

**HB**

**72**


Session:  
State Capitol, Room 13  
Juneau, AK 99801  
(907) 465-4457 Office  
(907) 465-3519 Fax  
(800) 928-4457 Toll Free

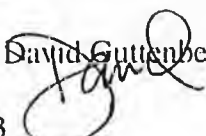
Alaska State Legislature  
Representative David Guttenberg

Interim:  
119 N. Cushman  
Suite 211  
Fairbanks, AK 99701  
(907) 456-8172  
(907) 451-9293 Fax

District 8

MEMORANDUM

TO: Representative  Wilson, Chairman  
House Health, Education & Social Services Committee

FROM: Representative  Guttenberg

DATE: March 28, 2003

RE: HB 72: Board of Regents Composition & Qualifications

Dear Representative Wilson,

May I officially request that you please schedule HB 72 for hearing before your committee at your earliest convenience.

Enclosed are:

- 1) HB 72 (Committee Substitute Pending)
- 2) Sponsor Statement
- 3) Sectional Analysis prepared by Legislative Legal Services
- 4) Zero Fiscal Note
- 5) Current Statute: AS 14.40.120 – AS 14.40.150
- 6) *Requirements for the Position and Rules Governing the Election of Nominees for Student Regent & Student Commissioner* – Packet for Campus Elections from Office of Board of Regents
- 7) *Master List Student Regents* – Board of Regents Website
- 8) *A Student Regent on the Board of Regents*: Original proposal by Chip Wagoner – ASUA Student Body President 2/22/03
- 9) *Regent nominees clear hurdles*: Comments of Current Student Regent, Derek Miller – Fairbanks Daily News-Miner 2/13/03

Further information will be provided as it arrives or upon request.

Thank you for your consideration.

# LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES  
LEGISLATIVE AFFAIRS AGENCY  
STATE OF ALASKA

(907) 465-3867 or 465-2450  
FAX (907) 465-2029  
Mail Stop 3101

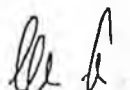
State Capitol  
Juneau, Alaska 99801-1182  
Deliveries to: 129 6th St., Rm. 329

## MEMORANDUM

March 3, 2003

**SUBJECT:** University of Alaska Board of Regents - HB 72

**TO:** Representative David Guttenberg  
Attn: Jomo

**FROM:** Michael F. Ford   
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Intent.

Section 2. Adds a non-voting student member to the University of Alaska Board of Regents.

Section 3. Requires at least one regent to have graduated from the University of Alaska.

Section 4. Technical amendment.

Section 5. Technical amendment.

Section 6. Requires that the Governor appoint two University of Alaska students to the Board of Regents. Specifies that the student with the longest service on the board is a voting member and the second student member is non-voting, except for board subcommittees. Provides that voting status is determined by relative periods of service, not by the status of the original appointee.

Section 7. Transition section regarding application of the Act to existing board members.

Section 8. Effective date.

MFF:med  
03-231.med

**TITLE 14: CHAPTER 40 - Article 2**  
**Board of Regent and President of the University of Alaska**

**Sec. 14.40.120. University governed by Board of Regents.**

The University of Alaska shall be governed by a Board of Regents consisting of 11 regents.

**Sec. 14.40.130. Qualifications of regents; special provisions relating to student regent.**

- (a) Each regent shall be a citizen of the United States and a resident of the state.
- (b) In addition to satisfying the requirements of (a) of this section, the regent appointed under AS 14.40.150 (b) must
  - (1) be enrolled as a full-time student at the University of Alaska at the time of appointment;
  - (2) remain a full-time student while serving.
- (c) Failure of the regent appointed under AS 14.40.150 (b) to remain enrolled as a full-time student at the University of Alaska during the term for which the regent was appointed results in forfeiture of that office.
- (d) The governor shall appoint a successor from those students appearing upon the list of nominees submitted under AS 14.40.150 (b) within 60 days of a forfeiture or vacancy in the office.
- (e) For purposes of this section, the term "full-time student" is defined as provided in the University of Alaska Academic Regulations.

**Sec. 14.40.140. Term of office.**

Except for a student regent as specified in AS 14.40.150 (b), the term of office of a regent is eight years. The term of office begins on the first Monday in February of the year in which the appointment is made. Each regent serves until a successor is appointed and qualifies.

**Sec. 14.40.150. Appointment of regents.**

- (a) The governor shall appoint the regents subject to confirmation by a majority of all the members of the legislature in joint session. The names of those appointed shall be sent to the legislature within five days after the opening of the session, for confirmation or rejection. If a person appointed is not confirmed by a majority vote of all the members of the legislature, the appointment ceases and the name of another person shall be submitted

within three days after the rejection. If the legislature adjourns without confirming the nominee, or if an interim vacancy occurs, the governor may appoint a qualified person to fill the vacancy. However, the person who has failed to be confirmed may not be appointed. The term of office of the appointee expires on the fifth day of the session of the legislature following the appointment.

- (b) At least one member of the Board of Regents must be a student. The student shall be appointed from a list of nominees submitted to the governor. The governor shall make the appointment from the list within 60 days after it is submitted. The list shall consist of the names of two students from each campus of the University of Alaska after an election is held at each campus. Elections shall be conducted under rules established by the Office of the Governor. The term of office of the regent appointed from the general student body, University of Alaska, is for two years. The term of office begins June 1 of the year in which the appointment is made. An appointment made under AS 14.40.130(d) shall be for the unexpired term of the original appointee. The term "campus" used in this subsection means a portion of the University of Alaska designated as a "campus" by the Board of Regents.

University of Alaska Board of Regents  
Alaska Commission on Postsecondary Education

**Requirements for the Positions and Rules Governing the Election of  
Nominees for Student Regent & Student Commissioner**

Alaska law stipulates that each campus will select two nominees for student regent and student commissioner through an election held under rules established by the Governor. The following are the requirements for the positions and rules to carry out the election of nominees. The appointment term is June 1, 2003 through May 31, 2005.

**POSITION REQUIREMENTS**

A student must:

1. be enrolled and remain enrolled as a full-time student (12 credits undergraduate, 9 credits graduate) [Alaska Statutes 14.40.130 and 14.42.015.e].
2. carry a cumulative 2.5 G.P.A. (or if freshman status, must have proof on high school transcript of 2.5 cumulative G.P.A.) [Office of the Governor]
3. be a student at the particular campus [Alaska Statutes 14.40.150 and 14.42.015.e].
4. be a United States citizen [Alaska Statute 14.40.130].
5. be a resident of Alaska [Alaska Statute 14.40.130].
6. if 18 years of age or older prior to the last general election, must be a registered voter in the State of Alaska [Alaska Statute 39.05.100].

**REQUIRED APPLICATION MATERIALS**

*Failure to submit the below listed documentation will result in deletion from the list of nominees submitted to the Governor!*

1. election certification;
2. names of all candidates in the local election and the number of votes they each received;
3. letters of recommendation;
4. proof of cumulative 2.5 G.P.A.;
5. resume or brief personal biography.

Student Regent/Student Commissioner  
Election Rules

## ELECTION RULES/PROCEDURES

- The Board of Regents' Office will disseminate instructions regarding the nomination, election and reporting of the student regent and student commissioner elections. The campus director or chancellor will appoint an ad-hoc student appeal board in cases of alleged voting irregularities.
- Only students may appear on the ballot and be nominated for the position of student regent.
- An election will be held on each campus. A campus is defined by the Board of Regents as a university institution in any of the following locations: Anchorage, Bethel, Dillingham, Fairbanks, Homer, Juneau, Ketchikan, Kodiak, Kotzebue, Nome, Palmer, Sitka, Soldotna, and Valdez. For the student representative position on the Alaska Commission on Postsecondary Education, Alaska Pacific University and Sheldon Jackson College are included as campuses.
- Elections will be conducted by local student associations on each campus. In the case where no established student association exists, an ad-hoc student group will be appointed by the local administration (campus director or chancellor).
- Each local student association or group will provide nominating petitions, advertising, and adequate polling time(s) and place(s) for the election.
- The nominating petitions will contain the requirements for the position, a minimum of three signatures of students who endorse the nomination of the candidate, the deadline for submitting the petition, and the date of the election.
- The local student association or group will establish an election committee to oversee the election, polls, and counting of ballots if such is not provided for in the organization of the group. Voting discrepancies will be resolved by the election committee or appealed to the ad-hoc student appeal board for final settlement within 24 hours after the election. If not appealed, the election results will be attested to by the election committee and become final 24 hours after the election.
- The local student group is responsible for meeting the following timetable in relation to the election:
  - > Nominating Petition Deadline - minimum of one week prior to election.
  - > Elections should be advertised at least one week prior to election. Nomination petition availability should be advertised at least one week prior to petition deadline.
  - > Elections must be conducted by February 21, 2003.
  - > Results must be received by the Board of Regents' Office at the close of business on March 5, 2003.

Student Regent/Student Commissioner  
Election Rules

- Each student may vote as determined by the requirements of local student associations or groups. No student may vote more than once. Each student will cast a vote for only one candidate for each position. Students may vote only for candidates from their respective campus.
- All elections will be by secret ballot.
- Each voter must satisfy election or polling officials of their status as qualified students to vote in the election.
- A campus will be allowed to submit, through the Board of Regents' Office to the Office of the Governor, the names of two nominees for each position who receive the greatest number of student votes in a campus election.
- In a situation where there is a tie vote between a second and third place candidate, the local student association will elect, or if there is no organized group, the ad-hoc student group will elect, by secret ballot, the second candidate for its campus from among the tied candidates.
- Local student associations are responsible for forwarding results to the Board of Regents' Office. The requested information should be forwarded to the Board of Regents' Office, University of Alaska, Suite 202A Butrovich Building, Fairbanks, AK 99775-5300 or faxed to (907) 474-6342. The office telephone number is (907) 474-7908.
- The Board of Regents' Office will be responsible for delivering the names of the candidates to the Office of the Governor by March 12, 2003.

Excerpts of pertinent Alaska State Statutes are attached.

Questions regarding the process should be directed to Ms. Jeannie D. Phillips, Board of Regents' Office, University of Alaska Statewide System, (907) 474-7908, or by electronic mail to SYBOR@ALASKA.EDU.

# Board of Regents

## MASTER LIST OF STUDENT REGENTS

STUDENT REGENT	TERM	CAMPUS	COMMENTS
Wendte, Ronald W.	1974-76	Juneau	First Student Regent
Lemke, Bruce	1976	--	Appointment not confirmed by legislature - resigned.
LaParle, Gerard R.	1976-77	Fairbanks	--
Davidge, Ric	1977	Juneau	--
Sharilyn Mumaw	1977-80	Anchorage	First female student regent; first student regent from UA Anchorage; completed an extended term due to resignation of Regent Davidge on December 31, 1977.
Burgess, Timothy	1980-82	Fairbanks	--
Hannan, Sara T.	1982-84	Fairbanks	--
Shaver, Lynn B.	1984-86	Anchorage	--
Bousley, Lance P.	1986-87	Juneau	Resigned at Spring 1987 graduation.
Judith J. Graham	1987-89	Anchorage	--
Van Hatten, Jack III (Buddy)	1989-90	Fairbanks	Resigned for personal reasons.
Reeve, Mary	1990-91	Anchorage	Served for remainder of Van Hatten's term.
Lamkin, Timothy S.	1991-93	Fairbanks	First student regent to hold a board officer position (Vice President).
Otterbacher, Scott A.	1993-95	Fairbanks	Also attended UA Anchorage and UA Southeast
Hayes, Joe L., Jr.	1995-97	Fairbanks	First African-American to serve on Board of Regents.
Nelson-Wright, Annette M.	1997-99	Juneau	--
Horst, Joshua B.	1999-01	Juneau	--
Hardenbrook, Joe	2001-02	Fairbanks	Legislature failed to vote on confirmation.
Miller, Derek	2002-03	Fairbanks	Appointed after special election authorized by Governor Knowles to serve remainder of J. Hardenbrook term.

*Last updated October 30, 2002*

A STUDENT ON THE BOARD OF REGENTS

PROPOSED BY CHIP WAGONER

ASUA PRESIDENT

2/22/72

The concept of a student on the Board of Regents is one that would have been dismissed without thought ten years ago. Today, however, the students have shown an increased concern and awareness in their educational development. With this in mind, the combined student governments at Anchorage and at Fairbanks have proposed the placement of one student on the University of Alaska Board of Regents.

This booklet has been prepared by the Associated Students with the hope that it will aid you in evaluating this innovative concept in higher education.

## RESOLUTION

The following resolution was unanimously passed by the Associated Students of the University of Alaska, Fairbanks and the combined Associated Students of the University of Alaska, Anchorage and A.C.C.

WHEREAS, the State of Alaska has recognized the maturity of young people by giving them voting privileges at age 18, and

WHEREAS, the University of Alaska students have shown their maturity and their concern by registering to vote, and

WHEREAS, the Past United States Commissioner of Education, Earl J. McGrath, supports this concept citing students as "initiators of policy rather than protesters against policy," and

WHEREAS, this concept has proved successful at the University of Massachusetts, Otterbein College, Antioch College and the University of Connecticut, and

WHEREAS, the united Anchorage-Fairbanks campuses have expressed support of the concept both as students and voters,

THEREFORE, be it resolved that the students of the University of Alaska at Anchorage and at Fairbanks wholeheartedly support the concept of placing a student on the University of Alaska Board of Regents.

At the present time, the student body president of the Fairbanks campus is allowed to sit in on the Board of Regents' meetings. He is allowed to take part in the discussions of the Board with the exception of the executive sessions. He is not allowed to vote. This is obviously an unintentional exclusion of the Southcentral and Southeastern students. However, the students have decided that they would prefer to have one student on the Board with voting privileges rather than three students with non-voting privileges. Dr. Earl J. McGrath, the United States Commissioner of Education under the Truman and Eisenhower administrations, has supported this viewpoint stating, ". . . Even where students regularly attend meetings of the Board and its committees, the force of their influence remains obscure because generally they have only the privilege of discussion."<sup>1</sup> Thus, in a sense, what the students are now seeking is a vote on the Board of Regents, a vote to determine their educational objectives and a vote to determine their future.

One might ask how effective a student could be on the Board. What could he contribute? The student by being a "consumer" would be in a position to predict, in most cases, the effect of a Board decision. He would also be able to make more reliable judgments in certain areas due to his experiences as a student. For example, a Regent decision to increase the length of a University semester would be disastrous to Alaskan students seeking jobs. Other students in the "Lower 49" that had their term end earlier would have an advantage of getting Alaskan jobs. For many U. of A. students, the income from a summer job means an additional year of education. Would a Regent with a full time job understand this? Possibly. Would a student? Definitely.

The students' positions as consumers should give them the right to voice their concerns within the institution which so directly affects them. We have all learned the value of citizenship and democracy from our parents, our schools and our heritage. The United States government and the state of Alaska have both acknowledged the value of participation in a democratic society by recognizing the voting rights of its citizens, (Women suffrage, 18 year old vote, protection of minority groups' voting rights). However, the University administration has emphatically stated that higher education is a privilege and not a right. This we agree with, but is it not possible for a democratic privilege? There are no voting students on the Administrative Council, Academic Council or the Board of Regents. Although the University Assembly is an exception, it is dominated by faculty with veto

<sup>1</sup>Earl J. McGrath, Should Students Share the Power, (Philadelphia: Temple University Press, 1970), p. 42.

power by the administration. In short, the students are not allowed to participate effectively regarding their education. The students know the principles but they do not know the demanding responsibilities of citizenship and they will not learn these in a classroom situation. They will learn them through meaningful, effective participation in the University structure. One of the objectives of the institution according to the University catalog is: "To strive above all to develop in its students at all levels those qualities of mind and body that are necessary for life as a worthy human being in a democratic society."<sup>2</sup> Once again stressing the importance of a vote is the following excerpt from a bulletin published by the National Association of Student Personnel Administrator, (NASPA), "If the students are to be allowed to sit on a committee they should be accorded the same rights and responsibilities as other members of the committee."<sup>3</sup>

The students are aware of the importance of education in determining their future social status, economic well being and ability to effectively participate in society. It follows that students are justified in requesting a vote on the Board in which to influence the quality and purpose of their education. Dr. McGrath, in his book, *Should Students Share the Power*, says: "The weight of opinion and practice indicates wide acceptance of the idea that students should have some voice in the bodies which determine the purposes and the programs of institutions of higher education. Since virtually every committee, to one degree or another, deals with matters which affect the character and quality of the students' education and since students' experiences may often shed peculiar light on these matters, it is reasonable that students should hold membership in all such deliberative bodies."<sup>4</sup> The Board of Regents is such a deliberative body.

Another point to consider is the improved communication that would result between the University policy-makers and the students. At the present time, few of the students know who the Regents are or how to contact them. The Board decisions which affect students are as visible as the Regents are invisible. This is not the fault of the present Regents as their time is spent with University business, occupations, civic-minded endeavors and of course family and friends. Since the Regents are busy people they rely on the

<sup>2</sup>University of Alaska, University of Alaska Catalog 1971-1972. (College: University Relations, 1971), p. 8.

<sup>3</sup>Richard Antes, "Involving Students in University Governance," in NASPA Journal, ed. by NASPA Editorial Board. (Bloomington: NASPA, July, 1971), p. 51.

<sup>4</sup>McGrath, Should Students Share the Power, p. 67.

University administration to provide them with most of the information they need. As such, the student viewpoint is often absent. Dr. J. L. Zwingle, President of the Association of Governing Boards of Universities and Colleges states, "Campus tensions, it now seems obvious, arose from one shortcoming among governing boards (with more than equal share among administrators): Failure to understand what was developing on the campus (California and Columbia). These were not failures of intelligence but failures of attention."<sup>5</sup> Looking at the other side of the coin, we see students that are frustrated from not knowing or understanding why a decision was made. This leads to a disillusionment with the system, a lack of trust with the administration and a further break-down of communication. A student Regent's major responsibility to the Board then, could quite conceivably be to keep the Regents informed of student opinion and to keep the students informed of the reasons behind the Board's decisions. However, at the present time this is not possible. Therefore, we seek a full member of the Board with voting privileges to insure that the student Board member will be informed of all meetings, receive all background information used by the Regents in making a decision, be able to take part in all discussions freely, be considered as a legitimate member of the Board by the other Regents and by the administration. Also, a voting student Regent would be credible in the eyes of the students and not considered a "token" Regent.

One might suggest that no student is mature enough to be a Regent and thus could not possibly be considered credible. Admittedly, there are those students that do show their immaturity at times but all large groups have these types of individuals. The state of Alaska should be proud that her students have shown the maturity and the responsibility needed to not follow the disruptive trends of students at other universities in the country. Instead, they have worked within the system to improve their education.

Others view the brief involvement of students as being a detriment to placing a student on the Board. This should not necessarily be considered a drawback because a student's short term\* on the Board will insure a fresh point of view. The student Regent will probably make mistakes but his presence has a definite advantage to it. The older Regents, (average age near 60), will guide him in their areas of knowledge just as he will contribute his thoughts and experiences to them.

<sup>5</sup>J. L. Zwingle, "The Lay Governing Board," in Perspectives on Campus Tensions, ed. by David C. Nichols. (Washington D.C.: American Council on Education, 1970), p. 195.

\*Our proposed bill will discuss the length of the term.

Another possible drawback on placing a student on the Board is the element of time. One Regent has estimated that his Board position involves about two months of his time per year. It is obvious that the position demands hard work, responsibility and a devotion to the University of Alaska. Could and should a student be a Regent and a student at the same time? The answer is unequivocally yes. First, the position will be a tremendous learning experience for the student. He will learn practical politics, budgets, organization, investments management, etc. It would well be the most satisfying, rewarding and educational experience of his life. Capable students have proven that studies are not necessarily hurt by devoting their time to other areas. Noting for example the three most demanding positions in student government in Alaska, we find that an average of 47 hours were spent working in student government, while 17 credits were earned, with a grade point average of 3.4 out of a possible 4.0 scale. The great number of hours which these three people spend in their jobs is justification enough of the devotion to the University. ". . . When students enjoy the rights and responsibilities of citizenship in a Free social order, they almost uniformly discharge their obligations thoughtfully, diligently and with an arresting dedication to public rather than personal ends."<sup>6</sup>

One aspect of this consideration which we have not discussed has been that of Public Relations. Will this concept improve or harm the University's image? First, it must be stated that the idea of placing a student on the Board of Regents is not a particularly new or liberal idea. Other schools which have students on their Board as voting members are: University of Maine, University of New Hampshire, University of Massachusetts, University of Connecticut, Cornell University and Antioch College.

The concept of a student Regent is not one that has swept across the country like a prairie fire. However, it is viewed as highly innovative in many circles of higher education. Otterbein College, which placed three students on their Board in 1970, knows this well as they built a public relations "success story" around the idea. In a letter from Tom Clark, Director of Public Relations at Otterbein, we learned, "The governance and board reorganization was much in the news in 1970 and 1971. We appeared in many national publications and on television a great deal. I hope you were able to catch some of it. At this

<sup>6</sup>McGrath, Should Students Share the Power, p. 83.

point, the College, through its experience with the governance, has become quite well known and respected in academic circles."<sup>7</sup> The knowledge that the University of Alaska and thus the state of Alaska, loses many residents to Universities in other states makes this concept even more appealing to the U. of A. from a public relations standpoint.

We students believe that our proposed bill will be considered one of the best in regards to placing a student on the Board. Following is a discussion of the bill.

#### PROPOSED BILL TO PLACE A STUDENT ON THE UNIVERSITY OF ALASKA BOARD OF REGENTS

We first had to decide how many students to place on the Board. There were two avenues of thought. One suggestion was to have one student from Anchorage and one student from Fairbanks on the Board. This idea was not decided upon because the Southeastern students would be neglected and because we felt that two students representing 20% of the Board would be politically and otherwise, unfeasible. The decision therefore, was to choose the other obvious answer and have only one Student Regent.

The most challenging task we faced in the proposal was how to select a student for a Regent position. The decision as to which student should be a member is one which must be made in a fair manner, with emphasis on ability and character and not on popularity. Other Universities such as the University of Massachusetts, have made their student body president an automatic member of their Board. However, this would not be a wise decision for our University as the student body president (no matter who he was) could not do justice to both positions. Time alone would not allow for it. Also, a student body president is to represent the best interests of the student body on his campus, whereas a student member of the Board would represent the best interests of the state in helping to determine the role of the University. This is a most important point! The student member of the Board would not be a member to represent the students' interests, but would be a member who would have the experience of a student at the time a decision was made. This would help encourage the University to look at all sides of an issue. There are many ways of looking at a four-sided square. This concept also negates the argument that the Regent position would become a "political football."

<sup>7</sup>Letter, T. Clark to D. Scott, Feb. 11, 1972. (University of Alaska, ASUA Files).

Another type of selection process is to let the student body president or the students themselves select their own board member through appointments or elections. This is also a poor idea because it would probably relegate the selection to a popularity contest. The person with the nicest smile or the best designed campaign poster would win a Regent position regardless of his qualifications. On the other hand, a selection by the administration or faculty would cause concern among the students that the new student member was the administration's "boy." This would not help to make the Regents any more credible to the students than the present system.

After a great deal of discussion we resolved, and now propose, that the University Assembly recommend four or five names to the Governor, one of which would be appointed and then confirmed by the Legislature. The Assembly is made up of faculty, administration, alumni and students and is a large enough and a diverse enough body that no one segment of the University could exert political or "self-interest lobbying" influence in the recommendation process. We chose these people within the University structure to "do the recommending" because we felt that they would be in the best position to evaluate the capabilities and characters of the potential student Regent members. However, the University Assembly is presently dominated by the Fairbanks campus. Therefore, as united students of the University of Alaska campuses, we do strongly recommend that the University Assembly be required to select at least one student from each major region (Southeast, Southcentral and Northern).

The terms of the student members should be one year with reappointments possible. More than a year's term would disqualify the Seniors who generally have the most expertise on the University system. Additional reappointments are necessary for that rare individual who is qualified to be a Regent before he reaches Senior status as a student.

The student should of course be considered a full member of the Board with all the rights and responsibilities of the position.

Throughout this booklet we have attempted to show our enthusiasm for the American concept of participating in decisions through voting. One vote will not change many decisions of the Board of Regents but it will record our thoughts on the discussions and it will give our viewpoint the necessary weight so that we will be heard. For those of you that

are Old-time Alaskans and may not understand how we students feel, may we suggest that you think back to the Territorial days when our voteless delegate had little to bring home except for the frustrations and the neglect of Congress.

The Associated Students request that a bill placing one student on the Board be passed during this Legislative session.

The Associated Students wish to thank the following people for their thoughts and/or support in making this booklet possible.

Dr. William R. Wood	President, University of Alaska
Dr. Earl J. McGrath	Director of Higher Education Center, Temple University
Dr. Thomas J. Kerr IV	President, Otterbein College
Dr. Homer Babbidge	President, University of Connecticut
Dr. Thomas Boner	President, University of New Hampshire
Dr. John W. Lederle	Past President, University of Massachusetts
Dean Robert J. Hilliard	Director of Student Affairs, University of Alaska
Mr. Don Scott	Head, Wood Center, University of Alaska
Mr. Tom Clark	Director, Office of Public Relations, Otterbein College

For your information the following Alaska State Statutes apply to our proposed bill.

Title 14, Chapter 40,  
Article 2

Sec. 14.40.120. University Governed by Board of Regents. The University of Alaska shall be governed by a Board of Regents consisting of eight regents. (No.37-10-3 ACLA 1949)

Sec. 14.40.130. Qualifications of Regents. Each regent shall be a citizen of the United States and a resident of the state. (No.37-10-3 ACLA 1949)

Sec. 14.40.140. Term of office. The term of office of a regent is eight years. The term of office begins on the first Monday in February of the year in which the appointment is made. Each regent serves until his successor is appointed and qualifies. (No.37-10-3 ACLA 1949)

Sec. 14.40.150. Appointment of regents. The governor shall appoint the regents subject to confirmation by a majority of all the members of the legislature in joint session. The names of those appointed shall be sent to the legislature within five days after the opening of the session, for confirmation or rejection. If a person appointed is not confirmed by a majority vote of all the members of the legislature, his appointment ceases and the name of another person shall be submitted within three days after the rejection. If the legislature adjourns without confirming the nominee, or if an interim vacancy occurs, the governor may appoint a qualified person to fill the vacancy. However, the person who has failed to be confirmed may not be appointed. The term of office of the appointee expires on the fifth day of the session of the legislature following the appointment. (No.37-10-3 ACLA 1949)

## WORKS CITED

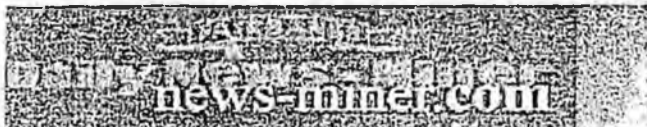
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McGrath, Earl J. Should Students Share the Power. Philadelphia: Temple University Press, 1970.

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## Regent nominees clear hurdles

By TOM MORAN

News-Miner Juneau Bureau

JUNEAU--The state House Committee of Health, Education and Social Services has recommended the confirmation of five nominees to the University of Alaska Board of Regents, including three from Fairbanks.

In a Tuesday afternoon hearing, the committee voted unanimously to support the confirmations of Jim Hayes, Cynthia Henry, and student regent Derek Miller of Fairbanks, as well as Mary Hughes of Anchorage and Mike Snowden of Sitka. Hayes, Henry and Snowden were all nominated by Gov. Frank Murkowski, while Miller and Hughes were nominated by ex-Gov. Tony Knowles and are being forwarded by Murkowski.

The nominees can now go before a joint session of the state Legislature for confirmation. Both Hayes' and Henry's terms would expire in 2011, while Miller would serve a total of a year as student regent.

Hayes, who was mayor of Fairbanks from 1992 to 2001, has a bachelor of arts from UAF. He has also worked as a school teacher and served on the Fairbanks North Star Borough school board. Hayes answered questions from the seven-person committee on several topics, including affirmative action, university health education programs and the university budget. On the latter, Rep. Kelly Wolf, R-Kenai, asked Hayes whether there is room for budget trimming at UA.

Hayes said he didn't have details of the budget but conjectured there would be room for cuts if necessary.

"There's always areas that you can trim or cut," he said. "I think people that know me know I'm fairly conservative, I cut the city budgets."

Cynthia Henry, who holds a master's in education from UAF, is a member of the Fairbanks North Star Borough assembly, a former member of the school board and a former teacher. When asked about health education, Henry said the university system has room for improvement and noted that UAF has no nursing program.

"I think the goal of the university, the responsibility of the university, is to fill those professional positions that are needed in this state, and I think we have been lacking in the health profession," she said.

The committee reserved the toughest questions for Miller, a UAF senior business major who has been student body president for two years. When asked to give the university a letter grade, Miller gave it a B-minus--"I definitely think we are an above-average university," he said--and said the system needs to do more to compete on a national level.

Miller said he supported a recent bill that would double the number of student regents. And asked what he would do to improve each major campus of the system, he said he would support UAS's accessibility, look into doctorate programs at UAA and create more of a focus on education rather than research at UAF.

"I would like to see a teaching emphasis, more so, at the Fairbanks campus," he said.

Reporter Tom Moran can be reached at [tmoran@newsminer.com](mailto:tmoran@newsminer.com) or (907)463-4893.



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