good will exists between the two institutions. They share the campus center, the bookstore, security, the library and the physical education facility. Academic articulation is facilitated by a joint UAA-ACC Committee.

A Statewide Assembly (of the University of Alaska system) with faculty and staff representatives from all institutions deals with matters such as articulation of academic programs between institutions. The Assembly recently adopted a statewide core curriculum and is in the process of identifying specific courses at all institutions, community colleges as well as universities, which will meet the requirements of the core.

On the UAA campus the Academic Affairs Board of the faculty Senate is developing policies and procedures for review of current academic programs and to plan for those anticipated in the future. Planning

efforts are moving along well being driven by a capable and dedicated administrative team, by strong enrollment pressures and by community demands for certain new offerings. Planning efforts have been impeded by inadequate systems for the collection, organization and summarization of data from academic, student and financial files and by an inadequate number of professional staff with the responsibility for institutional research.

## II. FINANCE

In 1979 UAA, as well as the entire UA system, lacked an image of fiscal responsibility due to a \$4 million "deficit" discovered three years before. The deficit did not really exist but was the result of inadequate accounting and data processing procedures. These procedures have been revised and corrected, and this has improved the credibility of UAA's financial operations with the legislature. As a result, the number of specific line item appropriations to the UA system has been reduced from 69 in 1979 to six in FY 1983. There is speculation that within the next five to ten years there will be one lump sum appropriation to the Regents for the operation of the whole system.

The state support of UAA is adequate and this institution's share of the funds allocated to the total state system appears to be a fair share.

Financial planning within the institution is tied to program development and the long prioritized lists of specific items which were once submitted to the legislature (called the "string of pearls" approach by one administrator because the string was clipped off a bit by each review body on the way to the appropriation) have been consolidated into the requests of each academic division.

UAA and Anchorage Community College budgets and accounts are now separate except for those of shared services. However, historical summaries of income from various sources and of expenditures by major category are not available on a routine basis. Inadequate computerized data collection, retrieval and summary is a problem in every administrative unit of the university. Many jobs which are computerized at most universities are done by hand at UAA. The problem is antiquated hardware and software in the system central office. Plans for a modern system are underway but it will be at least two years before it is in operation.

## III. PHYSICAL PLANT, MATERIALS AND EQUIPMENT

At the time of the 1979 visit, equipment replacement and maintenance was a problem, but the situation has been remedied. The state has funded repair and maintenance fairly well for the last two or three years through operating budgets. Although funds for large projects are administered by the system office, funds for renovation and remodeling are contracted locally.

New facilities standards were introduced about six months ago that will help to generate sufficient space, especially for laboratories.

Revision of the general education program will create a greater demand for laboratories and new equipment will be needed to meet the needs of growing areas such as engineering. Space is expected to be adequate but funds will be needed for remodeling and for equipment.

Three new buildings are scheduled and space presently occupied by the administration will be remodeled to make additional classrooms when offices are shifted to the new administration building later this year. There will be a 60% increase in classrooms next Fall. In general, the academic and administrative offices are well-housed and well-equipped.

A number of facilities are shared by UAA and ACC, and UAA is responsible for all plant maintenance of both campuses, receiving the funds through its budget. This accounts for the rather large proportion of staff to faculty positions.

#### IV. LIBRARY AND LEARNING RESOURCES

The library of UAA is making substantial progress towards establishing adequate and dependable support of the instructional research and public service programs of the University. The committee found that faculty in all departments and programs receive good response from the library in acquiring books, periodicals and other library materials that are requested.

The majority of funds for acquisitions continue to appear in the capital budget appropriation instead of the operating budget. This problem was recognized in Recommendation 17 of the 1979 report. The institution needs to continue to address this problem in order to establish a regular operating budget for the book fund to permit adequate support for the instruction and research programs of the university.

There also appears to be an impending space problem for this extensive acquisition program. Some alleviation of the problem will occur as other administrative and classroom space becomes available next year to allow the library to expand in its present location.

If UAA is to establish doctoral level programs five to ten years out (the preliminary master plan indicates a Ph.D. in psychology is projected). It is not too early for the library and the faculty in psychology to begin building a collection to support such an endeavor.

Although most academic areas are well satisfied with library services and support, there is considerable dissatisfaction with the almost complete absence of audio-visual materials and support. Central services are needed in this area if UAA is to adequately support instruction.

## V. EDUCATIONAL PROGRAMS

UAA has made great progress since the last visit in streamlining its academic programs. Some programs have been eliminated, courses not taught have been removed from the catalogue, an Academic Affairs Board (a committee of the Academic Senate) does an effective job of reviewing all proposals for new courses, new programs, program changes and deletions, a new Academic Program review process is being established to review all instructional programs at 3-5 year intervals, unit requirements for majors and for graduation have been reduced and plans for doctoral programs have been abandoned.

No fundamental new programs are being projected. A well-thought out long-term plan has been developed in tentative form, and will be revised as additional data become available.

Although there are still too many programs for the number of faculty available to offer them, the University is making every effort to adjust to reality. Strong pressures to offer a wide range of programs in response to local demands, are countered by strong pressures to reduce offerings to a level consistent with available manpower.

Additional larger classrooms will be available next year and these will require adjustment of attitudes and teaching techniques for the faculty. Innovative instructional techniques have been developed in the School of Nursing and in the Justice Center that make their programs widely accessible.

There is a large part-time program in some areas, and some continuing education offerings in a few areas. A high priority has been put on accreditation for engineering; long-term plans call for accreditation in other areas such as business.

The academic programs are strong and well supported, but additional resources will be needed to meet the demand for computer applications.

## VI. CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

Continuing education is contracted by the departments and schools, there being no university office for that purpose. Nursing, Education and Justice have fairly extensive offerings, and a few courses are offered in other departments. There are cooperative efforts with the Fairbanks and Juneau campuses, and with Anchorage Community College, to make some course work available in specialized areas.

## VII. INSTRUCTIONAL STAFF

A well organized, handsomely-printed Faculty Handbook now exists, together with a compilation of policies and procedures. Although no formal statement of academic freedom appears to exist, it is understood that the AAUP statement governs.

The question of salary increment inequities raised by the previous team appears to have been a short-lived problem associated with the separation of UAA and ACC, and related to the fact that ACC is in collective bargaining. It is no longer an issue.

A total of almost \$200,000 is now available for faculty development. A \$100,000 direct appropriation is supplemented by funds for research, travel and other University funds. Awards are made in accordance with criteria approved by the Senate, and are recommended by an allocation committee appointed by the Senate which advises the Vice Chancellor for Academic Affairs.

The Senate has asked recently to attempt to simplify what is generally considered to be a very cumbersome promotion and tenure review process. Standards and criteria have been established but the formal process requires heavy commitment of time by faculty and administrators. The present requirement that all faculty be reviewed every year is burdensome and will probably be revised.

Faculty have a five-part work load; 3/5 teaching, 1/5 research and 1/5 service. The normal teaching load is 9 hours, or three courses per semester, except in the Justice Program where legislatively mandated research funded on a statewide basis results in a two-course load with an increased research requirement.

A new policy calling for merit salary increases may complicate the review process. Unless merit pay is well-funded, the required review may be considered unproductive.

Promotion and tenure decisions are made by the President of the University on recommendation of the Chancellor.

Judged by standards in effect in other states, the faculty is well-compensated and well supported. Faculty morale seems high, turnover is low, and faculty-administration relations are excellent. The faculty is deeply and effectively involved in University governance.

#### VIII ADMINISTRATION

The University of Alaska system is governed by an eleven member board of trustees. They are aware of the political problems that exist when the older, more mature institution is located in a stable population area and the new emerging institution is located in a growing metropolitan area. The Regents appear to make a conscientious effort to allocate resources and programs in a reasonable and equitable way among the diverse institutions in the state system.

Until 1979, turnover of the system's top administrators was a problem. The current president has occupied that post since 1979 and has given a great deal of stability and direction to the system and to the Regents' procedures in budget preparation and program review.

Turnover of top administrators has been a problem at UAA also. The present administrative team members are capable, enthusiastic and very well received by the faculty. They have made significant progress in developing policies and procedures for program review, budgeting, academic policies and personnel policies since 1979. Although much work remains to be done, it is only a matter of time before these tasks will be accomplished in the opinion of this evaluation team.

All deanships are now filled by regular appointments except Education which has an acting dean. A search process now underway will be concluded shortly.

Concerns expressed in the previous report about the work load of deans have not been entirely resolved, though progress has been made. The deans of Nursing and of Arts and Sciences are now full-time, twelve month deans; all others do some teaching. The two full-time deans have associate deans.

A proposal to combine Engineering, Business, Education and Justice into a College of Professional Studies with a full-time dean was resisted. Current plans are to provide a non-academic employee or administrative services officer to give administrative support to the four school deans. The success of this approach will depend upon the willingness of those involved to make it work.

#### IX. STUDENTS

The problems noted by the 1979 team were apparently transitory, and resulted from the then-recent separation of UAA from ACC. The problems have been resolved and student records appear to be satisfactorily managed.

Currently there is interest in providing student housing at UAA, which now has none. Most University personnel do not regard housing as the highest priority in University development but legislative action is expected to begin the planning process for such housing.

The Director of Athletics reports to the Chancellor. A study by the Intercollegiate Athletic Board and accepted by the Regents, recommended that UAA compete at the NCAA Division II level. Intercollegiate athletic competition is limited to winter sports, both men's and women's. The University competes well in these areas, although costs are high because of the travel required. The program is appropriate for the institution and is supported by the community. It would be advantageous if the institution were allowed to build an athletic reserve fund from gate receipts. Current state law prevents local income as well as state appropriations from being carried over to another fiscal year.

## X. RESEARCH

It appears that UAA is making progress in providing budgetary support for faculty research and development efforts, faculty travel for presentation of research papers, and summer research appointments. Further, there is moderate activity in seeking outside research monies. This effort ought to be expanded with the necessary academic administrative support services from the office of the Vice-Chancellor for Academic Affairs. Perhaps a faculty associate might be rotated into the Vice-Chancellor's office each year to promote and disseminate external funding opportunities for faculty research and to serve as a point of contact for external agencies turning to the University for research assistance. Without someone with the interest and assigned responsibilities in this area, research activity and financial support for such activity will continue to be spotty. Further, it would seem unreasonable to develop graduate programs in areas without a substantial amount of research activity among the faculty. Now is the time to expand and strengthen such activities to provide the base for graduate programs and for support of UAA regional responsibilities in research and public service as enunciated in the University mission statement.

## XI. GRADUATE PROGRAM

The University has been responsive to Recommendation 10 and 11 of the 1979 report in several ways. Some graduate programs have been deleted or consolidated. Further, the 1979 projected plans for doctoral degrees have been scaled back. Although the preliminary Master Plan still indicates that discussions are progressing on a potential Ph.D. program in Psychology, the administration agrees that doctoral programs should not be considered during the 1983-88 planning cycle.

The Interim Evaluation Committee re-affirms and extends the recommendations of the 1979 report that doctoral programs should not be considered during the 1983-88 planning cycle.

Other needs have greater priority. Further, it has not been established that there is need for Ph.D. programs at UAA in the current planning cycle.

UAA should consider establishing a University Council on Advanced Studies and Research to write overall policy and standards for graduate programs, to review and make recommendations on new graduate programs, research institutes, and major projects, and to represent generally the conscience and leadership of the faculty on graduate and research affairs. Further, the Vice-Chancellor for Academic Affairs needs associate staff support for these activities of the faculty.

SUMMARY AND RECOMMENDATIONS:

The University of Alaska-Anchorage has made significant progress since the visit of the 1979 evaluation team and has responded to most of the recommendations in that report. Areas of concern to the visiting team are listed below:

1. The institution deserves much better computer support for administrative purposes, but especially for instructional programs than it has at present. The need for this service will continue to increase in the future.
2. The pressures to add graduate programs up to the doctoral level will continue because UAA is located in the only urban area in a sparsely populated state. These pressures should be resisted until library, faculty and support services are at a more substantial level. No doctoral programs should be added during the next eight-year planning cycle.
3. Additional professional staff for institutional research would benefit the planning efforts.
4. Although laboratory space will be adequate as soon as the new facilities are built, funds will be needed for equipment and for remodeling older facilities.
5. Acquisition funds for the library should be a part of the regular operating budget.
6. Central services for audio-visual materials and support are needed to adequately complement instruction.
7. The athletic program would benefit if the institution could build an athletic reserve fund from local income.
8. Research efforts and graduate programs would be enhanced by the establishment of a University Council on Advanced Studies and Research, and by additional administrative support, such as an Associate Vice Chancellor for Advanced Studies and Research, for the development of these endeavors.

The overall impression is of a lively, exciting campus with dedicated personnel, good community support and a bright future.

3/28/83

From: Sr. Josephson  
Staff - Dave Douley

Request to UA for following information

1. List of UA and Community College Instructors, identifying what courses they are teaching, total credit hours and salaries.
2. List of UA and Community College Administrators, their job titles, salaries, and any special benefits such as housing.
3. List of UA and Community College Administrators, and what travel they made at UA expense last year showing where they went, how much it cost, and why.
4. Copy of plans for the proposed statewide administration building, and specific identification of what classroom space its construction will provide.
5. List of all instructors and administrative personnel terminations for cause during the last two years, indicating salary level and job title of employee terminated.
6. List of your legal department/staff employees, their salaries, and a breakdown of costs for major litigation including the current open records and open meetings law suits.
7. Personnel regulations regarding termination of tenure employees.
8. A description of the role of student course evaluations and public input into the retention of instructors in the UA system.

NOTE REGARDING THE FOLLOWING FRAME ON MICROFILM:

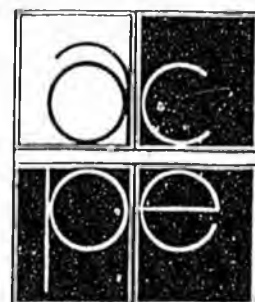
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*Alaska Commission on Postsecondary Education*

*Policy Positions  
and Recommendations*

*1980-1985*

*Document Date:  
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PSE 81-1*



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*Alaska Commission on Postsecondary Education*

*Policy Positions  
and Recommendations  
1980-1985*

*Addendum*

*April 2, 1982*

(PSE 82-10)

