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Forum Student

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10-21-93

SUMMARY OF NEW PHYSICS HIRE AT UAA
For HESS Committee Forum on October 21, 1993
Prepared by: Greg Parrish

1. Apparently Don Martins (the then Chair of Chemistry/Physics) asked sometime late in 1992 or early 1993 for ideas on new faculty. I don't remember this particular time, but this has come up several times in the past. It had been long agreed that the next person needed in physics was a lab instructor/manager. I have always just reaffirmed my interest in this whenever the issue came up. I did not see a new faculty position as being of higher priority.

2. In February 1993 (see memo) Don turned in a request for a new physics faculty position. I was not aware of this either before or for a long time afterward. He took what was essentially the heart of the lab instructor duties and made it into a faculty slot. As can be seen by those familiar with faculty workloads, the description of duties is not that of a (tripartite) research type faculty member. It is really not that of a bipartite faculty member of the normal type either, but is a very specialized bipartite job description. Nevertheless, he called it a 3:1:1 (tripartite) faculty position. This builds a research component into the job and limits us to applicants who can and will do research. The job is justified totally on the need for lower division lecture and lab teaching, but the conclusion for the job type is totally inconsistent with this justification. There is really no reason for research to enter the picture at all unless the person is to teach graduate courses. UAA does not even have an undergraduate degree in physics; developing one was not in any way a justification for the new position.

3. In very late April or early May (long after the position had gone forward as 3:1:1), I found out what had happened and was very disturbed. I asked for an immediate meeting on this issue. At first I was put off, but when I insisted, I was told to come in and we would have a meeting of the physics people right after a meeting on a library issue. I came in and sat through the other meeting. When it was over neither Don nor Daryl Douthat (the other tripartite physics faculty) would discuss the new position at all. They insisted that nothing had been done on a final basis and that we could settle this if the position came through. I was dissatisfied with this, but could do nothing about it. Daryl left for the bush; Don left on sabbatical. The new position came through. At this time, I sent my July 12 memo to the new department Chair, Les Heasley, explaining the situation and asking that the position be changed to bipartite.

4. Les agreed that the position description was that of a bipartite person and inquired of the CAS Dean about changing

it to that status. (I don't have a copy of that memo.) He received the reply dated August 20. This indicated that the new position had been set in concrete for all practical purposes.

5. I had made sure that Don (as well as Daryl) got a copy of my July 12 memo. He had sent back the reply dated July 16, 1993. Frankly, this memo makes no sense to me in most of its points. The one clear point seems to be that Don is positioning us for growth of the department toward significant upper division offerings and an eventual degree. This is consistent with his ideas (expressed over the years) about how the department should change. I see this as a poor idea in a time when new physics degrees have little employment value now or in the projected future. (The US market is glutted with physicists both from our own schools and from abroad.) It certainly is not consistent with the original justification for the job, which stressed teaching the lower division courses that are primarily taken by students in other majors.

6. I prepared the memo dated August 26 for the physics search committee in which I restated the situation and pointed out the inconsistencies that I perceived in Don's position. I was going to ask for support from the committee in my attempt to define the job advertisement and hire to coincide with the original justification for the position. At our first meeting Daryl convinced three members of the committee to put the matter to a full department vote (so that Don could vote through Daryl) instead of dealing with it in committee. I saw that I didn't have the votes to win and could do nothing about it.

7. The vote was 5 to 4 in the entire department (note the September 15 memo from Les to Dean Miller) to keep a 3:1:1 position regardless of the history or the original job justification. (I had put copies of our memos in each faculty member's mailbox before the vote to make sure that they were all aware of the facts as seen by both me and Don.)

8. I had previously run into the Dean of CAS while in his office on another matter. He had congratulated me on my "excellent memos" but said that any change from the tripartite job description would have to come from the department as a whole. By now I was sure that no change was possible within the system. I could only try to maintain as much of the original job description as I could while on the search committee. I would try to maintain a strong teaching emphasis rather than letting research totally dominate the position.

9. At the Oct 1, 1993 search committee meeting, there was a push by the tripartite member of the physics faculty (Daryl) to shift the emphasis of the search further toward research. In response to his own wishes, those of the other tripartite physics faculty member (Don), and one of the department

chemists, he tried to limit the advertisement to only candidates with certain research specialties. His argument was that the position should be used to compliment and aid the research of those research faculty already in the department. This was a total change of emphasis from even the tripartite requirement in that the research would drive the position and the teaching would fit around it. I objected strongly to this. (I had originally been willing to let the research specialty be a deciding factor in the case of two otherwise identical teaching candidates and had written this into my original proposal for a job description/advertisement. I now saw that the physics researchers would not compromise. They would try to make research the major issue. I withdrew my support for even my compromise position and insisted that teaching should be the only criteria as long as some research could be done by the candidate.) Happily, one of the other tripartite members (Srinivasan) also agreed with me and had written up a sample advertisement which stressed teaching. He, the other bipartite faculty member on the committee (Lois Lester), and I all supported the concept that teaching was the first concern and that the only requirement for research would be that implied by the 3:1:1 workload. (This latter limited research areas to those that could be supported by facilities at UAA, so that the new faculty could produce publishable research that could lead to tenure.) This passed by a split vote of the committee. We agreed that no further changes would be made in the advertisement beyond grammatical ones and that it would go forward as passed. Later, I found that the dissatisfied member of the committee managed to freeze the advertisement while he attempted to make Srinivasan change his mind and also has applied pressure to the department Chair and the Chair of the committee. I then did the same, since I was determined that we not just keep voting the issue until things went his way. I believe that we now have the advertisement and job description largely done so that it reflects some teaching preference, but it was a real struggle. At this time, however, the material has not gone forward. I was informed by the committee Chair on October 15 that he had been told that the whole hiring package had to be completed and sent to the Affirmative Action Office at the same time. We have not yet finished other parts of the package, so nothing has gone forward yet.

10. How the standards will be applied in practice remains to be seen. At best, we can get a tripartite faculty member who is seriously interested in teaching, but who has to concentrate to a significant extent on research. Everyone is well aware that this person will cut all of the deals that he can in order to do this. (For instance, there is always some pressure on research faculty to seek research grants. Often some release time is provided in order to allow the preparation of grant proposals. If the faculty member is successful in obtaining a serious grant, it is likely that he/she will use it to buy at least partly out of teaching.

Those who are very successful at this usually buy themselves almost completely out of the classroom. Certainly, survey lecture classes and laboratories are not usually done.) In any case, the average per capita credit hour production for the physics group will decrease unless we run unusually large sections elsewhere to compensate for the research portion of his/her contract. Also, Don is already trying to put in a new 400 level class for the fall of 1994. Daryl wants to emphasize his 300 level modern physics class. As a practical matter, the teaching portion of the new faculty member will at best go to offset these. I see little gain in the lower division teaching and lab administration from the new position; I can only hope that there is some gain over the next few years.



UNIVERSITY OF ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, Alaska 99508

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF CHEMISTRY/PHYSICS

Memo to: Dr. Wayne Miller, Dean CAS
Date: February 26, 1993 5/14/93 D. H. M.
From: D. H. Martins, Chair, Chemistry/Physics D. H. Martins
RE: Prioritized List of New Faculty Requests

The greatest need in both chemistry and physics is for staff support in the teaching labs. The number of labs we can offer limits the number of students we can accommodate in either physics or chemistry. Our most pressing need is for non-faculty, permanent staff to teach in the labs and carry out routine lab preparations. One such position each in physics and chemistry is needed; the physics position is currently requested in the budget.

Our needs for faculty are somewhat less severe, but to enhance the offering in both physics/astronomy and chemistry, there are some well defined areas where new faculty would be a major improvement. Therefore, I will define a total of four positions, two in physics and two in chemistry. In each discipline, one will be for lecture faculty, and one will be for faculty to be responsible for the teaching labs. The number given reflects the priority of each position.

1) Assistant Professor (3-1-1 track) in Physics/Astronomy, Ph.D. in Physics or Astronomy with a strong background and dedication to teaching laboratories.

Justification: Presently our general education physics and astronomy offerings are absolutely limited by the number of lab sections we can offer, and are taught exclusively by adjuncts. Finding qualified instructors is becoming more and more difficult; for several semesters we have had to seek either term appointments or exceptions to the 15 credit limit for adjuncts in order to staff our labs. Furthermore, it has become impossible to develop new labs to make use of new technology given the heavy demands on the time of existing faculty. This new faculty position would be defined as a combination of lab instruction and development plus a regular lecture component: two labs and one lecture per semester, with the remainder of the teaching load in physics/astronomy general education teaching lab improvement.

2) Assistant Professor (3-1-1 track) in Chemistry, Ph.D. in Chemistry, with a strong background and dedication to teaching laboratories.

Justification: Our lower division and general education chemistry labs are currently taught mainly by adjunct faculty. Limits on the availability of qualified adjuncts places an absolute limit on the number of students we can accommodate. Furthermore, the existing faculty have so many commitments that it has been impossible to make badly needed improvements in the teaching labs and develop new exercises. This position would be constructed so the faculty member would regularly teach one lecture and two labs, and be responsible for improving all the general education chemistry teaching labs.

MEMO

TO: Dr. Les Heasley
Chair, Chemistry/Physics

FROM: Greg Parrish *myp*

DATE: July 12, 1993

RE: New permanent physics faculty hire.

I am writing this to strongly urge that the new permanent physics position be 4:1, not 3:1:1 as was recommended by the previous Chair. Historically, the demand for this position grew out of our inability to accommodate our huge demand for 100 and 200 level service courses. Originally, we had all agreed that the next priority of the Chemistry/Physics department would be a lab supervisor/teacher for physics, since the major bottleneck in our physics program was lack of lab sections. This was envisioned as an APT position. We have routinely asked for this for several years without success. Recently I found that this had, without my knowledge, been changed to a tenure-track faculty position. When I asked why, I was told that our Dean said that only faculty positions would be approved. This may well be the case. I wasn't present, so I can't know how much of a fight was made for the APT lab position. In any case, a faculty position can be crafted to serve fairly well if it is 4:1. (The current downturn in the physics job market means that most reasonable combinations of skills can be found.) I was highly perturbed to find that Don had requested a 3:1:1 position in a memo to the Dean, however. (This memo is dated February 26, 1993. There is another date done by hand on it of 5/14/93. The latter date was about the time that I found out about the position, but it is not my handwriting and is initialled by Don. I suspect that this is when I was given the copy.) I don't know why I found out about this situation only long after the fact. Certainly, no discussion was done with me about the position. I am not sure that Daryl was in on the decision either, but I think that he now agrees with it. I emphatically do not. When I found what had been done, I called Don and said that I wanted to get together with him and Daryl and go over this. I was told to come in and we would discuss it after a library meeting that afternoon. I waited through the other meeting, but found that neither of them wanted to deal with the new position at all. Don insisted that it was really pie-in-the-sky in any case, but that we could sit down and define the position if it came through; nothing was set in concrete. There would be plenty of time later. This is later. Daryl is out of town, and Don is on sabbatical; the position has gone forward as 3:1:1. (Originally it was listed as a 3:1:1 Chemistry hire, but I think that this has been clarified now.)

Had we had a real meeting, the points that I would have made are as

follows:

1. The position grew out of a demand for a lab teacher/administrator, not a researcher. The need has not decreased. It would be handy to have the person teach lectures also, so that we can maximize student headcount in the lower division classes while keeping workable class sizes. For that reason a faculty member may be preferable if the position can be crafted to attract someone who is interested in lab teaching --- and if release time can be provided in a faculty contract to allow the new person to hire adjuncts, order equipment, etc.

2. A 4:1 person could be given a 3 credit release for the lab administration, teach one 3 credit lower division lecture, and teach 4 labs as a normal workload. (Frankly, I would hate a position of this nature, because I hate labs. There are people who like them, however, so that we will probably find no shortage of applicants who will willingly undertake this type of job and do well at it.) The 3 credit release for administrative duties is a necessity; in chemistry this is part of Doug White's job. Since we have no lab person in physics, we have to provide some other mechanism for lab administration. This new faculty hire effectively precludes a physics position similar to Doug's, so it is the logical mechanism. Even with this administrative release, the new person not only adds to our lecture offerings, he/she gives us some of the net gain in lab instruction that we have desperately needed.

3. The situation is not the same with a 3:1:1 faculty hire. At a reasonable best, the person could teach one lecture and two labs. In essence, the new faculty member could just about cover the extra lab demand created by his own lecture section. We could handle a few more students or reduce our too-large sections slightly, but our lab problem would be approximately the same as it is now. (At the time of this writing, I have three fall 1993 labs without instructors or even potential instructors. I have used up our entire adjunct pool. The heavy workload and poor pay make physics lab instructing very unattractive to potential adjuncts.)

4. Note that I have called the above situation the reasonable best. Realistically, if we advertise a tripartite faculty position, I expect us to end up with a researcher who grudgingly teaches lower division classes only when required to. (Certainly, we are unlikely to find someone interested in lower division labs.) Physics research is very cut-throat. Most people must concentrate on it to the virtual exclusion of other issues if they are to do well. If we slant our hiring toward someone with either past research productivity or future research potential, we are diverting ourselves away from the pool of applicants who can and will do the job we really need done. We can not reasonably hire a 3:1:1 faculty member and not give strong weight to research productivity,

but this factor does not at all address our real need. Actually, it almost guarantees that we will get the wrong person. Since we have absolutely no research facilities in physics at UAA, the person hired would have to be a pure theoretician. (Anyone with any "hands-on" component in his/her research could not be accommodated at all.) A person of this stripe is not the one to be put in charge of labs. It would be hard to make a worse choice. Even in a very open job market, we will never find the combination of a good theoretical researcher and enthusiastic lower division lab administrator/instructor. What we will get is a researcher who has lost his job and is desperate to find anything. Such a person will bitterly resent the lower division lecture and lab assignment and will constantly maneuver to convert the job to a more traditional one. We have a problem. We need a solution, not a further problem!

5. It is my understanding (through the grapevine) that the new faculty positions were justified within the administration and with the legislature as a means of reducing our severe waitlist problems, not as a means of expanding the research component of the departments in question. The COLLEGE OF ARTS AND SCIENCES PRIORITIZATION OF NEW FACULTY HIRES that came attached to the February 26, 1993 memo that I alluded to earlier shows all of the seven top-ranked positions to be bipartite, except for the "chemistry" (ie, the physics) one. Certainly there is no special justification for an exception to be made in physics. If anything, our need is more for bipartite than is that of most other departments. We have no physics degree and no realistic chance of getting one. Nationally, physics is in decline. The national labs are dropping thousands of physics researchers. The defense industry is dumping large numbers of practitioners. We are experiencing a heavy immigration of physicists from Asia and Eastern Europe. It would not surprise me to see many schools with marginal degrees drop --- in fact, if not in name --- to the service type department that we presently are. Certainly, this is no time to be funding marginal research capability. Nationally, there will always be a demand for the very best, but probably little else. Locally, there is not even a demand for the very best. What research money the state is willing to invest is already in Fairbanks. There is no realistic hope to get it all moved here. Yet, for all of its size, the UAF physics department is probably only marginal by big school standards. We have no hope of duplicating it, stealing it, or replacing it in the near future. What we can do and do well is teach the lower division classes needed by biology majors, engineering majors, etc. We should concentrate on this mission. A tripartite hire is not the way to do this.

cc: Provost Beverly Beeton
Professor Daryl Douthat
Professor Don Martins
Dear Wayne Miller



UNIVERSITY OF ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, Alaska 99508-8222

WAYNE C. MILLER, DEAN
COLLEGE OF ARTS AND SCIENCES

August 20, 1993

TO: Dr. Leslie Heasley, Chair Chemistry/Physics

FROM: Wayne C. Miller, Dean
College of Arts and Sciences

RE: Bipartite vs Tripartite

Dear Les:

Quite rightly, the Provost insists that we abide by the wording of new faculty position descriptions as they appeared in the budget request for FY 94.

You may offer arguments for a change, and, if I approve, I will present the argument to the Provost; however, the argument to change the request will have to be most convincing. The odds will be against approval.

Sincerely,

A handwritten signature in black ink, appearing to read "WCM", written over the word "Sincerely,".

WCM:dw

CC: Beverly Beeton, Provost
Dean's Council, Arts and Sciences
Administrative Assistants, CASAO

Memo to: Dr. Les Heasley, Chairman, Chemistry/Physics Department
Date: 16 July 1993
From: D. H. Martins D. H. Martins
RE: New Faculty Hire for Physics

I have received the recent memo from Greg Parrish regarding the new faculty position in Physics, and would like to respond briefly. To begin, I will express my opposition to converting the appointment to 4-1, except for one year as a temporary measure in an emergency hire. In my opinion, the long-term interests of the physics program at UAA will be best served by making the permanent appointment in a 3-1-1 mode.

A bit of history is in order, to clarify how we arrived at this point. In the spring semester 1993, Dean Miller requested all the chairs to provide him with a prioritized list of new faculty requests. This was done with perhaps one-two days lead time. You have a copy of the list which I sent forward at that time. When this list was prepared, there was no indication to me that the outstanding request for an APT physics lab instructor was involved in any way. It was only much later that it was pointed out by the Dean that since he had been unable to fill that APT slot, a request for regular faculty was the only way to obtain relief for physics. The second date on the prioritized list was when the Chairs Council met again to discuss with the Dean his ranking of the overall request lists from the college. At that point it did not seem at all wise to modify the list I had originally submitted. I must also state unequivocally that during this entire process I was convinced there would be NO position, based on years of past experience. This feeling remained until well into June. I did, however, appoint a Search Committee for use in case we were told to proceed. I met very briefly with G. Parrish and D. Douthat before I left on sabbatical, and conveyed to them my feeling that a one-year term position should be used for the first year while a national search is mounted for the permanent appointment. At that point I deferred discussion of details of the appointment since I still was not of the opinion that it would be approved.

Since the position has now been approved (I assume it has been??), the time has arrived for serious discussion of exactly how it should be structured. For that, I request that no decision be made until the full search committee meets to debate all aspects of the hire. Since I am not able to be present, I will rely on my proxy to D. Douthat in all votes on the matter.

In the original, cursory description of the position as I wrote it, the person should have a Ph.D. in physics, with a strong lab background. I specifically placed it in the 3-1-1 category because I feel VERY STRONGLY that faculty with a lab research background are better poised to produce a good lab experience for their students. I firmly believe there is a better potential for excellence in the lab when research oriented faculty are directly involved in lab operation. In this case, it is important that a person with a strong experimental background be hired as opposed to a theoretician who might not be so closely attuned with the lab environment. The other

prerequisite as I see it is for a person with a real dedication to student lab instruction and lab development. One very critical need we have is for the development of new lab exercises and incorporation of computers into the lab. Furthermore, in PHYS 211/212 in particular, we need support in handling of recitation sessions. Finally, I envision a new faculty member as being qualified to teach any of the upper division physics courses we have in the catalog, with the possible exception of PHYS 413.

In summary, I wish to maintain the new physics position in its current 3-1-1 status for the long-term health and productivity of the physics program. I believe such a hire will strengthen our offerings in physics at all levels, not just the lower-division. However, since our main obligation currently is to support the general education physics courses, and only secondarily to offer upper-division material, this hire must be carefully done to find the best qualified and motivated individual. Every effort must be put forth in the hiring process to make certain all candidates understand the nature of the work they are being asked to do.

My original description of the duties of this faculty member suggested teaching two labs and one lecture each semester with the remainder of their time to be devoted to lab development. This is clearly something the search committee should discuss in detail, and modifications may well be appropriate. For example, two alternatives would be, 1) teach four labs per semester, with the remainder of the teaching devoted to supervision of adjuncts and development; 2) teach three labs per semester and handle two recitation sessions. I will be happy to accept the wisdom of the search committee on these issues. I strongly suggest that D. White's load be used as a comparison in setting the expectations for the new position.

In closing, assuming the consensus is to maintain the 3-1-1 classification, there must be a request made to the Dean's Office for startup funding. I will be glad to prepare a draft memo detailing said request and send it to you. Since we will not be able to establish a real on-site experimental physics program, a new hire must be capable of obtaining lab support externally, but they will very likely need a fairly sophisticated graphics workstation, probably like a SUN system. An initial request for \$25K startup is probably adequate for such a system, and would provide a reasonable travel budget for two-three years as they establish themselves.

If you have questions, please feel free to contact me, but I prefer to leave this in the hands of the Search Committee for now.

cc: All Members of Physics Faculty Search Committee



UNIVERSITY OF ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, Alaska 99508
MEMO

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF CHEMISTRY/PHYSICS

TO: **Physics Search Committee Members**

FROM: Greg Parrish *msp*

DATE: August 26, 1993

RE: Workload for the new physics hire.

By now, you have all had a chance to read Don Martin's memo of July 16 in response to mine of July 12 on this issue. You should be aware that the new position was turned in as a 3:1:1 workload in February and that I found out about this in May and raised objections. (I was brushed aside even at that late stage.) I also have read Don's memo (many times) and find that it is totally confusing. His one (implied) valid point is that if the intent of the new hire were to build a traditional degree-granting department with possibly a graduate degree in the near future, a research faculty member would be useful. My main points can be summarized as follows:

1. Several years ago we reached (by department consensus) the conclusion that the next person needed in physics was a lab coordinator/instructor. This was never modified or even questioned again. It was, in fact, reemphasized on several occasions.
2. When Don found out that an APT position was not likely to be funded, he converted our request to a 3:1:1 faculty position without informing or discussing it with the department --- either before or immediately afterward.
3. The primary justification for the new position was to alleviate the 100 level physics wait-lists. Traditionally the main bottleneck here has been the labs, but we also will need extra lecture sections to do a reasonable job at this. (Both Daryl and I have found that large lecture sections are very unsatisfactory. When I ran different sized lecture sections of 123 last year, I found both student evaluations and student performance to be significantly better in the smaller section. Daryl was having a great deal of difficulty with the 211-212 classes largely because of his large lecture sections. This year, the 211-212 sections have been reduced to a more reasonable level. I still have one too-large section of 123 and a couple of moderate ones. I expect trouble with the large section again.) Since a faculty member can teach lectures as well as labs without reasonable objection, the change to a faculty position might make sense if the original intent of the department could be maintained as well as accommodate the needs for increased lectures.
4. However the position is named, we need someone to not only

teach labs but to also administer them. Someone must set up lab schedules, hire and supervise adjuncts, order equipment, develop new experiments, etc. This can not be routinely done by the department Chair -- who is likely to be a chemist. Chemistry has Doug White for much of this work, but physics has tried to get by on an ad hoc basis. This was never very satisfactory, and as the number of sections grows, it is becoming less so. This job is worth at least 3 credits. I have torn my hair out this summer on just scheduling. (The term faculty hires were a special problem, but we would have had a great deal of difficulty even without them to consider.) As late as Tuesday night, we had an adjunct quit. I was on the phone off and on for several hours before I could plug the gap. I am now out of plugs. Someone needs to develop a stable of potential adjuncts and keep in contact with them on a routine basis.

5. We also need built-in lab teaching capability from someone who actually likes this duty and will take an interest in it on a routine basis.

6. The combination of points 4 and 5 means that we need someone who will be around for most of the time during the semester. A faculty member who need to travel during the semester for research purposes is not a good bet for this. (Even one who will be gone routinely for the entire summer represents a problem. Some of the lab organization and hiring simply must be done then.) The pressure on a 3:1:1 faculty to chase grants and then accept buy-outs if successful is intense. Many research faculty would hold failure to do this strongly against the faculty member and would be greatly influenced by this consideration when serving on the faculty member's Peer Review Committee. Grants and buy-outs, however, usually entail forming the faculty member's schedule completely around the grants and buy-outs. The person who does the latter will not be at all useful in our area of primary need.

7. No current member of the department is likely to be interested in absorbing the lab function. Don is clearly burned out. Neither Daryl nor I have any enthusiasm for this position. We need someone who likes labs and who enjoys organizing things. We then need him/her free to do just this. As a practical matter, a 3:1:1 faculty member would be a fool to put much emphasis on this quasi-administrative function. The research would have to be pursued to whatever extent necessary to get reasonable success. (My impression is that this is getting more difficult all the time; expectations are increasing in this area.) Likewise, reasonable student evaluations are a necessity for promotion/tenure. Lab administration is small potatoes when viewed in light. A bad job here is not likely to cost the person tenure; this can not be said for other areas of the workload.

8. The new position was funded with the clear expectation that we would substantially cut the introductory physics wait-lists. A 4:1 faculty could do this while still administering the labs. Clearly, the 3 credit release per semester is

needed to run the labs. That leaves the equivalent of 9 credits of instruction. Depending on the situation, the faculty member could (preferably) teach two lectures and two labs. Alternately (when necessary) he/she could do one lecture and four labs. This would go a long way toward solving our problem. In contrast, a 3:1:1 faculty could at best teach one moderately large lecture and the two labs that it would drive. When we realize that our previous lectures were too large and should be slightly reduced, we are probably at best at break-even. (In any case, lab contact time is great enough to make it difficult-to-impossible for a faculty member to center his/her workload around research to the extent necessary for success today and still do much in the lab. This is especially true for a junior faculty member, who must start up a research program at UAA.)

9. I should stress that I have a personal stake in this position. From my own point of view, I see the 3:1:1 person as more of a problem than a solution, because he/she leads the public and administration to expect us to reduce our wait-lists without giving us the means to do so. As the only 4:1 faculty member in physics, I expect the problem to dump mainly on me. First, I simply teach more sections than anyone else due to my 4:1 workload. Secondly, I teach mainly the introductory classes. Daryl teaches the physical chemistry and so is available for only two physics classes. He also wants to expand the physics 313 and possibly other low-enrollment upper level class offerings. This further removes him from the trenches. Don teaches astronomy and so is available for a maximum of two physics sections. I am flatly not interested in absorbing an open-ended burden in order to permit someone to start up a research program that was not even the reason for the creation of his/her position.

10. There is no real need for another 3:1:1 person at UAA. There is no realistic expectation for even a B.S. physics degree here in the lifetime of any of the current faculty. Physics is in decline across the country. Many established degree-granting institutions will probably have to emphasize the service market over the degree. It is particularly insane for UAA to even consider a graduate degree in physics. Under these circumstances, research potential doesn't really matter. (Don has tacitly admitted this when he suggests that Doug White's contract be considered as a model for the new person's workload. For me to say this in support of a 4:1 position might be reasonable; for him to use it to support a 3:1:1 position is wildly inconsistent. I can only suppose that he wasn't thinking when he wrote this.)

11. There is no reason that a researcher is needed to teach upper level classes in any case. If a degree were contemplated, we would have to build it in the traditional pattern of mechanics, electricity and magnetism, atomic physics, optics, etc. (If in doubt on this point, refer to the findings of our last accreditation team.) These are stock classes. Any well trained faculty could do most of them with reasonable recent preparation; no one could do a good job

cold.

12. There is no real validity to the contention that an experimental physicist is needed to teach basic physics labs. Even in my day and at my research level, there was virtually no resemblance between working research and introductory physics labs. Physics is simply too mature for introductory students to deal with state-of-the-art equipment or techniques. (PC's are a slight exception, but they aren't physics per se. The same computer techniques could just as well be learned in any quantitative discipline.) An introductory physics lab instructor will draw mainly on his/her own lab instruction when teaching beginning labs. (It also sounds like Don is saying in his memo that only an experimental physicist can teach upper division classes. I don't believe he meant it to come out this way, so I will ignore this point.) Actually, if we go the 3:1:1 route, I will push strongly for an established theoretical researcher. That is about the only person that I expect to have a reasonable chance to be tenured here. We have no experimental facilities what-so-ever; to expect an experimentalist to work elsewhere while doing anything useful in introductory physics labs is unrealistic. He/she would have to be gone most of the time. Likewise, it is not realistic to expect anyone to start a research program in physics here. Only a relatively senior person with well established research would have much of a chance to succeed while doing any significant undergraduate teaching.

cc: Provost Beverly Beeton
Representative Con Bunde
Dean Wayne Miller
Physics/Chemistry Faculty



UNIVERSITY OF ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, Alaska 99508

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF CHEMISTRY/PHYSICS

September 15, 1993

TO: Dr. Wayne Miller
Dean, College of Arts and Sciences

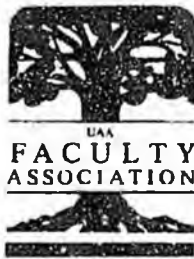
FROM: Dr. Leslie W. Heasley *LW*
Chair, Chemistry/Physics/Astronomy

RE: Our request to have the new physics position changed from 3:1:1 to 4:1

I have polled our faculty about this change. The vote was 5 to 4 in favor of keeping the position a 3:1:1 position. Please disregard previous memos requesting a change

cc Dr. Beverly Beeton
Chemistry/Physics Faculty

UAA FACULTY ASSOCIATION



Spotlight

October 8, 1993

The 1993-1994 UAA Budget

The legislative session that ended in May was one of the best in recent years for the UAA budget. New money was received to fund faculty positions, buy library books, and remodel buildings. This report is a description of what the increased funding will do for UAA and its students.

New Positions

UAA was given \$1,415,500 to support instruction. The money translated into 26 new faculty positions. The table at right shows the distribution of the new positions. In general, every academic unit received at least one position, with ten positions going to the College of Arts and Sciences.

The funding of each position carries with it a small amount of support funds, about \$2,300 per position, to cover increased costs in supplies, telephone, and photocopying that have sometimes been overlooked in the past.

In a precedent-setting money transfer, UAA also received \$200,000 from Mental Health Trust Funds to establish a masters degree in Social Work. It is expected that another \$270,000 will be received next year to make the program operational. In the first year, one faculty member, two support personnel, and consultants will be hired to create the new program.

New Faculty Positions Funded for 1993-1994

College of Arts and Sciences (11)

Biological Sciences	Physics
English	Philosophy
Geography	Psychology
Journalism	Russian
Social Work (note 1)	Mathematics (2)

College of Career and Vocational Education (3)

Air Traffic Control
Science Tech
Surveying

School of Education (3)

Elementary Education (2)
Distance Delivery

College of Continuing and Community Education (2)

Developmental Education (2)

Consortium Library (1)

Librarian

School of Business (1)

Accounting

School of Engineering (1)

Environmental Engineering

School of Nursing and Health Sciences (1)

Nursing

School of Public Affairs (1)

Justice

Extended Sites (2)

Mat-Su	Office Management
Kenai	Social Science (.5)
Homer	Social Science (.5)

Note 1: From Mental Health Trust Funds.

Salary Increases

The only new money the legislature provided for compensation was appropriated in order to retroactively fund a 3% pay raise to bargaining unit faculty for the 1992-1993 academic year. Last year, only non-union faculty received 3% pay raises due to a state law that requires legislative approval for any change in compensation for state union workers. A bill was passed during the session approving the pay raise for bargaining unit members and funding it. All UAA employees have now received a 3% raise from July 1, 1992.

Although there were no new monies for pay raises in 1993-1994, the Regents have announced that another 3% raise will take effect December 26, 1993. The necessary funds will be created by internal belt-tightening and reflect the Regents' commitment to improving the salaries of University of Alaska faculty. As was the case last year, a special legislative action will be required to extend the raise to bargaining unit employees. The university intends to introduce the legislation in January and expects it to pass sometime during the session.

Funding for Fixed-Cost Increases and Building Maintenance

UAA received \$734,000 to help offset increases in fixed operating costs in areas such as utilities, printing, and compliance with the Americans-with-Disabilities Act. The budget increase in this area was significantly less than the institution had requested. The legislature has always been reluctant to fund fixed-cost increases; the net effect is that the increases have to be funded from internal reallocations.

A total of \$325,000 was provided for building maintenance. This is a much larger problem on the Fairbanks campus where over \$1 million was allocated. UAA officials report that the \$325,000 is adequate for the most pressing maintenance items, and they seem satisfied with the funding.

The Capital Budget

The budget items described above are permanent additions to UAA's budget base. The legislature also allocates one-time money in the Capital Budget. This year UAA received capital dollars in three areas.

• Building Funds

The legislature awarded UAA \$1,200,000 to renovate space vacated by the move into the new Business Education Building. Building K and the Short Building will be affected by these monies. Although UAA had requested \$2.2 million, the funds allocated are still sufficient to permit major renovations. A plan for the remodeling of Building K has recently been announced.

Another \$10,690,000 will be spent on the first phase of constructing a new building at Merrill Field. The building will become the UAA Aviation Complex and will house programs in Air Traffic Control, Professional Piloting, Aviation Administration, and Electronics Technology. The federal government had agreed to provide \$6.8 million in matching funds to equip the building if the state put up the rest. Apparently the match was a deal the legislators couldn't refuse. The structure will be about 50,000 square feet, roughly the size of the CAS building. An additional \$7 million of state funding will be necessary to complete it. Occupancy is scheduled for Spring, 1996.

The Mat-Su campus was given \$3,000,000 to complete a classroom building currently under construction.

• Planning Funds

UAA received \$270,000 for library and Loop Road planning. The Loop Road is a part of the master plan that calls for road construction to ease the flow of traffic in and out of UAA. The money will allow a campus access plan to be prepared. Design work on a new Academic Center is also funded by these dollars.

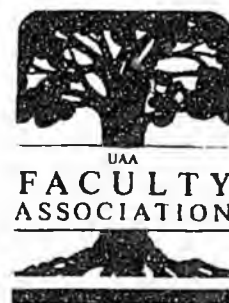
• **Equipment Funds**

The most important "equipment" item for faculty and students was the \$294,000 allocated for library books. Due to a historical accident, funds to purchase books have never been built into UAA's base budget. Each year the institution attempts to remedy the situation, but so far without success. When it became clear late in the legislative session that book money wouldn't be added to the regular operating budget, a scramble ensued to put enough money into the capital budget to carry UAA through one more year. The library director, Barbara Sokolov, reports that the funds should be adequate to keep new books coming into the library at an acceptable rate. The UAA Faculty Association is committed to getting money for library books built into the institution's base budget.

UAA also received \$530,000 for the installation of fiber optics communication lines on campus. It is expected that the new cables will significantly improve electronic information transfer on the campus. The campus will ask for another 1.5 million next year to continue work on the project. UAF already has been converted to a fiber optics system.

A Special Thanks

Last year many UAA faculty, staff and students responded to the UAA Faculty Association's two requests to send supportive messages to legislators. The campus response was very impressive, and the timing of these message campaigns was perfect. Those who called, sent POMs, or wrote letters truly helped produce the favorable budget UAA received. Long-time faculty members report that the addition of 27 new positions added this year is unprecedented in the history of either UAA or ACC. The new positions so critically needed at UAA are here today because so many members of the campus community helped.



**UAA Faculty Association Officers
1993-1994**

Officers

Jackie Pflaum School of Nursing 786-1250 (Co-Chair)	Clara Sitter Library 786-1844 (Co-Chair)	Jack Peterson Sociology 786-1715 (Treasurer)
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Executive Committee Members

Sylvia Broady Bob Madigan	Dennis Edwards Flory Vinson	Margritt Engel Cole Welter	Joan Haig
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About the UAA Faculty Association

The UAA Faculty Association is a voluntary organization operating outside the formal structure of the University. Its primary purpose is to engage in political activities supporting the growth and development of UAA. Last year the Association was a key player in getting the new faculty and other campus enhancements.

The Association has traditionally lobbied for monies that benefit the campus community as a whole rather than the special interests of particular programs. Since 1971, the Association has been instrumental in obtaining funds for new faculty, library books, new buildings, instructional equipment, research equipment, and faculty development. The cumulative contribution of the Association over the last twenty years has been substantial.

Want to Help?

The UAA Faculty Association is looking for faculty who are willing to help with political activities supporting the development of UAA. If you would like to become actively involved, contact Jackie Pflaum (X1250) or Clara Sitter (X1844).

Faculty can also help by simply joining the Association. Membership is open to all UAA faculty who pay the \$30 annual dues (\$15 for adjunct faculty). Monies collected are used exclusively for political activities in support of the campus and for publications such as this.

Join Us! We make a difference

Membership Application

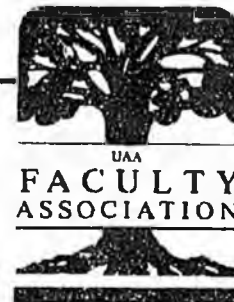
Name _____

School or College _____

Department _____

Campus Address _____

Telephone _____



To join the UAA Faculty Association
enclose a \$30 check (\$15 for adjuncts)
and send to:

Jack Peterson
Sociology
CAS 373

FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION

Resolution 93-13

Teacher Tenure

WHEREAS, the quality of teaching is important in the development of strong educational programs in the state, and


WHEREAS, two years is often insufficient time for a teacher new to a school district to develop professionally and successfully, and

WHEREAS, two years is often not long enough to adequately evaluate the capability of a teacher prior to granting tenure, and

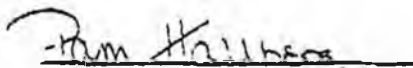
WHEREAS, the two year tenure restricts school boards' abilities to manage for quality education,

NOW, THEREFORE, BE IT RESOLVED that the Fairbanks North Star Borough Board of Education supports the Association of Alaska School Boards' resolution #93-24 recommending that A.S. 14.20.150 (a) and (b) be amended to require five years of probation to obtain tenure in the school systems of the State of Alaska.

PASSED AND APPROVED OCTOBER 5, 1993.


Gene Redden, President
Board of Education

ATTEST:


Pam Hallberg
Secretary to the Board

AGENDA

UNIVERSITY OF ALASKA
OCTOBER 21, 1993
CUDDY CENTER
4 PM - 6 PM

- | | |
|--------|--|
| 4:00pm | Call the meeting to order |
| 4:05pm | Roll call |
| 4:15pm | Sites on teleconference |
| 4:20pm | How to better serve the needs of university students in Alaska discussion to include WICHE/WAMI, student loan problems, and any other topics students wish to discuss. |
| 6:00pm | Adjourn |

Due to time constraints testimony will be limited to 5 minutes per student and 2 minutes per instructor or administrator. Thank you for your cooperation.

171100-R01
03/21/94

LEGISLATIVE TELECONFERENCE NETWORK

PAGE 01
10:31:53

TCN: 30708 DATE & TIME: 10/21/93 13:00 TO 18:00 STATUS:7 STATS: IN

**** ORDER SUMMARY ****

SPONSOR: HHES HOUSE HEALTH, EDUCATION AND SOCIAL SERV CHAIRS: TOOHEY
PURPOSE: PUB PUBLIC HEARING LEGISLATIVE BUNDE
CONTACT: PAITY TEL#: (907)258-8168
CHAIRING SITE: OFFNET 1 ZZZ

SPONSOR REMARKS(PUB): TESTIMONY:Y ALLOWED 2 MINUTE LIMIT
TESTIMONY FOR TEACHERS AND ADMINISTRATORS IS LIMITED TO 2 MINUTES AND THE
TESTIMONY FOR STUDENTS IS LIMITED TO 5 MINUTES
TCN REQUESTED ON 10/21/93 AND HAS 3 UPDATES

**** AGENDA ****

- 1 DISCUSSION OF WICHE, WANI AND STUDENT
- 2 LOAN PROBLEMS. HOW TO BEST SERVE THE
- 3 NEEDS OF UNIVERSITY STUDENTS.

**** PARTICIPATING SITES ****

BET BETHEL	301 WILLOW ST.	LOCATION STAFF
FBX FAIRBANKS	119 N CUSHMAN ST	LOCATION STAFF
JNU JUNEAU	CAPTOL	LOCATION STAFF
KOD KODIAK	112 MILL BAY RD.	LOCATION STAFF
KOT KOTZEBUC	333 FRONT STREET	LOCATION STAFF
KTN KEETCHIKAN	352 FRONT STREET	LOCATION STAFF
MAT MATSU	135 E PARKS HWY.	LOCATION STAFF
NOM NOME	FRONT STREET	LOCATION STAFF
SIT SITKA	210 LAKE STREET	LOCATION STAFF
SOL KEN/SOL	34824 KALIFONSKY	LOCATION STAFF
TOK TOK	MP 1314 AK. HWY	LOCATION STAFF
VAL VALDEZ	STATE BLDG. #13	LOCATION STAFF

**** VOLUNTEER & OFFNET SITES ****

* ZZZ OF1 OFFNET 1	ANCHORAGE	UNIVERSITY	(907)999-9999
ZZZ OF2 OFFNET 2	TANANA	REP. NICHOLIA	(907)366-7125

PARTICIPANTS IN: BETHEL

1	KAREN	MCINTYRE	ONC	OBSV. DISCUSSION OF
	BOX 927		BETHEL	AK 99559 (907)543-2608
2	IRENE	VENES	KUC	OBSV. DISCUSSION OF
	BOX 368		BETHEL	AK 99559 (907)543-4563

PARTICIPANTS IN: FAIRBANKS

1 MR.	TOM	BRICE	FAIRBANKS	TSFY. DISCUSSION OF
	119 N. CUSHMAN			AK 99701 (907)456-7423
2 MS.	LINDA	STANLEY	NORTH POLE	OBSV. DISCUSSION OF
	PO BOX 55852		REP. DAVIES	AK 99705 (907)474-6170
3 MR.	KURT	PARKAN	FAIRBANKS	OBSV. DISCUSSION OF
	119 N. CUSHMAN			AK 99701 (907)456-8172

PARTICIPANTS IN: JUNEAU

1 MS.	DIANE	BARRANS	JUNEAU	OBSV. DISCUSSION OF
	BOX 110505			AK 99811 (907)465-2165
2 MS.	HEATHER	DRAPEAUX	JUNEAU	OBSV. DISCUSSION OF
	BOX 110505			AK 99811 (907)465-2165
3 MS.	MARY LOU	MADDEN	ACPE	OBSV. DISCUSSION OF

TCN: 30708 DATE & TIME: 10/21/93 16:00 TO 18:00 STATUS:7 STATS. IN

PARTICIPANTS IN:JUNEAU JRU
BOX 110505 JUNEAU AK 99811 (907)465-2165
4 MR. ERIC LEEGARD JUNEAU AK TSYF. DISCUSSION OF
P.O. BOX 32806 JUNEAU AK (907)465-8778

PARTICIPANTS IN:KODIAK KOD
1 MS. RAMONA GUYDIE PRES. KOD STUDEN TSYF. ALL ITEMS
ASSOC./ 525 MAPLE KODIAK AK 99615 (907)486-1985
2 MR. DENNIS KAUFFMAN STUDENT ASSOC. OBSV. ALL ITEMS
318 CAROLYN KODIAK AK 99615 (907)486-8379

PARTICIPANTS IN:KOTZEBUE KOT
1 MR. LYNN JOHNSON CHUKCHI CAMPUS OBSV. ALL ITEMS
BOX 297 KOTZEBUE AK 99752 (907)442-3400
2 MS. CHERYL DAVIS REP. MACLEAN OBSV. ALL ITEMS
BOX 647 KOTZEBUE AK 99752 (907)442-3061
3 MR. JOHN CREED CHUKCHI CAMPUS OBSV. ALL ITEMS
BOX 297 KOTZEBUE AK 99752 (907)442-3400

PARTICIPANTS IN:KETCHIKAN KTN
1 MR. PETE ECKLUND OBSV. DISCUSSION OF
783 HARRIS KETCHIKAN AK 99901 (907)225-8088

PARTICIPANTS IN:NOME NOM
1 MRS. TRACEY BUFE NWC STUDENT REF. OBSV. ALL ITEMS
P. O. BOX 947 NOME AK 99762 (907)443-5216
2 MS. HELEN DICKSON UAF-NW CAMPUS OBSV. ALL ITEMS
POUCH 400 NOME AK 99762 (907)443-2201
3 MS. NELDA KOECHER NWC STUDENT TSYF. ALL ITEMS
P. O. BOX 1442 NOME AK 99762 (907)443-2898
4 MR. MIKE MOORE UAF-NWC FACULTY OBSV. ALL ITEMS
P. O. BOX 1583 NOME AK 99762 (907)443-2201

PARTICIPANTS IN:SITKA SIT
1 MS. PATRICIA A. MACPIKE POSTSECONDARY CO OBSV. DISCUSSION OF
105 BURKHART #118 SITKA AK 99835 (907)747-5960
2 MS. PAIGE ADAMS UAS-SITKA OBSV. DISCUSSION OF
6-B LIFESAVER DR. SITKA AK 99835 (907)747-2244
3 MS. KATHY NILES UAS-SITKA OBSV. ALL ITEMS
BOX 6274 SITKA AK 99835 (907)747-5622

PARTICIPANTS IN:KIN/SOL SOL
1 MR. DARIN MORGAN REP DAVIS OBSV. DISCUSSION OF
34824 K-BEACH RD. SOLDOTNA AK 99669 (907)262-8414
2 MR. BRUCE RICHARDS SEN SALO OBSV. DISCUSSION OF
34824 K-BEACH RD. SOLDOTNA AK 99669 (907)262-4254
3 MS. HELEN DONAHUE REP DAVIS OBSV. DISCUSSION OF
34824 K-BEACH RD. SOLDOTNA AK 99669 (907)262-8414

PARTICIPANTS IN:TOK TOK
1 MS. CRYSTAL WILSON TOK UAF OBSV. DISCUSSION OF
BOX 464 TOK AK 99700 (907)883-5613
2 MS. SUNNY ROBINSON TOK UAF OBSV. DISCUSSION OF
BOX 460 TOK AK 99780 (907)883-5514

ETH1100-R01
03/21/94

LEGISLATIVE TELECONFERENCE NETWORK

PAGE 03
10:31:53

TCN: 30708 DATE & TIME: 10/21/93 16:00 TO 18:00 STATUS:7 STATS. IN

PARTICIPANTS IN:TOK

TOK

3 MR. TED
 BOX 416

CHARLES

TOK UAF

OBSV. DISCUSSION OF
AK 99780 (907)883-4464

TOK

PARTICIPANTS IN:VALDEZ

VAL

1 MR. GR EG
 P.O. BOX 467

WILLIAMS

KCHU

OBSV. DISCUSSION OF
AK 99686 (907)835-4665

VALDEZ

PARTICIPANTS IN:OFFNET 1

ZZZ OF1

1 NUMBER OF

PARTS. UNKNOWN

ANCHORAGE

TSPY. ALL ITEMS
AK (907)000-0000

03/21/94
15:27:43 N
TCN 30708

LEGISLATIVE TELECONFERENCE NETWORK
CONFERENCE DISPLAY PAGE 02 - AGENDA
T/C DATE: 10/21/93 TIME: 16:00 to 18:00

LTN1402
STATUS: 7 STATS IN

REF#	BILL	BILL TITLE/SUBJECT
01		DISCUSSION OF WICHE, WAMI AND STUDENT
02		LOAN PROBLEMS. HOW TO BEST SERVE THE
03		NEEDS OF UNIVERSITY STUDENTS.

MSG:
ENTER Pg# 03 PF2 NextC# ynnnn PF3 Exit PF4 Menu PF12 Quit

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15:27:51 N CONFERENCE DISPLAY PAGE 04 - VOLUNTEER & OFF-NET SITES
TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN

* LIO VTS	NAME	ADDRESS	CONTACT	TELEPHONE
* ZZZ OF1	OFFNET 1	ANCHORAGE	UNIVERSITY	907 999 9999
ZZZ OF2	OFFNET 2	TANANA	REP. NICHOLIA	907 366 7125

MSG: 1410 NO FURTHER INFORMATION
ENTER Pg# 05 PF2 NextC# ynnnn PF3 Exit PF4 Menu PF7 Bwd PF8 Fwd

03/21/94 LEGISLATIVE TELECONFERENCE NETWORK LTN1405
15:28:06 N CONFERENCE DISPLAY PAGE 05 - PARTICIPANTS BY SITE
TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN

SITE:	LIO	BET	VTS	BETHEL			
1			KAREN	MCINTYRE	ONC		O 01 DISCUSSION
			BOX 927	BETHEL	AK 99559		(907)543-2608
2			IRENE	VENES	KUC		O 01 DISCUSSION
			BOX 368	BETHEL	AK 99559		(907)543-4563

MSG: 1410 NO FURTHER INFORMATION
ENTER Pg# 10 PF2 NextC# ynnnn PF3 Exit

PF7 Bwd PF8 Fwd PF12 Quit

03/21/94 LEGISLATIVE TELECONFERENCE NETWORK LTN1405
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TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN
SITE: LIO FBX VTS FAIRBANKS

1 MR.	TOM	BRICE		T 01 DISCUSSION
119 N.	CUSHMAN	FAIRBANKS	AK 99701	(907)456-7423
2 MS.	LINDA	STANLEY		O 01 DISCUSSION
PO BOX	55852	NORTH POLE	AK 99705	(907)474-6170
3 MR.	KURT	PARKAN	REP. DAVIES	O 01 DISCUSSION
119 N.	CUSHMAN	FAIRBANKS	AK 99701	(907)456-8172

MSG: 1410 NO FURTHER INFORMATION
ENTER Pg# 10 PF2 NextC# ynnnn PF3 Exit

PF7 Bwd PF8 Fwd PF12 Quit

03/21/94 LEGISLATIVE TELECONFERENCE NETWORK LTN1405
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TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN
SITE: LIO JNU VTS JUNEAU

1 MS.	DIANE	BARRANS	ACPE	O 01 DISCUSSION
BOX	110505	JUNEAU	AK 99811	(907)465-2165
2 MS.	HEATHER	DRAPEAUX	ACPE	O 01 DISCUSSION
BOX	110505	JUNEAU	AK 99811	(907)465-2165
3 MS.	MARY LOU	MADDEN	ACPE	O 01 DISCUSSION
BOX	110505	JUNEAU	AK 99811	(907)465-2165
4 MR.	ERIC	LEEGARD		T 01 DISCUSSION
P.O. BOX	32806	JUNEAU	AK _____	(907)465-8778

MSG: 1410 NO FURTHER INFORMATION
ENTER Pg# 10 PF2 NextC# ynnnn PF3 Exit

PF7 Bwd PF8 Fwd PF12 Quit

15:28:21 N CONFERENCE DISPLAY PAGE 05 - PARTICIPANTS BY SITE
TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN
SITE: LIO KOD VTS KODIAK
1 MS. RAMONA GUYOTE PRES. KOD STUDEN T 99 ALL ITEMS
ASSOC./ 525 MAPLE KODIAK AK 99615 (907)486-1985
2 MR. DENNIS KAUFFMAN STUDENT ASSOC. O 99 ALL ITEMS
318 CAROLYN KODIAK AK 99615 (907)486-8379

MSG: 1410 NO FURTHER INFORMATION
ENTER Pg# 10 PF2 NextC# ynnnn PF3 Exit

PF7 Bwd PF8 Fwd PF12 Quit

03/21/94 LEGISLATIVE TELECONFERENCE NETWORK LIN1405
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TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN
SITE: LIO KOT VTS KOTZEBUE
1 MR. LYNN JOHNSON CHUKCHI CAMPUS O 99 ALL ITEMS
BOX 297 KOTZEBUE AK 99752 (907)442-3400
2 MS. CHERYL DAVIS REP. MACLEAN O 99 ALL ITEMS
BOX 667 KOTZEBUE AK 99752 (907)442-3061
3 MR. JOHN CREED CHUKCHI CAMPUS O 99 ALL ITEMS
BOX 297 KOTZEBUE AK 99752 (907)442-3400

MSG: 1410 NO FURTHER INFORMATION
ENTER Pg# 10 PF2 NextC# ynnnn PF3 Exit

PF7 Bwd PF3 Fwd PF12 Quit

03/21/94 LEGISLATIVE TELECONFERENCE NETWORK LTN1405
15:28:32 N CONFERENCE DISPLAY PAGE 05 - PARTICIPANTS BY SITE
TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN
SITE: LIO KTN VTS KETCHIKAN
1 MR. PETE ECKLUND O 01 DISCUSSION
783 HARRIS KETCHIKAN AK 99901 (907)225-8088

MSG: 1410 NO FURTHER INFORMATION
ENTER Pg# 10 PF2 NextC# ynnnn PF3 Exit

PF7 Bwd PF8 Fwd PF12 Quit

03/21/94 LEGISLATIVE TELECONFERENCE NETWORK LTN1405
15:28:39 N CONFERENCE DISPLAY PAGE 05 - PARTICIPANTS BY SITE
TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN

SITE:	LIO	NOM	VTS	NOME			
1	MRS.	TRACEY		BUIE	NWC STUDENT REP.	O 99	ALL ITEMS
		P. O. BOX 947		NOME	AK 99762	(907)443-5216	
2	MS.	HELEN		DICKSON	UAF-NW CAMPUS	O 99	ALL ITEMS
		POUCH 400		NOME	AK 99762	(907)443-2201	
3	MS.	NELDA		KOECHER	NWC STUDENT	T 99	ALL ITEMS
		P. O. BOX 1442		NOME	AK 99762	(907)443-2898	
4	MR.	MIKE		MOORE	UAF-NWC FACULTY	O 99	ALL ITEMS
		P. O. BOX 1583		NOME	AK 99762	(907)443-2201	

MSG: 1410 NO FURTHER INFORMATION
ENTER Pg# 10 PF2 NextC# ynnnn PF3 Exit

PF7 Bwd PF8 Fwd PF12 Quit

03/21/94 LEGISLATIVE TELECONFERENCE NETWORK LTN1405
15:28:43 N CONFERENCE DISPLAY PAGE 05 - PARTICIPANTS BY SITE
TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN

SITE:	LIO	SIT	VTS	SITKA			
1	MS.	PATRICIA A.		MACPIKE	POSTSECONDARY CO	O 01	DISCUSSION
		105 BURKHART #11B		SITKA	AK 99835	(907)747-5960	
2	MS.	PAIGE		ADAMS	UAS-SITKA	O 01	DISCUSSION
		6-B LIFESAVER DR.		SITKA	AK 99835	(907)747-2244	
3	MS.	KATHY		NILES	UAS-SITKA	O 99	ALL ITEMS
		BOX 6274		SITKA	AK 99835	(907)747-5622	

MSG: 1410 NO FURTHER INFORMATION
ENTER Pg# 10 PF2 NextC# ynnnn PF3 Exit

PF7 Bwd PF8 Fwd PF12 Quit

TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN
SITE: LIO SOL VTS KEN/SOL

1 MR.	DARIN	MORGAN	REP DAVIS	O 01 DISCUSSION
34824	K-BEACH RD.	SOLDOTNA	AK 99669	(907)262-8414
2 MR.	BRUCE	RICHARDS	SEN SALO	O 01 DISCUSSION
34824	K-BEACH RD.	SOLDOTNA	AK 99669	(907)262-4254
3 MS.	HELEN	DONAHUE	REP DAVIS	O 01 DISCUSSION
34824	K-BEACH RD.	SOLDOTNA	AK 99669	(907)262-8414

✓

MSG: 1410 NO FURTHER INFORMATION

ENTER Pg# 10 PF2 NextC# ynnnn PF3 Exit

PF7 Bwd PF8 Fwd PF12 Quit

03/21/94 LEGISLATIVE TELECONFERENCE NETWORK LTN1405
15:28:54 N CONFERENCE DISPLAY PAGE 05 - PARTICIPANTS BY SITE
TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN
SITE: LIO TOK VTS TOK

1 MS.	CRYSTAL	WILSON	TOK UAF	O 01 DISCUSSION
BOX 464		TOK	AK 99780	(907)883-5613
2 MS.	SUNNY	ROBINSON	TOK UAF	O 01 DISCUSSION
BOX 460		TOK	AK 99780	(907)883-5514
3 MR.	TED	CHARLES	TOK UAF	O 01 DISCUSSION
BOX 416		TOK	AK 99780	(907)883-4464

✓

MSG: 1410 NO FURTHER INFORMATION

ENTER Pg# 10 PF2 NextC# ynnnn PF3 Exit

PF7 Bwd PF8 Fwd PF12 Quit

03/21/94 LEGISLATIVE TELECONFERENCE NETWORK LTN1405
15:29:00 N CONFERENCE DISPLAY PAGE 05 - PARTICIPANTS BY SITE
TCN 30708 T/C DATE: 10/21/93 TIME: 16:00 to 18:00 STATUS: 7 STATS IN
SITE: LIO VAL VTS VALDEZ

1 MR.	GR EG	WILLIAMS	KCHU	O 01 DISCUSSION
P.O. BOX 467		VALDEZ	AK 99686	(907)835-4665

✓

TCN: 30708 DATE & TIME: 10/21/93 16:00 TO 18:00 STATUS:3 ANNOUNCED

**** ORDER SUMMARY ****

SPONSOR: HHES HOUSE HEALTH, EDUCATION AND SOCIAL SERVI CHAIRS: TOOHEY
PURPOSE: PUB PUBLIC HEARING BUNDE
CONTACT: PATTY TEL#: (907)258-8168
CHAIRING SITE: OFFNET 1 ZZZ
TOLL FREE: (700)222-1000 DIAL-UP: LIO:(700)222-1000

SPONSOR REMARKS(PUB): TESTIMONY:Y ALLOWED 2 MINUTE LIMIT
TESTIMONY FOR TEACHERS AND ADMINISTRATORS IS LIMITED TO 2 MINUTES AND THE
TESTIMONY FOR STUDENTS IS LIMITED TO 5 MINUTES

SPONSOR REMARKS(LIO): BACKUP MATERIAL:Y MEETING IN PROGRESS:N MAX. SITES:20
TCN REQUESTED ON 10/21/93 AND HAS 6 UPDATES

**** AGENDA ****

- 1 DISCUSSION OF WICHE, WAMI AND STUDENT
- 2 LOAN PROBLEMS. HOW TO BEST SERVE THE
- 3 NEEDS OF UNIVERSITY STUDENTS.

**** PARTICIPATING LIOS ****

BET BETHEL	301 WILLOW ST.	LOCATION STAFF
FBX FAIRBANKS	119 N CUSHMAN ST	LOCATION STAFF
JNU JUNEAU	CAPITOL CAP205	LOCATION STAFF
KOD KODIAK	112 MILL BAY RD.	LOCATION STAFF
KOT KOTZEBUE	333 FRONT STREET	LOCATION STAFF
KTN KETCHIKAN	352 FRONT STREET	LOCATION STAFF
MAT MATSU	165 E PARKS HWY.	LOCATION STAFF
NOM NOME	FRONT STREET	LOCATION STAFF
SIT SITKA	210 LAKE STREET	LOCATION STAFF
SOL KEN/SOL	34824 KALIFONSKY	LOCATION STAFF
TOK TOK LIO	MF 1314 AK. HWY	LOCATION STAFF
VAL VALDEZ	STATE BLDG. #13	LOCATION STAFF

**** VOLUNTEER & OFFNET SITES ****

* ZZZ OF1 OFFNET 1	ANCHORAGE	UNIVERSITY	(907)999-9999
ZZZ OF2 OFFNET 2	TANANA	REP. NICHOLIA	(907)366-7125

TELECONFERENCE SCHEDULE

307 20	WEDNESDAY	15:00 - 17:00	UNIVERSITY	CAP205
	HEALTH HEARING	FINAL STATE		
	HOUSE HEALTH, EDUCATION AND SOCIAL SERVI			30707

OFFNET: WARD, PDA, JNU, SOL, VAL
CONTACTS: OFF-TANANA, TO-ANCHOR

OFFNET: WARD, PDA, JNU, SOL, VAL
CONTACTS: OFF-TANANA, TO-ANCHOR

SPONSOR REMARKS TO THE PUBLIC

TESTIMONY LIMIT NOT CHANGE



LEGISLATIVE TELECONFERENCE NETWORK SIGN-IN SHEET

page 1

SPONSOR: W HESS
 SUBJECT: no more money Univ of AK
 START/END TIME: 4:00 DATE: 10/21

PLEASE PRINT

	Name/Representing	Address	Zip	Phone No.	Testify	Observe	Bill No.
1.	Miko D. ... / UAA Biomedical Program (W/AM)	UAA 3211 ... Anchorage	99508	786-4780	✓		
2.	TERYL ELAM UAA WAMI MEDICAL STUDENT	1416 W 23 RD ANCHORAGE	99503	279-3000	✓		
3.	Dreg ... / SELF	140 W PINE, ANCH, AK	99508	274-3675	✓		
4.	Steven Floerchinger M.D. / Self	1200 Airport Heights Dr Suite 220	99508	277 1040	—		
5.	Rochel Bernudez Piosee	P.O. Box 5123 Valdez AK	99686	835-4555	✓		
6.	Valdez Piosee	P.O. Box 1092 Valdez, AK	99686	835-1092	✓		
7.	Brian Brubaker UAF	P.O. Box 750585 / UAF Campus Fairbanks, AK	99775	474-7654	✓		
8.	Mary Reed	1142 E. 19 th Ave #305 Anch	99501	272-7116	✓		
9.							
10.							
11.							
12.							
13.							
14.							
15.							



LEGISLATIVE TELECONFERENCE NETWORK

SIGN-IN SHEET

pg 2

SPONSOR: (H) HESS

SUBJECT: Univ of AK - Needs of Students

START/END TIME: 4:00p DATE: 10/21

PLEASE PRINT

	Name/Representing	Address	Zip	Phone No.	Testify	Observe	Bill No.
1.	<i>Karen Kelly</i>	933 W 4th 883	99501	786/1645	<input type="checkbox"/>		
2.	<i>DAVE DAU</i>	3211 Providence, Anch	99508	562-2660	<input type="checkbox"/>		
3.	<i>Karin Patterson</i> KARIN PATTERSON (student)	5325 Sharon St. Apt C.	99508	338-6311	<input checked="" type="checkbox"/>		
4.	<i>Sack Dalton</i> (student)	8442 Jupiter Dr, Anch	99507	346-1464	<input checked="" type="checkbox"/>		
5.	<i>JOSEPH CONNORS</i>	13120 Saunders Rd Anch	99506	245-5760	<input type="checkbox"/>		
6.	<i>Ralph J Mc Grath</i> / Alaska Community College Fed of Teachers	503 2533 Providence Dr., Anch	99509	562-2660	<input checked="" type="checkbox"/>		
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							