

192 SHES SB 658 COMMUNITY COLLEGES AUTONOMY

1975-1976

SENATE HESS

LIST OF FILES (PAGE 1)

SB 658 COMMUNITY COLLEGES AUTONOMY

MISCELLANEOUS

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ADULT EDUCATION

ALASKA METHODIST UNIVERSITY

ALCOHOLISM

BRISTOL BAY

CAPITAL SITE SELECTION

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COMMUNITY EDUCATION
COOK INLET LAND TRADE

DAY CARE

DAY CARE AND PRESCHOOL

DISTRICT ONE EDUCATION ASSOCIATION

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1975-1976
SENATE HESS
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PROPOSALS FOR 1976 YKHC

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SENATE

HIESS

SB

6588

THE FOLLOWING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

SB 658 file

Alaska Community Colleges

May 13, 1976

FEDERATION OF TEACHERS

2533 Providence Drive
Anchorage, Alaska 99504
279-6622

Members, Alaska State Legislature
Juneau, Alaska

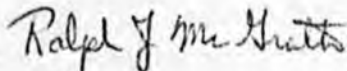
Anchorage
Juneau-Douglas
Kenai
Ketchikan
Kodiak
Kuskokwim
Malanuska-Susitna
Northwest
Sitka
Tanana Valley

Frequently in the past couple of months arguments made by University of Alaska President Robert Hiatt and his administration focused on the idea that "the University of Alaska and University of Hawaii statewide systems are the envy of the rest of the nation."

Apparently, that assessment is not as accurate as University officials would like the legislature to believe. Attached is an article written just this past Friday, May 7, which appeared in the Honolulu Advertiser.

I hope you will take the time to review this piece as it does have clear implications for "autonomy" in the state. Again we urge your serious consideration of passage of legislation granting autonomy to community colleges.

Sincerely,



Ralph J. McGrath, President

RJM/cjt

Attachment



A-8 Friday, May 7, 1976 HONOLULU ADVERTISER

UH tries to placate two-year colleges

By PETER ROSEGG

Advertiser University Writer

In an attempt to deal with discontent in the community colleges, University of Hawaii President Fujio Matsuda and Vice President Durward Long have met with leaders of the community college faculty senates.

The Maui Community College faculty senate last week overwhelmingly approved a resolution of no confidence in the University chancellor for community colleges, Shiro Amioka.

The resolution called for Amioka's ouster. It accused him of hostility toward the faculty and of setting community college policies with little or no consultation with students and faculty.

Amioka, the resolution states, "has initiated efforts at reducing campus autonomy and establishing standardized educational policies, thereby precluding individual community colleges from responding to the special needs of their communities."

COMMUNITY college autonomy and the role of faculty members in policy decisions were the main topics of the Matsuda-Long meeting with faculty senate leaders Tuesday night, according to several community college faculty members who attended.

"The meeting was very cordial, conducted in a give-and-take manner," according to one. "Matters of personality were not discussed. We

discussed things on the level of the issues."

Amioka did not attend the meeting in Matsuda's office, although he reportedly was waiting outside in case his presence was called for.

An Advertiser survey of the community colleges on Oahu indicates that no faculty senate is prepared to join Maui in the no-confidence vote. But several faculty senate leaders said the Maui resolution had been distributed and is being discussed on their campuses.

THE MEETING may have calmed the unrest at the community colleges and set a pattern for more open communications, according to the faculty senate leaders.

"We asked the administration to be open to invitations to visit each campus for meetings and discussions with the faculty at least once a semester," said Liz d'Argy, chairwoman of the Leeward Community College faculty senate and convener of a committee of all faculty senate leaders.

Another suggestion under discussion by the administration, according to Norman Hallet, Honolulu Community College faculty senate chairman, is for regular meetings that would include top University administrators, chancellors, faculty senate representatives and the faculty union, the University of Hawaii Professional Assembly.

The meeting was described by several of the faculty leaders as "positive." Said one: "We don't see any immediate solutions but there is now some hope."

S13 658
back up

Budget Cut Threatens Campus Staff

Kuskokwim Community College could lose half its staff next year if its budget is not restored to its full amount, said Jan Gibson, acting director of the school.

The Bethel school turned in a budget request of \$2,444,600. After the governor's budget review committee got through with it, it had been slashed to \$1,491,400, a 38.9 per cent decrease.

The enrollment at the school has increased steadily over the four years it has been in existence. It now has 668 students; it had 83 students in the fall of 1972.

If the budget cut remains some programs that are federally funded or contracted will have to be cut. Also the Eskimo Language Workshop and the instructional television programs will be axed.

Of the 25 fulltime staff about half will lose their jobs.

The instructional television program serves about two-thirds of the villages. Twen-



JAN GIBSON
Acting Director

ty-six hours of instructional programming are presented each week. Students earn either certificates or associate arts degrees through the program.

Another concern of Mrs. Gibson's is pending legislation that calls for the split between the community colleges and the University of Alaska system.

She questions what would happen to the accreditation of the community colleges if they split. Would the schools have to go through the whole process

again?

She said she also sees that there is an advantage to being in the university system because of the types of courses that can be offered. "The University of Alaska is the coin of the realm," she said.

The split also would probably limit the type of junior and senior high school offerings and might add more layers of administration that wouldn't help, she said.

Several teachers and administrators have contacted legislators and expressed their concerns over the legislation.

Mrs. Gibson has been in Bethel for three years. Teaching in Bethel is extremely challenging. The smaller classes allow the teachers more contact with their students, she said.

Living in Bethel means some adjustments, like putting up with honey buckets, oil heaters and dip tanks, she said. "You have to be able to adapt to the rough physical atmosphere."

There are cultural differences, of course. Bethel has not only its Bethel culture but that of the other villagers that come to Bethel and the people from the urban areas that come.

Mrs. Gibson was in Anchorage for a rural education meeting with other community college directors. She spoke highly of the university's rural education program. Because the rural

directors are now getting together they can talk about problems they have in common. Before it was just getting together with people on the urban campuses that didn't understand the rural problems.

The college has just acquired a student union building, built by students as

part of a class. It has a bookstore in it, making it possible for students to buy their textbooks there, she said.

As soon as the student government gets organized in the fall it will decide how to furnish the building, which was built for \$10 a square foot. Some of the material was donated.

Bill May Slice Tussing Tenure

JUNEAU (AP) — The tenure of a controversial economist on the state's Royalty Oil and Gas Advisory Board would be cut short under a bill introduced in the Senate.

Aimed at Dr. Arlon Tussing, the bill sponsored by the Senate Commerce Committee would prohibit any employe of the University of Alaska from serving on the board charged with disposing of the state's valuable oil and gas holdings.

Tussing and Board Chairman Guy Martin, commissioner of natural resources, have come under criticism from some legislators who claim they are not pushing aggressively enough for a sale of the state's royalty gas at Prudhoe Bay.

The economist, whose one-year appointment to the board

expired on March 14, is a leading proponent of the theory that North Slope natural gas is too expensive to compete with alternative fuels in the lower 48 states.

The legislation was introduced Wednesday as the legislature pondered nearly 100 appointments made by Gov. Jay Hammond to various boards and commissions. They all require confirmation.

Young Seeks Black Support

Times Washington Bureau WASHINGTON — Rep. Don Young, R-Alaska, who plans to introduce legislation shortly dealing with a natural gas pipeline from Alaska's North Slope, is bidding for the support of Black congressmen by incorporating into his bill a minority-hire provision.

Efficient Loan Lobbyist List

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W Back up SB 658

Regent reviews AMU, c

How do you see the University developing at this point in its evolution? In what direction is it moving?

Happily, for the first time, most long and short-term goals and directions of the University of Alaska statewide are contained in one document—the Academic Development Plan. This plan lets everybody know who we are and where we are going. I would commend its reading to everyone interested in the University or any part of it. I know the Regents intend to use the plan as a strong guide for the future and will keep it updated as we go along.

I would personally emphasize two overall points of the plan for everyone to consider daily in everything we do. First, our purpose is to serve people, not ourselves. Second, we should each day strive to serve with greater excellence than we did the day before.

We cannot fail if we use these criteria to evaluate everything we do. If one of our programs does not meet a demonstrated need of the people we serve or if we are not willing or capable of doing a particular job well, then we ought not to do it at all.

Should the University be doing something it is not doing now?

There will always be some

for the faculty, the University or the state. This is primarily because I have not seen that it produces any benefit to education. Many things in the present union contract, for example, seem to me to work to the contrary. Its aim is apparently not to better education or to help the students or others we serve, but rather only to gain personal advantage and benefit to the faculty involved.

If more of it is to occur, I would hope it would not be done under present state law. I can't believe the Governor and Legislature are unwilling to provide adequate pay and working conditions to our faculty without first requiring them to organize. I know the board is not.

Would you, as a regent, vote to recognize other university units for purposes of collective bargaining?

I won't know until the question is presented.

The Board of Regents was recently enlarged from 9 to 11 members. Is it too large now? At its maximum effective size?

I don't think the board is too large with 11 members. More than 11 might create more problems than benefits.

With recent vacancies on the board filled by Governor Hammond, a majority of the board

Anchorage Attorney Brian Brundin, the president of the University of Alaska Board of Regents, has spoken out vigorously on issues confronting the university since becoming president in September, 1975. This interview initially appeared in the UA's quarterly report, "Now in the North."



will be more difficult, and that we might find ourselves in a crisis later this year or next.

Roughly 95 per cent of our instructional budget, and a great majority of the rest, is tied directly to personnel costs, over which we are able to exercise less and less control.

Today we find ourselves with a small segment of our faculty, the unionized community college faculty, being paid better than any other in the nation. Over the last two years they have obtained, and the Legislature has funded, a wage increase in excess of 75 per cent. Meanwhile the large majority of our faculty is paid somewhat below a comparable average level, when considering cost of living, as indicated when comparisons are made with the salary structure of other comparable universities in the "Lower 48." To keep on a par with this average relationship this coming year will require about a 15 per cent salary increase, costing about \$4.3 million.

This relative inequity within our faculty is causing great consternation among many of its members. While I don't think most would consider themselves underpaid or unfairly paid, they do object to a small portion of the faculty receiving such inordinately greater pay.

Unless state law regarding collective bargaining is amended or repealed, we could shortly find our entire faculty organized and demanding similar pay levels that, if allowed, would add enormously to our operating budget. To pay this greater majority of our faculty at the same level as the community college faculty would require a 41

coming from the state general fund.

I think the state's actions in recent years to provide public funding to keep AMU alive, while well intentioned, were ill-advised. They may even be unconstitutional. Article VII, Section 1 of the Alaska Constitution provides that "No money shall be paid from public funds for the direct benefit of any religious or other private educational institution."

Worse, I believe these efforts

Separating our community colleges would be a giant step backwards. The bickering within our present system is healthy.

things that people think we should be doing that we are not. While we grow and are able to do more and different things, we must operate at any one time within the limits of our resources and competence, and we must remind ourselves and others that the University cannot be all things to all people. History has shown that a university ought not to take an economic or political lead in society. The ideas generated within our community may inspire others to take that lead, but the University itself is ill-equipped to be an activist organization.

has been appointed by one governor. Under this circumstance, do you feel the board can have an independent, non-partisan outlook?

There is a deliberate, and I believe wise, scheme in the law aimed at preventing any one governor from appointing too many members of the Board of Regents. While recent circumstances have allowed Governor Hammond to appoint more than a majority of the present board, it is clear that he has recognized the reasons behind the law. I am grateful that he has made his appointments

aims, as outlined in the Academic Development Plan?

Within the Academic Development Plan there is shown a basis for the continued and adequate funding of the University. I particularly urge the Governor's Office and legislative leaders to note an alarming recent trend toward allocating a smaller share of the state's resources to its University. Unless that trend is reversed and the state adopts a continuing policy of allocating a fair share of its resources—which can be afforded—we may not in the future be able to serve Alaskans with excellence in our programs.

A legislative consultant has proposed that the community colleges be withdrawn from the University of Alaska and given independent status. What is your opinion of this proposal?

It would be a great mistake to separate the community colleges from the University. Other states are continuing their efforts to join together their separate universities, state teacher colleges, junior colleges and community colleges. They all realize statewide planning and coordination is essential. Recent federal legislation regarding post-secondary commissions has in fact acted to help other states achieve this goal. We in Alaska have never had that problem since we operate under one constitutionally established Board of Regents.

Separating our community colleges would be a giant step backwards. The competition and "bickering" within our present system is now, in many ways, healthy. If the system were broken up, this competition would become much more politicized, regionalized, and extremely damaging to higher education.

Are you satisfied with the organization of the University?

Under the direction of President Hiatt we are moving every day toward better organization of our statewide system. I believe that as more people connected with each of our campuses begin to identify more with its chancellor, or dean, so that each community knows it has "its own university" as such and as our rural effort grows under our Vice President for Rural Educational Affairs, President Hiatt will be more free to accomplish what he was hired to do—lead and coordinate our statewide efforts.

There is now one union within the university system and the possibility of others being organized. Is this development good or bad for the University, in your view?

I am not convinced that union organization of the faculty is good

to find qualified and conscientious Alaskans to serve on the board.

Do you feel the board system of governance is the best for the University?

The system of placing higher education policy decisions in the hands of an independent lay board is an American invention. When compared with the way other countries do it, I think we can say that much of the substantial progress made throughout our country, including Alaska, would not have occurred under other systems.

The board has adopted in concept a plan to set up its own office and staff, and it will now be meeting more often. Does this mean the board is moving to exercise more control over the University? What are the advantages of such a plan?

No, it means rather that we

coming year, just to catch up, and this would be without consideration of any increases the union may win for the community college faculty this year through bargaining.

Can the state afford it? Is it right? I believe most people want to see our faculty paid fairly but would strongly object to our present law if, in practice, it not only encourages but nearly forces our faculty to organize for the purpose of becoming the highest paid faculty in the nation.

Again, our purpose as a university is to serve the people, not ourselves.

What about Alaska Methodist University? Do you expect it to continue indefinitely or will it inevitably be purchased by the state?

While many people, including myself, would not like to believe it, I think a realistic appraisal of

I think the state's actions in recent years to provide public funding to keep AMU alive were ill-advised.

think we can do our job a little better with a small staff to assist us, primarily with coordinating board meetings and paperwork. It's not our job nor is it within our competence to run the University. However, with our annual budget approaching \$100 million and the board growing and moving to bimonthly meetings, we simply need more help.

With the funds from the 1969 North Slope oil and gas lease sale nearly exhausted and a tight budget year in the offing, how do you see the University faring in the near future?

We will continue to ask for all resources we need, and are stepping up our efforts to do our job more efficiently. We are also—through grant and contract applications, the University of Alaska Foundation, efforts to place our lands into production, and other measures—continually developing other sources of funding.

You know we continue to operate on only about 50 per cent state funding. This year's operating budget of \$88 million has only \$46 million from the state's general fund. The rest comes from a great many other sources.

While we can and will continue to operate within the resources that are made available, it is apparent that these coming years

AMU's situation compels a conclusion that it cannot survive. And while I appreciate that by saying these words I am diminishing AMU's chances of survival and discouraging valiant efforts now underway to keep it going, my responsibilities compel me to answer the question directly and candidly.

Every university must have a continuing reliable source of operating funds. Like many other private universities in the nation which have closed in recent years, AMU does not now have sufficient endowment or private support, nor is there any prospect for it that I know of. Without a starting place like an endowment, it cannot attract sufficient private donations to sustain itself.

It is operating today almost entirely on state money, first from payments under an option recently given to the state to purchase its facilities, and secondly on state payments to most of its students under the tuition equalization or scholarship loan programs. Other state funds are obtained to operate its nursing programs. In fact, this "private" university is now almost totally state funded, while our "public" university, the University of Alaska, continues to operate, as earlier mentioned, with only about half of its funds

Community

are not going to save AMU; rather they work only to tear it down. The excellence of programs which has taken years to develop can quickly disappear when faculty or students, concerned about uncertainty, look elsewhere. When the final day of reckoning arrives, if the state does purchase AMU facilities, I am afraid the quality of its programs, at that time, will have largely deteriorated, and substantial effort, funds and time will be required to bring them back to their former level.

I believe it would have been wiser, cheaper and kinder to purchase AMU facilities and continue their programs under the contract worked out last year between AMU and the University of Alaska. Doing so would have cost no more in the short run and certainly less in the long run. Programs would have continued without constant fear of their discontinuation, and student and faculty interests would have been protected. Further, AMU would have continued, though in a different form, by utilizing the proceeds of the sale.

The demonstrated benefits and advantages of private higher education, that is, the innovation, flexibility and increased excellence possible of achievement free of the political and other restraints inherent in public

funding, can still be maintained for Alaska. That is why we have begun the University of Alaska Foundation, so that we can attract and utilize greater private funding to enhance these areas within the University of Alaska. AMU could continue in the same respect but on a smaller scale with the funds realized from sale of facilities designed for a large-scale operation which their private funding could no longer afford.

I think it is time we redirect our efforts toward achieving these desirable goals in a way that is possible, and stop kidding our selves about "saving" AMU. We are not "saving" private education by funding it with state dollars. If our constitution allowed such public funding, then with it must also come the necessary strings of public funding, and we would end up without a private university anyway. We certainly don't need two state universities.

What development do you foresee for the University of Alaska, Anchorage?

The Academic Development Plan describes in detail the development we foresee for the University of Alaska, Anchorage. It will grow and develop into the largest unit in our system because it serves the largest and fastest growing area of our state.

Daily News-Miner, Fairbanks, Alaska, Tuesday, March 23, 1976—A-5

colleges, unions



Charlie: Thought you
would like to see this
Bob Olson

RESOLVED

The Fairbanks Faculty Association at the University of Alaska opposes any action to separate the community colleges and extension centers from the University of Alaska. We believe this politically-motivated act will make it more difficult to provide a good education at reasonable cost to students. It will hamper coordination of effort between the Community Colleges and the University of Alaska.

The Fairbanks Faculty Association opposes SB 658 and calls upon its elected representatives to defeat the bill.

Passed by Fairbanks Faculty Association at University of Alaska in general meeting March 11, 1976.



Donald A. Lokken, Chairman

Mike -
please put copies in all folders
when SB comes over.
Charlie

UNIVERSITY OF ALASKA SYSTEM

BUDGET FOR INSTRUCTION

MAINTENANCE FY 77

<u>COLLEGE</u>	<u>FULL-TIME</u>		<u>PART-TIME</u>		<u>TOTAL</u>	
	<u>POSITIONS</u>	<u>COST</u>	<u>POSITIONS</u>	<u>COST</u>	<u>POSITIONS</u>	<u>COST</u>
KODIAK CC	7.56	211.2	17.64	119.8	25.20	331.0
KENAI CC	10.77	271.2	16.16	127.3	26.93	398.5
KUSKOKWIM CC	24.91	823.5	15.92	250.3	40.83	1073.8
NORTHWEST CC	1.44	44.2	16.57	164.9	18.01	209.1
TANANA CC	11.26	309.7	63.82	453.1	75.08	762.8
ANCHORAGE CC	164.79	4539.1	41.19	401.4	205.98	4940.5
HAT-SU CC	4.10	100.1	11.69	105.8	15.79	205.9
J-D CC	18.64	477.6	12.42	143.9	31.06	621.5
SITKA CC	3.93	123.7	5.90	67.7	9.83	191.4
KETCHIKAN CC	9.61	275.9	5.17	47.6	14.78	323.5
TOTALS CC	257.01	7176.2	206.48	1881.8	463.39	9058.0
U. A. F.	196.99	5456.6	17.12	323.1	214.11	5779.7
ANCHORAGE SC	51.97	1453.3	63.52	448.5	115.49	1901.8
SOUTHEAST SC	9.28	251.1	8.56	80.1	17.84	331.2
TOTALS SC	258.24	7161.0	89.20	851.7	347.44	8012.7
GRAND TOTALS	515.25	14337.2	295.68	2733.5	810.83	17070.7

REGENTS REQUEST FY 77

<u>COLLEGE</u>	<u>FULL-TIME</u>		<u>PART-TIME</u>		<u>TOTAL</u>	
	<u>POSITIONS</u>	<u>COST</u>	<u>POSITIONS</u>	<u>COST</u>	<u>POSITIONS</u>	<u>COST</u>
KODIAK CC	10.68	298.4	10.68	72.6	21.36	371.0
KENAI CC	11.18	281.5	11.18	88.1	22.36	369.6
KUSKOKWIM CC	23.22	767.7	15.48	243.4	38.70	1011.1
NORTHWEST CC	2.52	77.3	7.56	75.5	10.08	152.6
TANANA CC	25.33	696.8	37.99	269.7	63.32	966.5
ANCHORAGE CC	164.99	4544.6	54.99	535.9	219.98	5080.5
MAT-SU CC	9.59	234.1	6.39	57.8	15.98	291.9
J-D CC	22.44	574.9	7.48	86.7	29.92	661.6
SITKA CC	5.97	187.9	3.98	45.7	9.95	233.6
KETCHIKAN CC	8.41	241.5	5.61	51.7	14.02	293.2
TOTALS CC	284.33	7904.7	161.34	1526.9	445.67	9431.6
U. A. F.	200.04	5541.1	19.78	373.4	219.82	5914.5
ANCHORAGE SC	74.34	2078.9	60.83	429.5	135.17	2508.4
SOUTHEAST SC	15.13	402.4	6.43	60.7	21.61	470.1
TOTALS SC	289.51	8029.4	87.09	863.6	376.60	8893.0
GRAND TOTALS	573.84	15934.1	248.43	2390.5	822.27	18324.6

COMMENTS:

1. In the FY 77 Budget--both the Maintenance and Regents Request-- instructional cost constitute about 18% of the entire budget. The community college instructional costs make up a little more than 9% of the budgets.

	MAINTENANCE		Total	REGENTS REQUEST	
Total	95,313.4	(100.0)	Total	103,362.9	(100.0)
Comm Clg	9,058.0	(9.5)	Comm Clg	9,431.6	(9.1)
Senior Clg	8,012.7	(8.4)	Senior Clg	8,893.0	(8.6)
CC and SC	17,070.7	(17.9)	CC and SC	18,362.9	(17.7)

2. The Regents Request Budget is 8.4% above the Maintenance Budget ($103,362.9/95,313.4=1.084$), but there are marked differences between various segments of the budget. While the Regents Request sees the Senior Colleges as growing 11% over maintenance in budget ($8,893.0/8,012.7=1.110$), the community college request by the Regents is for only 4.1% above Maintenance ($9,431.6/9058.0=1.041$).

3. Similarly, the Regents Request for faculty positions indicates that in their view the Senior Colleges have priority. Considering the full-time positions, whereas the Regents seek 12.1% increase over Maintenance for the Senior College ($289.51/258.24=1.121$), the comparative community college increase is 10.6% ($284.33/257.01=1.106$). However, even this is deceptive, for in total F.T.E. faculty positions (full- and part-time) the Regents are actually asking for a decline in community college positions. While the senior colleges F.T.E. faculty, according to the Regents, should be increased by 8.7% ($376.60/346.44=1.087$), the community colleges are given 96.1% of Maintenance in F.T.E. positions ($445.67/463.39=.961$).

4. Given #2 and #3, it is interesting to note that the Regents still expect the community colleges to bear the brunt of production for the system. On page 2 of the FY 77 budget request the community colleges are expected to increase their student credit hour production by 9.9% over FY 76, while the senior colleges (major campuses) are pegged for a 6.3% increase in production.

5. Finally, while all three senior colleges (that is, U.A.F., A.S.C., and Southeast S.C.) are marked by the Regents for budget and position increases over maintenance, some 70% of the community colleges are in jeopardy regarding one or both of these items. The Regents Request indicates a decline instructional funding for Kenai, Kushokwim, Northwest, and Ketchikan CC. Additionally, the Regents Request asks for cuts in F.T.E. faculty positions (below maintenance) at Kodiak, Kenai, Kushokwim, Northwest, Tanana, Juneau-Douglas, Ketchikan CC.

OPERATING COST ANALYSIS OF SENIOR AND COMMUNITY COLLEGES - FY76

CAMPUS	* TOTAL DIRECT PROGRAM OPERATING COSTS	TOTAL CREDIT HR. PRODUCTION	AVERAGE COST PER CREDIT HOUR
Fairbanks	\$7,105,500	47,454	\$150
Anch. S.C.	\$2,546,100	34,100	\$75
Southeast S.C.	\$ 448,100	4,870	\$92
A.C.C.	\$7,658,400	101,890	\$75
Kuskokwim	\$1,633,500	8,800	\$186
T.V.C.C.	\$ 806,600	15,500	\$52
J.D.C.C.	\$1,037,200	8,165	\$127
Kodiak	\$ 529,900	4,800	\$110
Kenai	\$ 499,200	4,760	\$105
Ketchikan	\$ 355,700	3,190	\$112
Mat-Su	\$ 281,300	3,400	\$83
Sitka	\$ 232,200	2,080	\$112
Northwest	\$ 107,500	894	\$120

86,424 }
 153,479 }
 239,903

AGGREGATE SENIOR COLLEGE - COMMUNITY COLLEGE ANALYSIS

Average cost per credit hour at community colleges	\$ 86
Average cost per credit hour at senior colleges	\$117
(Note: average cost 36% greater at S.C.)	
% of budget allocated to community colleges	57%
% of budget allocated to senior colleges	43%
% of credit hour production at community colleges	64%
% of credit hour production at senior colleges	36%

Source: PROGRAM NARRATIVE & BUDGET SUMMARY
BUDGET REQUEST ANALYSIS - FY77
 BOOK 7.

Note: if total direct & indirect costs are used in the above computations,
 average cost per credit hour at community colleges = \$143
 average cost per credit hour at senior colleges = \$224
 (average cost 56% greater at S.C.)

*"total direct program operating costs" include all program costs except "indirect costs" such as:
 library
 student services
 administration
 physical plant.

OPERATING COST ANALYSIS OF SENIOR AND COMMUNITY COLLEGES - FY77

<u>CAMPUS</u>	<u>TOTAL DIRECT PROGRAM OPERATING COSTS</u>	<u>TOTAL CREDIT HR. PRODUCTION</u>	<u>AVERAGE COST PER CREDIT HOUR</u>
Fairbanks	\$8,004,900	46,950	\$170
Anch. S.C.	\$3,051,500	36,500	\$ 84
Southeast S.C.	\$ 718,200	5,840	\$123
A.C.C.	\$8,636,200	110,000	\$ 79
Kuskokwim	\$1,986,800	9,680	\$205
T.V.C.C.	\$1,197,000	19,000	\$ 63
J.D.C.C.	\$1,172,800	8,980	\$131
Kodiak	\$ 606,400	4,920	\$123
Kenai	\$ 525,300	5,150	\$102
Ketchikan	\$ 490,800	3,510	\$140
Mat-Su	\$ 472,800	4,000	\$118
Sitka	\$ 341,700	2,290	\$149
Northwest	\$ 230,100	1,262	\$182

89,290

168,798

258,082

AGGREGATE SENIOR COLLEGE - COMMUNITY COLLEGE ANALYSIS

Average cost per credit hour at community colleges	\$ 93
Average cost per credit hour at senior colleges	\$132
(Note: average cost 42% greater at S.C.)	
% of budget allocated to community colleges	57%
% of budget allocated to senior colleges	43%
% of credit hour production at community colleges	65%
% of credit hour production at senior colleges	35%

Source: PROGRAM NARRATIVE & BUDGET SUMMARY
BUDGET REQUEST ANALYSIS - FY77
BOOK 7.

INCREASED PRODUCTION

6.3% vs. 9.9% - CC

UNIVERSITY OF ALASKA SYSTEM

BUDGET FOR ADMINISTRATION

FY 77

<u>APPROPRIATION</u>	<u>CAMPUS</u>	<u>PROGRAM COMPONENT</u>	<u>EXPLANATION</u>	<u>MAINTENANCE</u>	<u>REGENTS REQUEST</u>	<u>PAGE</u>
STATEWIDE ADM			TOTAL PROG	6,581.2	7,824.1	6
RURAL EDUC	KODIAK CC		ADM	103.6	118.4	10
RURAL EDUC	KENAI CC		ADM	164.0	164.0	12
RURAL EDUC	KUSK. CC		ADM	234.9	265.4	14
RURAL EDUC	N.W. CC		ADM	105.9	105.9	16
ORG RESEARCH	SW	SUMMARY	ADM & OTHER	2,694.8	2,711.6	22
FAIRBANKS CAM		SUMMARY	ADM	1,800.4	1,913.7	60
FAIRBANKS CAM	T.V. CC		ADM	492.7	543.8	65
FAIRBANKS CAM	U.A.F.	INST SUP	CHANG OFF	312.5	312.5	71
FAIRBANKS CAM	U.A.F.	INST SUP	ADM SERVICES	1,110.0	1,147.3	71
FAIRBANKS CAM	U.A.F.	INST SUP	ADMISS & REG	377.9	453.9	71
ANCHORAGE CAM	U.A.A.	ASC & ACC	ADM	1,088.9	1,194.3	83
ANCHORAGE CAM	U. OF A.	INST SUP	PROV OFF	337.1	337.1	95
ANCHORAGE CAM	U. OF A.	INST SUP	ADM SERVICES	754.3	859.7	95
ANCHORAGE CAM	U. OF A.	INST SUP	ADM, REC, ETC	588.3	599.3	95
ANCHORAGE CAM	HAT-SU CC		ADM	143.9	162.6	101
S. E. COLLEGE	U. A. J.	JDCC & SES	ADM	390.0	390.5	105
S. E. COLLEGE	U. A. J.	INST SUP	CHANG OFF	124.7	124.7	117
S. E. COLLEGE	U. A. J.	INST SUP	ADM SERVICES	265.8	265.8	117
S. E. COLLEGE	SITKA CC		ADM	74.3	74.3	121
S. E. COLLEGE	KETCH. CC		ADM	79.4	79.4	123
TOTAL COST				17,825.1	19,648.3	

COMMENTS:

1. This estimate of total administrative costs in the University of Alaska System is believed to be a conservative one. The only components counted as "administration" were as follows:
(a) allocations labelled "adm" for the 10 community colleges and the three senior colleges, (b) allocations for institutional support, including the chancellor's (provost's) office, administrative services, and the registrar, (c) allocations for the administration of organized research, and (d) allocations for state-wide administration. The "hidden" administrative costs in the administration of libraries, physical plants, bookstores, etc., were not included as the amounts were impossible to isolate.
2. In the "Maintenance" budget, administration represents 18.7 percent of the total system costs ($17,825.1/95,313.4=18.7$), and in the "Regents Request" budget, administration represents 19.0 percent of the total system costs. In both the "Maintenance" and "Regents Request" budget more monies are being budgeted for administration than instruction.
3. Comparing the "Regents Request" to the "Maintenance" budget we find that the regents are asking for a 10.2 percent increase over maintenance for the administration ($19,648.3/17,825.1=1.102$). This is a greater increase than the regents are requesting for instruction and in the total overall budget. It is also interesting to note that one component of the budget for administration--statewide administration--is requested by the regents to get the largest increase over maintenance, 18.9 percent ($7,824.1/6,581.2=1.18.9$)
4. Finally, it is noteworthy that unlike the budget requests for instruction, no component of the administration budget is marked for a decrease in relation to maintenance. All components are at least budgeted for maintenance cost. It is also interesting that the growth, stability, or decline in the budget request for instruction at Alaska's ten community colleges bears no relation to the growth or stability of the budget request for administration of the community colleges.

CRITICISMS OF THE NOV. 24, 1975 SOLIE REPORT

by Gale L. Smoke

Although an ambitious study, the report by Richard J. Solie (Nov. 24, 1975) on Community College and Senior College Salary disparities is misleading and, in places, inaccurate. The major criticisms follow:

1. In Anchorage, whereas Solie's calculation of college faculty's average salary seems to conform to the present working budget \$23,193 ($\2577×9) to Solie's \$23,225, the Community College faculty's average salary seems to be inflated by Solie, given the working budget figures. Accepting Solie's contention that the working budget's salary must be modified by the 7.6% COLA effective 9/1/75 and the projected 7.5% COLA effective 3/1/76 (this will be criticized below), we do not arrive at Solie's figure of \$27,513. Instead, we calculate the average as of 3/1/76, given Solie's assumptions, to be \$26,421. Our methodology was as follows:

Working budget salary average
\$22,842 ($\2538×9)

Times 7.6% COLA 9/1/75
 $\$22,842 \times 1.076 = \$24,579$

Times 7.5% Projected COLA 3/1/76
 $\$24,579 \times 1.075 = \underline{\$26,421}$

2. Where does Solie get the projected COLA of 7.5% effective 3/1/76. It would be based, according to the Community College Faculty Contract, on the increase of Anchorage's CPI from 7/1/75 to 12/31/75. As of 10/1/75, half of the adjustment period, the Anchorage CPI had risen 2.3%. This hardly suggests a 7.5% increase for the full six month period. Thus Community College faculty salaries have likely been further inflated.

3. It is unclear which cost of living differential indexes (low, intermediate, or high) in Table II that Solie uses to arrive at the figures in Table III. Depending on which level was used, this could vastly change the percentiles.

4. In arriving at the national comparisons for Community College compensation (in categories III and IV) Solie uses the rank distribution that existed at Alaska's Community Colleges just prior to the elimination of rank. Since Alaska's Community Colleges had a higher proportion of faculty concentrated at the lower ranks (instructor, assistant professor, . shown in Table IV, Solie penalizes the Community College faculty in making percentile comparisons in Table III, categories III and IV. He uses the "U of A weights," not the "AAUP weights," in arriving at his conclusion that Alaska's Community College compensation is above the 95th percentile. However, what Solie does not consider is the fact that concentration of faculty at lower ranks does not necessarily reflect less education and experience, but could be based on a discriminatory promotion system which belittles the importance of Community Colleges. Any astute observer of higher education in Alaska the past several years knows that such discrimination was a major factor in the unionization of Community College faculty.

Therefore, if AAUP weights are used the Alaska Community College faculty's compensation is below the 95th percentile.

5. In part, Solie bases his percentiles on the four category AAUP classification of higher education institutions. No defense of this system of categorization is given, and it is assumed that the Senior Colleges are comparable to Categories I and IIA, and the Community Colleges Categories III and IV. Is this true?

6. Finally, the differential productivity of Senior College and Community College faculty is never discussed by Solie. In other words, he does not address the question of which segment of the faculty generates more student credit hours per tax payers dollar.

We have made our own independent study of productivity, and our findings appear on Tables A-D.

Table A shows the comparative student credit hour production for Anchorage Community College and Anchorage Senior College. Some 77.9% of the Student Credit Hours are produced by A.C.C. and 22.1% of the Student Credit Hours are produced by A.S.C.

An interesting question is how many faculty positions generate these production figures? In this regard, Table B shows the full time equivalent (F.T.E.) faculty positions for both institutions. An F.T.E. equals twelve months of full-time teaching (as it is defined at each institution). Thus, a faculty member on a full-time nine month contract is equated with $3/4$ F.T.E. As it is used in this context.

Comparing F.T.E. faculty for A.C.C. and A.S.C., Table C indicates that A.C.C. has 63.9% of the F.T.E. faculty and A.S.C. has 36.1% of the F.T.E. faculty. Recalling Table A (above), we note that A.C.C.'s 63.9% of the F.T.E.s produces 77.9% of the S.C.H.s, whereas A.S.C.'s 36.1% of the F.T.E.s produces only 22.1% of the S.C.H.s. Thus in relative terms, A.C.C. faculty produce 22% more ($77.9/63.9 = 1.22$) than A.S.C. faculty.

Now we come to the cost of this production. Since there is an imbalance between full-time and part-time faculty at A.C.C. and A.S.C. (see Table D), the fairest salary comparison is between full-time faculty at both institutions. Noting Table D we see that according to the working budget (which includes the March, 1975, 6.5% COLA), the average monthly salary of an A.C.C. teacher is \$2,538 whereas the monthly average for an A.S.C. professor is \$2,577. This translates to a nine month salary of \$22,842 at A.C.C. and \$23,195 at A.S.C. Now, if we increase the A.C.C. salaries by 7.6% and a projected 7.5% we get a nine month average salary of \$26,421. Thus we find that the average A.C.C. teacher is paid 14% more ($26,421/23,195 = 1.14$) than the average A.S.C. professor. (As we have mentioned in #2 above, we think this figure for Community College salaries is slightly inflated). If we were to accept Solie's figure for the nine-month average salary at A.C.C. and A.S.C., which is \$27,513, we would find that the average A.C.C. teacher would be paid 18% more ($27,513/23,225 = 1.18$) than the average A.S.C. professor.

It would seem to us that a salary differential of 14% or 18% (again we believe that the smaller figure is somewhat inflated) could be justified if A.C.C. faculty produced 14% or 18% more student credit hours than A.S.C. faculty. As noted above, A.C.C. faculty produce 22% more S.C.H.s than A.S.C. faculty. Consequently, although A.C.C. faculty have higher salaries than A.S.C. faculty, the public gets more productivity per dollar spent from A.C.C. faculty.

TABLE A: Student Credit Hour production for U.A.A. - Fall semester, 1975.
(As of 10/3/75)

S.C.H. percent	A.C.C.	A.S.C.	TOTAL
	35,022	9,941	44,963
	77.9%	22.1%	100.0%

TABLE B: F.T.E. faculty for U.A.A.

	A.C.C.	%	A.S.C.	%
Full-time F.T.E.	113.78	79.3%	36.98	45.6%
Part-time F.T.E.	29.63	20.7%	44.14	54.4%
TOTAL	143.41	100.0%	81.12	100.0%

TABLE C: A.C.C. and A.S.C. F.T.E. faculty

	A.C.C.	A.S.C.	TOTAL
F.T.E. faculty	143.41	81.12	224.53
PERCENT	63.9%	36.1%	100.0%

TABLE D: A.C.C. and A.S.C. full-time faculty salaries

	A.C.C.	A.S.C.
Fudgeted for salaries	,465,632	\$1,143,430
Full-time F.T.E. faculty	113.78	36.98
Average annual salary	\$30,459	\$30,920
Average monthly salary	\$ 2,538	\$ 2,577

NOTE: All enrollment figures are taken from the "Course Enrollment Information Report" for A.C.C. and A.S.C. Fall, 1975, 10/3/75.

All salary figures and F.T.E. faculty figures are taken from the "University of Alaska Working Budget for 1975-1976."

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(Prepared testimony by President Robert W. Hiatt for HESS Committee on SB 658 at Juneau March 9, 1:30 p.m.)

March 8, 1976

SB 658
File

TO: The Honorable Frank Ferguson
Chairman, Senate Committee on Health, Education and Social Services

FROM: Robert W. Hiatt
President, University of Alaska

RE: Testimony on SB 658, "An Act Establishing the Alaska Community Colleges;
and Providing for an Effective Date"

Mr. Chairman and members of the Committee:

My testimony will not be concerned with the textual details of SB 658, for it is the concept embodied in this proposed legislation which is of prime significance to the State of Alaska. Because this bill poses far more serious problems for the future of Alaska's public higher education than might appear on the surface through a "simple" shuffle of the community colleges and the newly established Rural Educational Program to a new public jurisdiction from the present University of Alaska Statewide System, I should like to spell out why I believe the action proposed is unwise and should not be enacted.

First, I should like to summarize my main points, and thereafter offer supporting information and seasoned opinion. These points are:

1. The healthy academic competition now experienced between units of the statewide University System - identified and encouraged in the University's recently completed Academic Development Plan - will be converted to political competition as a result of which all educational programs, and thus Alaskans, will be the losers.
2. Costly duplication of educational facilities and supporting services inevitably will occur.
3. Costly duplication of administrative and support functions inevitably will occur.
4. Coordination of programs between competing systems, and joint use of support facilities and programs and single urban campuses now housing both community college and senior college units will be virtually an impossibility despite layers upon layers of coordinating committees, boards and super-boards.
5. Present and future disparity among urban and rural community colleges will seriously jeopardize academic accreditation of rural units without the infusion of unwarranted additional funds to provide quality programs for subminimal enrollment.

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6. Academic services now available from the strength of the entire University of Alaska System to support successful implementation of the unique Rural Educational Program just getting underway would be reduced drastically to the detriment of this unique outreach program.
7. The problem areas within any unified system would only be magnified by pitting two or more overlapping systems against each other in the political arena.

Background

Introduction of such a divisive bill as SB 658, if it does nothing else, should stimulate those managing public post-secondary education to inquire why. Problems not always evident may thus surface for attention, and this is good for any system. Systems - educational or legislative - are really people after all and all humans are fallible. Should we recognize error and not move to correction, we indeed stand to be condemned.

Two points in my inquiries seem most often stated: (1) the University of Alaska is not responsive to the needs of Alaska and Alaskans; and (2) the University represents bigness, and somehow that must be bad. Let me deal with responsiveness first.

Those of us long-experienced in higher education know full-well how the institutional image lags in the public mind - often ten years or more. Once great institutions subsequently have become only good or even mediocre, but the image of greatness carries on. Contrariwise, many institutions, especially in the West, have since the early 1960's become excellent, but their less exalted earlier image still persists.

These points are made because the "Fairbanks syndrome" is still pervasive in the State. This is not to denigrate the Fairbanks campus academically in any way, for it is vastly better than Alaskans really believe it is. But having programs centered only at Fairbanks for so many years has created the image that today it somehow dominates or suppresses system units in other parts of the State. This may once have been so, but in my short three years at the helm I can state unequivocally that this is no longer true. And several years from now it may even be believed.

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Responsiveness

When most people speak about responsiveness they really mean responsive to the needs of career education or, as it is often designated, voc-tech education. Has the University of Alaska been responsive? Let me just highlight a few points.

The Anchorage Community College has developed career education and training in a comprehensive and responsive fashion, placing almost half of its total teaching budget in support of such programs. Surely, there doubtless are a few more areas which could be covered, and indeed they will be given time and increased resources.

At Kodiak Community College we have developed outstanding technological programs in fishing and fish processing; at Kenai Peninsula Community College, with enviable success, we have developed petroleum technology and water-waste technology programs. At the Kuskokwim Community College great emphasis has been placed in outreach programs combining TV and personal contact to train inter alia, individual craftsmen to repair motors, build houses and wire and plumb them and to be handy in various trades for small village life where greater specialization in any one craft would most often render the person jobless; at Mat-Su Community College we specialize in refrigeration and heating; and at Ketchikan Community College we shall emphasize marine craft repair and electronics. At Tanana Valley Community College a special "Winter College" was developed to train craftsmen or upgrade their present skills during the winter while they are laid-off from pipeline or other construction employment.

Members of the Committee, these are only highlights to illustrate responsiveness; there are many more programs directly related to the needs of communities in which our community colleges and learning centers are located. Again, there are still unmet needs, but the programs possible with the funds available are spread where the greatest good can be achieved for the most people. We shall never have enough resources to be all things to all persons.

Apropos of the University's responsiveness, I should like to share with you a quotation from a letter written to Senator Croft regarding SB 658 by Dr. Glenn Massay, Director of the Tanana Valley Community College. He writes:

"I realize there are some difficulties within the system; however, I can attest to the fact that Tanana Valley Community College, which is less than two years old, has worked extremely well within the University of Alaska system in Fairbanks, and is now serving over 3,600 students in the Fairbanks area. This includes two major divisions: the credit-bearing classes in vocational/technical programs and community interest classes... This figure of over 3,600 represents more than 5 per cent of the Fairbanks area population. Tanana Valley Community College could not have

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delivered educational services to that many people without the support and cooperation of the University of Alaska. It does not appear to me that decentralization of the present system is necessary to encourage innovative and responsive systems."

And former President of the Board of Regents, Robert MacFarland, had this to say, when being debriefed at his retirement from the Board, in response to a question about a break with the University when the community college system developed more fully:

"No. Such development (community college development) enhances the larger campus' programs... I think one enhances the other. If there were a split there would be a political question of funding. And economics tells you you can run one system better than if it's split..."

Bigness

The question of bigness has, of course, positive attributes as well as negative ones. Since my informants seem only to deal with negative ones, I will set aside for now the advantages bigness brings. The principal problem with bigness of the system in this vast State - they say - is how can one Board of Regents and one statewide administration know what is needed in this or that corner of the State?

First, representation on the Board is spread partly in accordance with population distribution and partly by geographic region. Additionally, an integral part of our community college and learning center concept is that there be a sizeable Citizens Advisory Committee for each unit. The principal function of these broadly representative committees is to advise the program administrator of perceived educational and training needs, and to work with the University to see that these needs are met.

Working with rural Alaskans and Native organizations who have diligently sought to have the University extend its educational arm to the outermost villages of the State, we have established the Rural Educational Program and recognized its importance by elevating its administrative head to the status of a Vice President of the University. To accomplish this program of even greater self-determination in education, local area policy councils are being established, as is one statewide Rural Education Task Force to guide this unique over-all educational effort. Thus, bigness, per se, has been already dissected into manageable segments - but segments of a whole system, not a politically divisive one. Having accomplished this

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extraordinary array of input and delivery mechanisms, does it make sense to dismantle it before it has a chance to function?

The Board of Regents has shown itself capable of putting this entire array known as the University of Alaska Statewide System together in an effective way. I sincerely doubt that two boards of regents to govern two overlapping and competing systems and overseen by a super-board of regents can orchestrate higher education in Alaska nearly as well as a single board can.

Academic competition vs. political competition

Healthy competition is beneficial in any sphere of activity, and higher education fits this concept perfectly. The University of Alaska is in constant competition with other universities for external sources of program funding which comprise nearly half of our total operating budget. We compete with "outside" universities for our faculty and some of our supporting staff.

Within our own statewide system a substantial measure of competition is present and encouraged for it is human nature to excel, to seek distinction, to rise from the masses and be recognized for accomplishment. A fundamental aspect of the University's new Academic Development Plan is the recognition that neither the individual campus units nor the entire University system can provide all things to all people. Yet, despite these limitations, each unit can have distinction and some uniqueness if it selects its area or areas of emphasis with care. This principle of selective emphasis need not, under sound guidance and appropriate public support, result in the sacrifice of balance and the necessary sense of proportion among programs.

The guidance toward academic competition within the University system is designed in part to forestall political competition. In any state, but in Alaska especially, because of its size and disparity economically political representation is necessarily locally oriented. Short-range political objectives are not guaranteed to fulfill long-range needs for a variety of reasons. But the educational system must transcend the short-range and target its objectives a generation or two in the future. To accomplish this, serious planning must occur with the assistance of interested community leaders. This is what went into the Academic Development Plan which, incidentally, will be updated at frequent intervals to maintain its viability as a guide for students, teachers, citizens of the community and their political representatives. Meeting the perceived needs of the community while concurrently emphasizing certain educational areas where natural educational resources allow an unusual measure of excellence to develop will provide the pride and uniqueness in accomplishment needed for healthy intrasystem competition.

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Except for the states of Hawaii and Alaska, which achieved statehood later and thus could benefit from the mistakes and experiences of others, the rest are locked into the insurmountable political problem of attempting to achieve some measure of effective coordination between two or three systems of public higher education. California, Oregon and Washington, for example, have spent vast sums and energies trying to make sense out of politically competing systems. No real success has ever been achieved despite the establishment of super-boards, higher educational commissions, etc. Hawaii and Alaska with their single system and governing boards are the envy of every other state. Let's not undo this blessing, whatever its faults may be, to emulate those jurisdictions who are and will be in an educational morass academically and politically for years to come.

Duplication of facilities and educational resources

The ease with which all the program units of the University of Alaska share every resource available belies the trauma which inevitably would occur should these resources have to be shared between two competing political jurisdictions. Moreover, it is a proven historical fact that each program entity desires and eventually succeeds in getting its own facilities and supporting resources. Witness the fact that every community college or learning center in our System started life as a tenant in buildings not belonging to the University. All community colleges and some learning centers have their own buildings today.

Our urban campuses in Fairbanks, Anchorage and Juneau are each jointly occupied by a senior and a community college. They share buildings, library resources, student centers, bookstores and athletic facilities, with ease. Moreover, they provide space and support requirements for programs administered from other campuses of the System, such as the Criminal Justice Center, Center for Alcohol and Addiction, Cooperative Extension Services, Alaska Native Language Center, Fisheries education and the very extensive Rural Educational Program just in its early stage of implementation.

The take-home lesson in what I am stating is that despite all the good intentions of so-called consortium arrangements and joint usage as is pointed out above, the political divisiveness inherent in SB 658 will soon result in costly duplication of every facility and resource now being shared within the University's System.

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Duplication of administrative and support functions

Like the facilities and educational resources mentioned above, the University System now shares with comparable ease administrative and student systems of considerable magnitude. I would be the first to admit that our systems do not now function as a well-greased wheel, but they have been improved measurably over the past two years with a statewide computer network to be operational on all urban campuses by 1 July 1976 and great strides made in our financial and accounting systems within the same time frame. By 1 July 1977, every data system required for management of the University is scheduled for completion. Few University systems in the nation will be able to match this system organization. All this has been made possible by having a single governing board which has been on top of the University's management problems.

Two separate, highly overlapping, higher educational systems as envisaged in SB 658 would require:

- A. Duplicate governing boards with an inevitable super-governing board to coordinate what now is coordinated by one board.
- B. Duplicate statewide administrative systems:
 - 1. Two President's or Chancellor's offices.
 - 2. Two academic planning and central staffs.
 - 3. Two staffs for planning, construction and maintenance of physical plant.
 - 4. Two staffs for on-site physical plant management.
 - 5. Two staffs for data gathering, processing and reporting.
 - 6. Two financial and personnel management systems.
 - 7. Duplicate statewide personnel offices.
- C. Duplicate on-campus systems where community colleges and the University co-exist.
 - 1. Two offices for admissions and records.
 - 2. Two offices for the administration of financial aids.
 - 3. Two business offices.

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4. Two personnel offices.
5. Two counseling centers.

It goes without saying that this extensive duplication will be very costly indeed and, of course, obviously unnecessary in our single system.

Coordination of post-high school education

A super-board or higher educational coordinating commission has been required in every state having two or more post-secondary educational systems. None of these work well, for divided systems are set in political concrete. Statewide coordination studies, inevitable rounds of meetings with separate system boards or trustees, and such other activities required of a super-board require staff, operational funds and the energies of persons who could better direct their professional efforts elsewhere.

The Alaska Post-Secondary Educational Commission was established to help plan for and provide advice on higher education in Alaska. It is inconceivable that this structure should be bypassed by SB 658 before it has a chance to function. In my view, at least a year's study of these problems in other states would be required before reasonable advice could be given to the Legislature on this subject. I strongly recommend this route be taken.

Accreditation problems

Among the community colleges of Alaska only Anchorage Community College has been accredited on its own merits. All other units of our System are accredited because they are part of the University of Alaska. Because of the small size and general lack of complete two-year programs at this stage of their development, there is serious question that accreditation could be granted.

Accreditation is essential for all community colleges, learning centers and the Rural Educational Programs so that academic credits earned may be transferred to institutions outside the State or even to the University of Alaska. Moreover, all federal funding for educational programs requires that the institution receiving the funds be accredited. Thus, much of the funding for the extensive outreach program at the Kuskokwim Community College and the Rural Educational Affairs Program, for example, would dry up.

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Impact on the Rural Educational Program

Much has been said already about how this program would be impacted, but I should like to stress these problems again for this is the most ambitious and innovative program ever to be attempted by any public university system to bring post-secondary education to all rural areas of a state. And when one realizes that Alaska's geography and its rural population pattern is so completely different from all others, we need all the resources of every type at our complete disposal to insure the success of this program.

Our rural community colleges and rural learning centers, formerly referred to as extension centers, have been placed under a single Vice President for Rural Educational Affairs. This was done because each existing unit must serve as a resource base where teaching personnel, program development and delivery and management systems for this rural program must focus. The central support function of educational and systems management will be deployed in Fairbanks and Anchorage where they can draw on the expertise of professional educational planners, media specialists of all types, and top advisors of both the Native and University communities. This program demands the input when and where needed of our total University organization.

On this subject I should like to quote from a letter written to Senator Croft by Regent Christopher Cooke of Bethel. It states in part:

"... Everyone I have spoken with on the subject (SB 658) in this area - teachers, administrators, students and community members - opposes separation of Kuskokwim Community College from the University. Rural and Alaska Native organizations worked very hard to have the University recognize the importance of rural community colleges and to elevate rural education within the administration to the status of a department headed by a vice president. Having accomplished this, these rural interests would not want this structure dismantled before it has a chance to function."

In closing, I should like to say that we have all the usual problems which any growing post-secondary system would have, and we are attacking them on a broad front. Some are managerial stemming from the growth characteristics of the emerging system, others are academic in responding to the needs of Alaskans on a very broad front - one without precedent in higher education. Whatever difficulties we are trying presently to surmount, they can only be magnified by dividing our system as SB 658 purports to do.

RWH:dm

SB 658
Backup

April 7, 1976

To all Legislators:

We urge your favorable consideration of SB 658 which grants autonomy to the community colleges. The need for autonomy was pointed out in the MacLean Report which was developed for the Interim Committee on Higher Education. This report notes the diversity and complexity of educational needs in Alaska and questions the ability of the present University of Alaska system to give adequate attention to all these needs. In particular it questions whether adequate attention is given to the needs of community college students. In order to better meet these diverse needs it recommends consideration be given to creating an autonomous community college system.

One of the first questions which arises in considering this proposal is whether it would cost more. We would like to first point out that the cost per student is higher in Alaska than in any other state. Obviously some of the added cost can be justified on the basis of the higher cost of living. In part however, the high cost comes from the fact that the University of Alaska has a virtual monopoly on higher education in Alaska. With no competing system the legislators and the budget makers, have limited basis on which to make cost comparisons. We believe this results in acceptance of costs as presented by the University. From our discussions with legislators, we sense their frustration and questioning of these costs, but since there is no basis for comparison, they are accepted. Contrary to some opinions that competition for appropriations will be harmful, we feel that from a taxpayers standpoint this will be a decided positive. The ability to make cost comparisons will force both systems to operate more efficiently.

SB 658 has an added positive feature. It provides for local community college councils. These councils will take part directly in policy making for their colleges and will meet with the board of governors. We believe these councils will bring about not only more responsiveness to local educational needs, but will be an added factor in encouraging efficiency.

Contrary to the opinion that under an autonomous system costs will be increased is the opinion expressed that it may actually cost less. This opinion was expressed perhaps most forcefully by Anchorage Community College Dean, Eugene Short. Dean Short has had more experience administering community colleges than anyone in the state. As President Hiatt says, he gets the "most educational bang for the buck." Dean Short has isolated from the present University budget requests allocations for community colleges. These requests total just under 30 million dollars. (See attached sheet) It is his opinion that this is sufficient to run the proposed new system.

All Legislators

April 7, 1976

Page two

He points out that for most costs there will not be duplication, simply a transfer from the present system. Maintenance and instructional costs for example would not be duplicated, merely divided between the two systems. Costs of support services would not necessarily be duplicated. He points out for example that at the present time there are three admissions and registrars offices. It will be feasible to have only two. Costs such as those for libraries, bookstores, etc., can be prorated where feasible to share facilities. It is a myth to believe that increased size always brings about more efficiency. Reducing complexity and multiple levels of administration could well bring about more efficiency and less administrative cost.

Though it is somewhat unrelated to the issue of autonomy, in our study of the University budget figures, we discovered an interesting fact. In talking with legislators, concern was expressed about teachers salaries. It is interesting to note that using the University's figures for FY 76 expenditures, teaching salaries constitute only 17.9% of the total University budget!

We do urge your favorable consideration of SB 658. In addition to having a positive effect in meeting educational needs, we feel that it will bring about more efficiency in higher education in Alaska.

/s/ Miriam Carlson
Chairperson
Committee for Community College Autonomy

Community College Budget Requests
(FY 77 - University of Alaska Budget)

Total Community Colleges statewide((excluding Anchorage and Juneau)

Salaries	\$4258.8
Direct program support	1845.6
Indirect other Library	389.3
ADM	1499.0
Physical plant	554.8
other	<u>29.0</u>
	8573.5

Juneau-Douglas Community College

Salaries	677.3
Direct program support	495.5
Indirect other	174.5
Student Services	332.4
ADM	367.3
Physical plant	244.9
other	<u>210.0</u>
	2502.3

Anchorage Community College

Salaries	5817.3
Direct program support	2818.9
Indirect Library	950.0
Other	77.7
ADM	2478.6
Physical plant	2340.4
Student Services	<u>958.6</u>
	15441.5

Total Community Colleges Statewide	\$26517.3
REA Centers	<u>2858.9</u>
Total	\$29376.2

Work Draft

BY THE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

IN THE HOUSE

SENATE CS FOR CS FOR HOUSE BILL NO. 144

IN THE LEGISLATURE OF THE STATE OF ALASKA

NINTH LEGISLATURE - SECOND SESSION

A BILL

For an Act entitled: "An Act revising the Community College Act; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

Section 1. AS 14.40 is amended by adding new sections to read:

ARTICLE 6. COMMUNITY COLLEGE ACT.

Sec. 14.40.565. PURPOSE. (a) The system of comprehensive community colleges, off-campus centers and outreach programs is an integral part of the statewide University of Alaska and includes degree and nondegree programs of postsecondary and continuing education established by the Board of Regents of the University of Alaska independently or in cooperation with the governing bodies of school districts or municipalities in the state, with an agency of the federal government, or with a nonprofit corporation or association to expand the opportunity for obtaining a postsecondary education throughout the state beyond the confines of the established campuses of the university.

(b) The comprehensive community college includes flexible, versatile programs of postsecondary instruction, counseling and advising, job placement and other activities designed to meet the needs of the area it serves, including but not limited to:

(1) courses and curricula that lead to associate degrees, or that enable the student to transfer to a four-year institution of higher education in pursuit of a baccalaureate degree;

(2) occupational education including vocational-technical programs and cooperative education in conjunction with employment in

1 business and industry that enable the student to develop technical
2 skills in a chosen trade or occupation and lead either to a degree or a
3 certificate of completion;

4 (3) general education and public interest courses designed to
5 meet the needs of a community, to enable a person to expand his know-
6 ledge, improve the quality of his life, or acquire, change or update a
7 skill that a person lacks or that has become obsolete; and

8 (4) combinations of (1) - (3) of this subsection.

9 (c) The university also shall develop an educational delivery
10 system the principal objective of which is the outreach of the univer-
11 sity into rural Alaska. The statewide system of community colleges,
12 off-campus centers and outreach programs shall administer and conduct
13 postsecondary educational programs, including but not limited to off-
14 campus study and credit and noncredit courses that may or may not lead
15 to associate, baccalaureate or advanced degrees.

16 Sec. 14.40.575. ESTABLISHMENT. (a) Since postsecondary and
17 continuing education is a statewide responsibility, the university, as
18 the need arises, may independently establish, operate and maintain, or
19 may enter into a cooperative agreement with an agency of the federal
20 government, a school district, a municipality or a nonprofit corporation
21 or association for the establishment, operation and maintenance of,
22 appropriate public postsecondary and continuing educational programs and
23 activities in community colleges, off-campus centers or by other means.

24 (b) A community college or an off-campus center may be established
25 by the Board of Regents only in accordance with the minimum criteria
26 established by this section, as supplemented by the board by regulation.

27 (c) The establishment of a community college or an off-campus
28 center may be proposed by

29 (1) the governing body of a municipality, or a school district;

1 (2) an agency of the federal government;

2 (3) petition of interested citizens in the community or
3 area to be served; a nonprofit corporation or association;

4 (4) the Alaska Commission on Postsecondary Education or the
5 state advisory council on community colleges created under secs. 901 -
6 915 of this chapter;

7 (5) the legislature by concurrent resolution; or

8 (6) the board.

9 (d) A new community college or a new off-campus center may not be
10 established until a feasibility study as to the need for its estab-
11 lishment in the community or area to be served has been completed
12 either as directed by the board, or by a proponent under (c) of this
13 section, and approved by the board. The feasibility study shall be
14 submitted for information purposes to the respective finance and educa-
15 tion policy committees of each house of the legislature and to the
16 Alaska Commission on Postsecondary Education.

17 (e) The feasibility study required in (d) of this section shall
18 include but is not limited to:

19 (1) an analysis of the population and educational needs of
20 the municipality, school district or service area in which the proposed
21 community college or off-campus center is to be located;

22 (2) a description of the boundary of the service area for the
23 proposed community college or off-campus center;

24 (3) estimated and projected enrollment;

25 (4) proposed core faculty and administrative staffing;

26 (5) a proposed budget for the initial fiscal year of opera-
27 tion together with a statement of sources of financial support required
28 for core faculty and administrative staff, curriculum and other programs
29 and activities, and physical facilities;

1 (6) a plan for citizen involvement through a community
2 college policy council established under sec. 625 of this chapter; and

3 (7) a proposed agreement with the school district, munici-
4 pality or federal agency or a nonprofit corporation or association under
5 sec. 585(a) of this chapter.

6 (f) If in any community where a community college has been pro-
7 posed, the level of demand for postsecondary and continuing education as
8 determined by the feasibility study required under (d) of this section
9 is more limited than that required for the establishment of a compre-
10 hensive community college program, the board may establish an off-campus
11 center or an outreach program.

12 Sec. 14.40.585. RELATIONSHIP WITH SCHOOL DISTRICT, MUNICIPALITY,
13 FEDERAL AGENCY. (a) A school district, municipality, federal agency or
14 nonprofit corporation or association may make an agreement with the
15 University of Alaska for the establishment, operation and maintenance of
16 a community college, an off-campus center or off-campus instruction
17 through an outreach program. The agreement shall include, but is not
18 limited to:

19 (1) recognition that complete operational authority resides
20 with the university, subject to periodic reviews by the cooperating
21 school district, municipality, federal agency or nonprofit corporation
22 or association and appropriate reports to ensure program articulation
23 and effective cross-utilization of facilities;

24 (2) provision for cooperative planning of program and facili-
25 ties needs and for cross-utilization of facilities;

26 (3) provision that local funding, in addition to student fees
27 or in-kind contributions, may be provided for support of those general
28 education courses, described in sec. 565(b)(3) of this chapter, or
29 secondary school-related courses as the school district, municipality,

1 federal agency or nonprofit corporation or association considers appro-
2 priate; and

3 (4) provision for periodic review of the agreement.

4 (b) If separate facilities are financed, constructed or maintained
5 from federal, state or private funds for programs and activities of the
6 community college, off-campus center or outreach program, then the board
7 has title to and control of the separate facilities used for these
8 purposes. If separate facilities are financed, constructed or main-
9 tained from school district, municipality or nonprofit corporation or
10 association funds for community college or off-campus center or outreach
11 programs and activities, the school district, municipality or nonprofit
12 corporation or association has title to and control of the separate
13 facilities used for these purposes.

14 Sec. 14.40.595. FINANCE. (a) The state is basically responsible
15 for the funding for all community college, off-campus center or outreach
16 programs and activities. However, nothing in secs. 565 - 655 of this
17 chapter prohibits a school district, municipality, federal agency or
18 nonprofit corporation or association from providing funds for additional
19 courses and programs which may be considered appropriate under sec.
20 585(a)(3) of this chapter.

21 (b) The university shall prepare a complete program budget for
22 each community college, off-campus center and outreach program including
23 all courses, programs and activities regardless of the source of fund-
24 ing, including but not limited to funds from fees, gifts, bequests,
25 grants, contracts, or agreements.

26 (c) All funds received for community college, off-campus center or
27 outreach programs operations shall be administered in the manner pre-
28 scribed by the board by regulation.

29 Sec. 14.40.605. ADMINISTRATION. (a) The president of the univer-

1 sity shall establish two administrative divisions within the university
2 for the administration of the community colleges, off-campus centers and
3 outreach programs statewide: an urban division and a rural education
4 affairs division. The urban division consists of the community colleges,
5 off-campus centers and outreach programs designated by the board that
6 are located in the major urban centers of, or in any other geographi-
7 cally identifiable and self-contained region in, the state. The rural
8 education affairs division consists of the community colleges, off-
9 campus centers and outreach programs designated by the board that are
10 located outside the major urban centers of the state. The chief admin-
11 istrative officer for each division shall be a vice-president of the
12 university. Each vice-president is responsible directly to the presi-
13 dent. In addition to his responsibility for the administration of
14 programs for the community colleges and off-campus centers assigned to
15 his division, each vice-president shall develop and administer off-
16 campus educational delivery systems and outreach programs for the urban
or rural areas of the state appropriate to each division.

(b) The president shall

(1) subject to the approval of the board, appoint the vice-
president for each division and, on recommendation of the appropriate
vice-president and community policy council, the administrator for each
community college, off-campus center or outreach program;

(2) define the duties and supervise the performance of those
duties of the persons he appoints to positions established by the board;

(3) in concert with the vice-presidents, coordinate and give
general direction to the work of the divisions, colleges, centers and
programs in accordance with the policies established by the board.

(c) The vice-president for the appropriate division may appoint
the faculty and other officers and employees of each community college,

1 off-campus center or outreach program, on recommendation of the adminis-
2 trator of each; however, with the approval of the board, the vice-
3 president may delegate the authority to appoint faculty, officers and
4 employees to the administrator of each college, center or program.

5 (d) A central service organization for the system of community
6 colleges, off-campus centers and for the outreach programs in each divi-
7 sion may be created and regional service centers may be established to
8 administer the outreach programs and to provide postsecondary educa-
9 tional services to the residents of the urban or rural areas of the
10 state in each service area for which a regional center is established.
11 In a service area where a community college or off-campus center is
12 located, the regional service center shall be integrated with the opera-
tion of the community college or off-campus center.

13 Sec. 14.40.615. FACULTY; COURSE OF INSTRUCTION. (a) Full-time
14 members of the faculty and administrative staff of each community
15 college and off-campus center are members of the faculty and adminis-
16 trative staff, respectively, of the University of Alaska for all pur-
17 poses.

18 (b) The president is responsible for prescribing the qualifica-
19 tions, and for establishing the procedure for appointment, of all
20 community college and off-campus center faculty and administrative
21 staff, whether part or full-time.

22 (c) A community college, off-campus center or outreach program is
23 concerned with the total educational needs of the area it serves and may
24 coordinate and facilitate all public postsecondary and continuing educa-
25 tion in the area. Selected upper division and graduate courses offered
26 by the university through its various divisions may be coordinated
27 through the office of the administrator of a community college, an off-
28 campus center, or an outreach program.

Who?

1 Sec. 14.40.625. COMMUNITY POLICY COUNCIL. (a) A community policy
2 council, the majority of whose members shall be persons served by the
3 programs developed and administered under secs. 565 - 655 of this
4 chapter, shall be established for each community college. Each council
5 shall consist of not less than seven nor more than 15 members who shall
6 be broadly representative of the area served, including faculty and
7 student representation. A policy council shall be appointed for an off-
8 campus center and for each regional service center, when the center is
9 not integrated with a community college or off-campus center, at the
10 discretion of the board.

11 (b) The board, by regulation, shall designate the appointing
12 authority for members of community policy councils, prescribe the term
13 of office, procedure for removal and for the filling of vacancies on
14 the councils. Each community policy council shall adopt bylaws which
15 shall provide for the election of officers, establishment of meeting
16 schedules and meeting notices, rules of procedure and quorums.

17 (c) Members of a policy council receive no compensation for their
18 services, but they may be reimbursed for the expenses incurred in the
19 performance of their duties in the manner prescribed by the board by
20 regulation.

21 (d) The provisions of AS 14.40.160 and AS 44.62.310 apply to
22 meetings of community policy councils in the same manner and to the same
23 extent applicable to meetings of the Board of Regents, its committees
24 and subcommittees.

25 (e) A community policy council acts in a policy-making capacity
26 with respect to the administrator of the community college, coordinator
27 of an off-campus center or administrator of an outreach program. It
28 acts in an advisory capacity to the chief administrative officer for the
29 designated community colleges, off-campus centers and outreach programs,

and to the president of the university and the Board of Regents.

(f) The community policy council serves as a communications link between the area served by the community college, off-campus center or outreach program and the University of Alaska. Requests and recommendations by a community policy council shall be answered in writing by the addressee.

(g) A community policy council shall review and make recommendations

(1) concerning the selection of the administrator of the community college, off-campus center or outreach program;

(2) concerning the proposed program budget for the community college, off-campus center or outreach program for each fiscal year before it is submitted to the regional or statewide administration and to the Board of Regents; and

(3) relating to the general operation and management of the community college, off-campus center or outreach program, including but not limited to:

(A) planning for, and review of, the types and uses of instructional programs and activities and types and uses of facilities that the community college, off-campus center or outreach program should provide to meet area needs;

(B) the level of staffing and funding for these programs, activities or facilities; and

(C) the means of gaining support for the university's program in that area.

Sec. 14.40.635. REGULATIONS. A community college, an off-campus center, an outreach program, or a central or regional service center for that program, established by the university under secs. 565 - 655 of this chapter in cooperation with a school district, municipality, an

agency of the federal government or a nonprofit corporation or association, shall be operated and maintained under regulations prescribed by the board.

Sec. 14.40.645. DEFINITIONS. In secs. 565 - 655 of this chapter

(1) "board" means Board of Regents of the University of Alaska;

(2) "municipality" means a home rule or general law borough or city including but not limited to a unified municipality organized under AS 29.68;

(3) "outreach program" means either an off-campus educational delivery system or program, whether or not conducted in a physical facility, designed for the conduct of instruction in localities in the rural areas of the state where there is no community college or off-campus center;

(4) "president" means the president of the University of Alaska;

(5) "service area" means one or more school districts or municipalities, combinations or portions of each or of the unorganized borough, which when combined are considered an educationally serviceable unit for the establishment, operation and maintenance of a community college, an off-campus center or an outreach program in cooperation with the university;

(6) "university" means the University of Alaska.

Sec. 14.40.655. SHORT TITLE. Sections 565 - 655 of this chapter may be cited as the Community College Act.

• Sec. 2. AS 14.40.560 - 14.40.640 are repealed.

• Sec. 3. A cooperative agreement between the Board of Regents of the University of Alaska and a school district, municipality, or an agency of the federal government, with respect to the establishment, operation and maintenance

1 nance of a community college or an off-campus center and in effect on the
2 effective date of this Act shall remain in effect until its agreed expiration
3 and may be modified or extended by mutual agreement unless, before the
4 agreed expiration, it is mutually cancelled by the contracting parties in
5 accordance with law. Nothing in sec. 1 of this Act affects the status of a
6 community college or off-campus center established, maintained and in opera-
7 tion under a cooperative agreement between the Board of Regents and a school
8 district, municipality or an agency of the federal government on the effec-
9 tive date of this Act.

10 * Sec. 4. This Act takes effect July 1, 1976.
11
12

THE PRECEDING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

THE FOLLOWING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

SB 658

back up



FAIRBANKS CHAPTER
UNIVERSITY OF ALASKA ALUMNI ASSOCIATION

UNIVERSITY OF ALASKA
FAIRBANKS, ALASKA 99701

March 30, 1976

The Honorable Charles H. Parr
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear ~~Representative Parr~~ *charlie*

On Wednesday, March 10, the Fairbanks Chapter of the University of Alaska Alumni Association held a meeting of Chapter members at the home of Dr. Howard Cutler, Chancellor of the Fairbanks campus.

The meeting was well attended by Fairbanks alumni, and several substantive issues relating to the University and the Fairbanks community were debated and discussed.

The Chapter members took votes on two pending legislative matters which were felt to be very critical at this time, and they asked that I formally advise the Interior delegation of the results.

Item #1. SB 658 which proposes to separate the community college system from the statewide University of Alaska system.

After considerable discussion of the educational function and philosophy of the community college and the four year University, the Alumni were unanimous in opposing any separation of the community colleges from the parent University of Alaska system, and emphatically opposed to any separation of the TVCC from the UAF. Many Alumni praised the TVCC for its talented and aggressive presentation of its programs to the community.

Item #2. The Alumni also heard a presentation by Lu Rowinski, Director of the University Museum, on the critical need for a new museum. The Alumni generally felt that a new museum is needed, not only to protect the priceless collections of the museum and the safety of the museum visitors, but it would be a very valuable and important addition to Fairbanks and Interior and Northern Alaska.

The Alumni, therefore, voted unanimously to support the restoration of the University of Alaska, Fairbanks, Museum Bond Proposition to the November statewide ballot in the amount of 8.75 million dollars.

I share the members' concern for these two matters and want to assure you of my personal interest and support for the successful resolution of these two issues.

If I may assist you in any way, please call me.

Sincerely,

Jerry Smetzer, President
Fairbanks Chapter
University of Alaska Alumni Association

cc: Mike Tinker



FAIRBANKS CHAPTER
UNIVERSITY OF ALASKA ALUMNI ASSOCIATION

UNIVERSITY OF ALASKA
FAIRBANKS, ALASKA 99701

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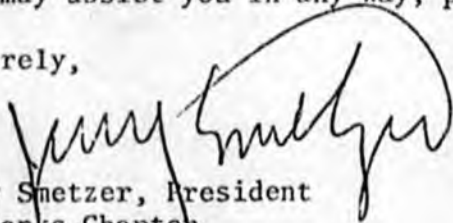
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April 6, 1976

Dear Senator Ray:

I hope you will take the time to read this letter in its entirety.

Having heard me testify before you at Senate Finance Committee hearings and having received letters from me on various issues in previous legislative sessions, I am certain you are aware of my interest in and dedication to the University of Alaska. And my concern for the University is not for the University itself, but for the services the University can and should provide to the State and to the citizenry of the state. I have no intentions of helping to protect or defend any particular individual within the University system. My concern is for the students and potential students we can serve and the State at large which can benefit from the many research efforts of the University's staff.

I am writing to urge that you help to defeat SB658 which provides for the removal of the community colleges from the University of Alaska statewide system.

The biggest difficulty faced by the University in both Anchorage and Fairbanks is the lack of coordination between Community College and Senior College faculty in Anchorage and Community College and other faculty in Fairbanks. Splitting the community colleges apart from the rest of the University will certainly not help alleviate this problem - it will make things worse.

Cooperation can best be attained by having faculty interchanges between units - Senior College faculty members could or should teach a course at the community college each year and vice versa. This will be quite unlikely if the two units are split. The President's new structure with the Baccalaureate track at UAA makes this not only possible but almost mandatory. It definitely provides an avenue for such interchange. That avenue does not at present exist and has not existed in the recent past primarily due to Dean Short's resistance to such an interchange. His resistance had been somewhat justified in that his community college faculty teach four classes per semester as opposed to three classes for the Senior College faculty and if there is an exchange of salary money between units for the interchange, the community college pays for four credits and gets only three credits of teaching while Sr. college gets three for three. This is not a very strong argument. But the fact remains that Dean Short has been an obstacle to any such interchange.

Should the community colleges split off from the University, what assurance is there that all credits taken at a community college will be accepted when a transfer occurs into the University from a community college? At present all such credits are applicable anywhere within the University of Alaska. And what assurance is there if such credits must by law be accepted by the University, that those credits are worthy of college credit toward a four-year degree? If such courses are reviewed by the entire UAA faculty and must have approval of the UAA counsel as at present, then at least the instructors at the upper division level may have some say in the types of courses which they must accept in their programs later when students go to the upper division level.

What assurances are there that the citizens of Kodiak, Bethel, Sitka and other smaller towns will have courses provided to them at the upper division and graduate levels? Such courses are currently provided by the Senior Colleges through the community colleges. Will these separate Community colleges with their own governing board and their own budgets and buildings require the University to pay rent for the use of their facilities and will the community college directors and deans continue to carry out some of the administrative duties related to these upper division courses? Or will the University have to rent space either at a community college or elsewhere in order to offer the courses thus either denying to the citizens of those communities the opportunity to take courses or requiring an added expense either to the student or the University/State in order to pay for space rental? And must the University hire additional personnel to administer these noncommunity college courses offered at places other than Anchorage, Fairbanks and Juneau?

Will we have to create new offices for student financial aid in addition to those which now serve the entire campus in Anchorage, Fairbanks and Juneau respectively. And will our students in community colleges be eligible for all of the various types of federal aid now available to us as a four-year institution? Will community colleges be able to participate in athletics as they presently can? Will the community colleges in the small towns be able to be accredited - certainly not separately.

The major reason for many problems referred to by proponents of this bill for community college autonomy is various individuals who hold particular positions. Next in importance is the history of a University system which was allowed to develop without much guidance from its President. And finally we must include a legislative financing method which is based on adding to everything which we presently have in the University a certain percentage and then maybe in some areas adding a little more. We never have seen the legislature (nor the University) simply say we do not need this program but we need to provide for large growth in this one so do away with the first and here are funds for the second. It is always a matter of adding to what is already there. So research and the Fairbanks campus continue to grow in budget without our taking a hard look at whether we really need to or should do all the research we are doing or whether we really need this particular academic program on the Fairbanks campus - or at all.

By June 30, none of the individuals who were Vice-Presidents when Dr. Hiatt was hired will be around. Two of the three provosts will be gone. And the Dean whom Senator Croft has often pointed out as the chief reason for the formation of the Community College union and the ensuing difficulties will be gone. Dr. Hiatt is dedicated to the growth of the community colleges but not to the extent that he would shut down the rest of the University and give all the money to the community colleges. Although he can see the educational picture as a whole, many individuals on the faculty and staff do not look at - in fact refuse to try to look at - the functions of other units of the University.

I think the most effective way to improve our University system is for the public and, particularly, the legislature to put pressure on the Board of Regents and the President to select good people dedicated to the entire higher education system to fill these important vacancies.

I would like to hear Senator Croft and the vocal members of the Union and Dean Short explain in detail what is meant by the phrase, "The University

is not sympathetic to the needs of the community colleges" and to then explain in detail how such deficiencies will be taken care of by autonomy for the community colleges and why it could not be taken care of by keeping the community colleges within the University system.

My strong personal feeling is that the Union wants autonomy because they do not want to have a boss nor Senior College faculty questioning them on their competence. They do not want to have anyone telling them what to do. Dean Short likewise does not think that there should be someone keeping him or some other head of the community college telling him what to do.

Both the Union and the Dean are pushing for the autonomy of the community colleges. I do not think that either one is looking beyond his own personal reasons and desires. The Union wants all the education money to put in their pockets. And the Union is so vain as to feel that only their members or other bargaining unit members are truly qualified and dedicated enough to teach the lower division students in the entire state of Alaska. Why not keep the entire University as is structure-wise, let students have the choice to take a course in the Baccalaureate track or take the same course in the community college's regular offerings and let's then see if all the students avoid the Baccalaureate track.

I feel that the legislature as a whole is not prepared to make a wise decision on this matter. Many will vote based on what they hear from the vocal union members of the community colleges without really looking into the matter. And of course, those who have other interests in their legislative work will not have the time to research this as well as they should. But this then means that they are not educated well enough to make a decision (educated on this particular issue, that is!) Hence the proponents for passage should be required to state in public in detail what the problems are and how this autonomy will improve or solve the problems.

I wonder the people most effected by this move feel about it - the students. How much input do legislators really have from anyone other than a few Union members within the community college faculty ranks, a very few community college administrators, and a few other University administrators. Perhaps those pushing for passage should be requested to do a study or take a fair poll of students and citizens in general to see how many of them think they would be better served if the community colleges were split apart from the University right now.

Let's not make a decision now which may be later regretted and difficult if not impossible to ammend.

I thank you for taking the time to read this.

Sincerely,

David Hoke

David Hoke
Past Chairman of University Assembly

cc: other members of the legislature

THE PRECEDING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

THE FOLLOWING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.



SB 658 file

KUSKOKWIM COMMUNITY COLLEGE

University of Alaska
P. O. Box 368 907-543-2047
Bethel, Alaska 99559
March 11, 1976

Chris Cooke
U. of A. Board
Bethel, Alaska 99559

Dear Chris,

It has been brought to my attention that at your last meeting, the community college teachers local (ACCFT) went on record as supporting passage of S.B. 658 (commonly called the Community College Autonomy Act). This comes as no surprise to me; However, none of the faculty at KCC supported the act, as a matter of fact, few if any of the "rural" community colleges went on word as supporting passage of S.B. 658.

Even though most instructors in the C.C. system favor autonomy, this does not necessarily reflect the interests of the rural C.C.'s; Anchorage and Juneau support passage and they far out number us in union representation. A continuing issue between rural college faculty and our union has been the issue of representation, and its dominance by the urban service units. Our concerns are not by and large, the concerns of our urban colleagues.

Since the inception of the University's reorganization which created the REA unit; both members of the U.of A. administration and our own union have been trying to sidetrack the budgetary and programmatic implications (prioritization) thereof. It is my considered opinion that S.B. 658 will, intentionally or not, gut the hard won REA reorganization effort; once again placing the rural units into administrative limbo. The orderly development and program prioritization of the rural community colleges seem to be at stake here.

I sincerely hope that this ill advised bill does not prevent implementation of the many beneficial recommendations of the McLean Report to the post secondary education committee. K.C.C.'s faculty is unammniously opposed to passage of S.B. 658 for these and other reasons.

Sincerely,

Terry Hoeffler / amw

Terry Hoeffler, Coordinator, Instructor
Business Management & Pub. Ad.

TH/amw

PLEASE REPLY BY AIR MAIL

March 11, 1976

Mr. Chris Cook, Member
Board of Regents
University of Alaska
Bethel, Alaska

Dear Chris,

I am writing you regarding the community co-lege autonomy bill, known as the Community College Act, S.B. 658.

As a resident of Bethel, I would like to express opposition to this Bill, in its original form, or in its current revised form.

First, this bill, in my opinion, causes the bush students to again have problems with transference and class continuity. Under the present system, the Rural Education Affairs is developing a system which allows students to articulate their study needs, and to address the general academic transference problems. This present system has the potential for a continuing response to student needs. At this time, the community colleges reflect the total university program resources.

Second, I see that the new bill would place another layer between the student and the administrative functions which are necessary. The bill seems to implicate a need to separate the administrative functions and the governance functions from the university. It seems to me that in the case of the rural community colleges, this should be done through the Office of the Vice President for Rural Education Affairs. There seems no sensible reason to further dilute the process. For example, (Sec. 14.41.230), in order to establish an extension center or an outreach program " either independently or in cooperation with the University of Alaska"... This seems to be an example of one more layer to deal with, when trying to establish programs.

Funding and management are in a constant state of flux in the present system. At this time, I see only another political opportunity to put education in the middle of the "Juneau process." True, with Kuskokwim Community College expanding, the University program of "holding" does not benefit our community college. However, I see little advantage to having the lobbying for funds process expand to the legislature, rather than staying within the present system, hoping that it will become more responsive. At this point, I see little relief for the present short-staffing situation at the community colleges, either way.

Conflicts seem inevitable in the joint use of facilities, the competition for funding, the high number of administrative positions which would fit into the staffing patterns of a new mini-university and the additional costs of a new Board and new Chancellors. I see continuing difficulty in getting bonds passed for a separate Community College system.

Rather than establishing another new system, I would like to see the Post-Secondary Education Commission and the Legislature address the present university system. If the University of Alaska were in some fashion required to become responsive to the needs of the students and the present

Mr. Chris Cook
March 11, 1976
page 2

system of rural education, and IF the University of Alaska administration fully supported the present system created by the Board of Regents, the Rural Education Affairs programs, then it would seem that the present system would survive very well, at a much more responsive level for the students.

It seems to me that allowing the Vice President for Rural Education Affairs, for instance, to conduct a study of the needs within that division, that a savings would be found, rather than a layer up, having to try to gain knowledge about the actions of the community colleges, and their needs.

I believe that there will be Bills to try to break away the Community Colleges, as long as the University system keeps treating the C.C's like children. Rather than honoring those Bills, doesn't it seem necessary to respond some way within the existing system?

Sincerely,


Jane Sutherland
Bethel

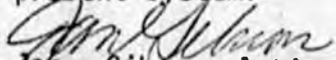
March 10, 1976

I feel that the implementation of Senate Bill 658, the Alaska Community College Act, would have a damaging effect on post secondary education in rural Alaska. Many of us in the outlying areas of the state have many complaints against the University. Our management system has not kept pace with the expansion of the University. Support services such as personnel, payroll, and registration are poorly organized and the overall administrative structure is inadequate to our needs. We are worried about the articulation of our programs with senior college programs.

These problems are those which would be part of any system which attempts to serve an area of the size and diversity of Alaska. We find similar problems in many other statewide agencies. The answer to these problems is not to split the University in half. We in the Bethel area would still find that we were part of a poorly organized sprawling system with these added problems:

1. Increased competition for funding between the University and community college systems.
2. Increased problems of articulation between lower division and senior college programs.
3. Increased complications in layers of administration when two separate boards oversee a chancellor and two vice-chancellors under the guidance of a super-board.
4. Accreditation and credibility problems. The bill does not address itself to the problems involved in losing accreditation through the University of Alaska regional system and establishing new accreditation with fewer resources to rely upon. One advantage new community colleges do have is the ability to gain credibility by offering University of Alaska credit.
5. Decreased opportunity for rural areas to have significant input into the total postsecondary program. It is important that people in the Bethel area have a voice in the development of college operated programs in the Bethel area from adult education through graduate programs. The isolation of the community colleges from the University system would complicate and hinder rather than help the cause of local control.
6. Increased duplication of programs. There is already duplication of effort in the rural areas on the part of the many different components of the University. The development of the Rural Educational Affairs division of the University offers some hope of coordination of rural programs. If the community colleges become a separate system, hope of coordination and control will be gone.

It seems to me that improvements in postsecondary programs in rural Alaska can be better effected through adequate funding of community college programs and improvement in the administrative and support services of the University rather than through division of the present system.


Jan Gibson, Acting Director
Kuskokwim Community College

To: Chris Cook, Regent
From: Dan Masden, KCC Instructor
Re: Senate Bill 658

I remember a story from Greek mythology about a serpent headed woman. Medeusa was her name. She had venemous serpents in lieu of hair. Every time one of her serpent heads was cut off two would reappear.

We delude ourselves to think that SB 658 will solve our problems. It will give the State of Alaska two serpents with which to deal.

350,000 people do not need two separate systems with the sure to arise problems of articulation, concurrent planning snafus, double spending in some areas, and the competition that will develop between the two systems not to mention bruised prides and egos all because grown college educators cannot communicate and work together.

1. Experience shows us that smaller systems strive to enlarge. Presently the community colleges can offer graduate and upper division courses under the auspices of the university proper. What happens with two different systems? Does the University then have to develop two campuses?
2. Can Morrill funds be legally be diverted to the community college system when it is not part of the land grant university system?
3. Do we need two state Boards of Control? The conflict that will develop between the two?
4. Can the State of Alaska really hope to compete with the larger university systems of the Lower 48? Do we really want to? Would it be better to aim for quality in what we do and forget about those things in which we cannot compete?

Mr. Cook, it appears to this observer that the malady from which the university really suffers is a classic case of mismanagement-which in turn fosters dissenters, which in turn...which in turn... which in turn...and in the end "pride will goeth before the fall."

There are a number of states in the Union with noted community college systems that fall under one state system of higher education. The SUNY system is probably the best example. Perhaps university officials would benefit from some reading in the history and theory of university management. I do not however believe that two separate systems will alleviate our present problems, or lessen the burden on the Alaskan taxpayer. The problem/solution rests with the internal structures and people, not with the creation of, and duplication of effort.



KUSKOKWIM COMMUNITY COLLEGE

University of Alaska
P. O. Box 368 907-543-2047
Bethel, Alaska 99559

March 10, 1976

Jan Gibson, Acting Director
Kuskokwim Community College

Dear Jan,

Thank you for the opportunity to study and comment on the Revised Community College Act.

My impression of this legislation is unfavorable. There is no advantage to be gained for rural education in this act, indeed there may be some distinct disadvantages. There is no reason to believe that creation of yet one more administrative system will provide efficiency and economy to rural education. The reverse is more likely. Despite current difficulties in establishing coordination of our programs with those in urban areas, the process is relatively simplified by working within one system.

Some more specific comments are:

(1) the position of Vice Chancellor for rural education will not be as useful as a Vice President for rural education in the U of A; the Vice President position is potentially much more powerful if only to assure coverage of all levels, not just lower division courses;

(2) under the proposed legislation there is no assurance that the U of A (or anyone else) will accept community college credits or programs as valid; within one system there is a procedure for obtaining prior acceptance;

(3) the proposed legislation provides only for autonomy of all community colleges combined- not for strength or autonomy at the local community college level; within the structure of Board, Chancellor, Vice chancellor, Community College Director and the Community College Council there is more than ample room for decision making in Anchorage, not Bethel.

In conclusion, it is my opinion that a small isolated school such as Kuskokwim Community College needs a strong connection to a large and stable institution, not to a weak, new, scattered and fragmented administrative structure.

Yours truly,

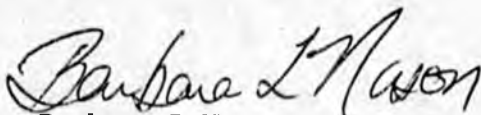
David Elias
Teacher/Coordinator

3/10/76

I wish to make comments on SB 658 based from my vantage point as a classified employee in accounting services at Kuskokwim Community College in Bethel. I am sure that others have shed much light on the effects of this bill on instructional goals and services; I would like to focus on support services.

The University System seems to have had certain difficulties enclosing support services for the rural campuses, such as payroll, personnel contracts, and budgeting, into their centralized system. That failure has been so great that my first reaction to SB658 was favorable-- any change would have to be for the better. But there is no reason why problems rural campuses experience cannot be solved within the University system. The vehicle for this solution is the Rural Education Affairs division. This fiscal year has been a "transition" period into the REA structure. This transition is far from complete. In fact, it has not as yet even begun to touch on the problems of support services for rural campuses. In order for REA to achieve this goal, it needs both the support of all concerned, both in and out of the University, and the funding. This funding should either be for decentralization of support services to rural area centers, or perhaps methods for rural problems to be solved in the colossus of the computer banks of Fairbanks and Anchorage. These urban centers have not yet faced the realities of rural Alaska- these realities range from materials shortages, time delays, and ALWAYS a dislike and inability to cope with reams of "red tape".

If decentralization in postsecondary education is desired in Alaska, it should be based on real differences. The goals of two year versus four year institutions are not really different. Decentralization should stem from an acknowledgement of regional control, both of policy and support services.



Barbara L Nason
Account Clerk
Bethel, Alaska

SB 658 Backup



University of Alaska, Southeast

P.O. Box 1447
Juneau, Alaska 99802

April 12, 1976

Representative Charles Parr
House Select Committee on Education
Pouch V
Juneau, AK 99811

Dear Rep. Parr:

Please find attached a petition that was circulated at the University of Alaska, Juneau. As concerned students and citizens we urge that this petition be considered before taking action on Senate Bill 658.

Respectfully,

Robyn A. Johnson

Robyn A. Johnson, President
Student Government

Attachment

The undersigned students from the University of Alaska, Juneau, express their concern on Senate Bill 658 that would separate the Community colleges from the University of Alaska system. We request the Legislature to conduct an in-depth study of the implications of Senate Bill 658 before reaching a decision. The study should include: 1) an in-depth legal analysis of the University of Alaska system; 2) an in-depth study of the impact of the separation of the Alaska Community Colleges from the University of Alaska system.

Perhaps a revision of statutes rather than separation of the State Community Colleges from the University of Alaska system could offer a better solution than Senate Bill 658.

The students of the University of Alaska, Juneau, feel that a separation of the State Community Colleges from the University of Alaska system would compound a problem that already exists between the two schools. Creating more barriers would be extremely detrimental to the quality of their education. We urge this point to be considered before passing Senate Bill 658.

Wallace J. Johnson III

Eric Berman
James P. Hesser
Neil Siskala

Al Riley

Harold H. Joe

Lloyd Robinson

John Baber
David Johnson
Janet Underwood

Bill Thomas
Vernon M. Metcalfe

Kelly Wheeler
Scott McPherson

Eric Petty
Linda Statter

Chris Fay

Alton Washell

Diana Stewart

Cathy Botelho

James Dyer

Paul Tvedfield

Tim Robertson

The undersigned students from the University of Alaska, Juneau, express their concern on Senate Bill 658 that would separate the Community colleges from the University of Alaska system. We request the Legislature to conduct an in-depth study of the implications of Senate Bill 658 before reaching a decision. The study should include: 1) an in-depth legal analysis of the University of Alaska system; 2) an in-depth study of the impact of the separation of the Alaska Community Colleges from the University of Alaska system.

Perhaps a revision of statutes rather than separation of the State Community Colleges from the University of Alaska system could offer a better solution than Senate Bill 658.

The students of the University of Alaska, Juneau, feel that a separation of the State Community Colleges from the University of Alaska system would compound a problem that already exists between the two schools. Creating more barriers would be extremely detrimental to the quality of their education. We urge this point to be considered before passing Senate Bill 658.

Relay Johnson
Jenni Day Baker
Haskell L. Steinfeld
Nancy Simpson
CAROL BRANDNER
Lynn Rice
Lynn Powers
Janet Boyer
Laven Wolf
Robert R Parish
Marie Palmer
Sheila Layal
Monteth Dahlberg
Michael A. Vindry
Brie Ratcheff

Nancy Lillie
Jackie Bronniger
Deane DeBour
Barbara Dending
Anthony Johnson
Mary J. Jensen
Lee W. Scott
Lise Handrickson
Marsha Hope
Kathy Miller
Nathan P. Bradford

The undersigned students from the University of Alaska, Juneau, express their concern on Senate Bill 658 that would separate the Community colleges from the University of Alaska system. We request the Legislature to conduct an in-depth study of the implications of Senate Bill 658 before reaching a decision. The study should include: 1) an in-depth legal analysis of the University of Alaska system; 2) an in-depth study of the impact of the separation of the Alaska Community Colleges from the University of Alaska system.

Perhaps a revision of statutes rather than separation of the State Community Colleges from the University of Alaska system could offer a better solution than Senate Bill 658.

The students of the University of Alaska, Juneau, feel that a separation of the State Community Colleges from the University of Alaska system would compound a problem that already exists between the two schools. Creating more barriers would be extremely detrimental to the quality of their education. We urge this point to be considered before passing Senate Bill 658.

Lloyd Coogan

Doris Jean McNamee

~~Jack H. Duntch~~

Gloria Warner

Alice Jones

Connie Torngard

Pamela King

Mary Beth Hillman

Betty Thomas

Marie Washlin

Pete Dible

~~John Schell~~

Doris G. Duntch

~~Stephen Campbell~~

Margaret Thomas

~~Pat Hilt~~

Teri Selman

Dorise Eggleston

Donna Mc Cormick

Jack Blainie

Jesli Johnson

Thomas Cook

Ron Berg

Lisa Vogel

David Bergal

Tom Deagen

Claudine Wilson

Buddy Fitch

Susan Lewis

Sharon Wakto

Sally Custerhout

Gary Nelson
Galen R. Trumble

Robert Johnson

Robert Iron

5B658 backup

UNIVERSITY OF ALASKA SYSTEM

BUDGET FOR INSTRUCTION

MAINTENANCE FY 77

<u>COLLEGE</u>	<u>FULL-TIME</u>		<u>PART-TIME</u>		<u>TOTAL</u>	
	<u>POSITIONS</u>	<u>COST</u>	<u>POSITIONS</u>	<u>COST</u>	<u>POSITIONS</u>	<u>COST</u>
KODIAK CC	7.56	211.2	11.54	119.8	25.20	331.0
KENAI CC	10.77	271.2	16.16	127.3	26.93	398.5
KUSKOKWIM CC	24.91	823.5	15.92	250.3	40.83	1073.8
NORTHWEST CC	1.44	44.2	16.57	164.9	18.01	209.1
TANANA CC	11.26	309.7	63.82	453.1	75.08	762.8
ANCHORAGE CC	164.79	4539.1	41.19	401.4	205.98	4940.5
MAT-SU CC	4.10	100.1	11.69	105.8	15.79	205.9
J-D CC	18.64	477.6	12.42	143.9	31.06	621.5
SITKA CC	3.93	123.7	5.90	67.7	9.83	191.4
KETCHIKAN CC	9.61	275.9	5.17	47.6	14.78	323.5
TOTALS CC	257.01	7176.2	206.48	1881.8	463.39	9058.0
U. A. F.	196.99	5456.6	17.12	323.1	214.11	5779.7
ANCHORAGE SC	51.97	1453.3	63.52	448.5	115.49	1901.8
SOUTHEAST SC	9.28	251.1	8.56	80.1	17.84	331.2
TOTALS SC	258.24	7161.0	89.20	851.7	347.44	8012.7
GRAND TOTALS	515.25	14337.2	295.68	2733.5	810.83	17070.7

COMMENTS:

1. In the FY 77 Budget--both the Maintenance and Regents Request-- instructional cost constitute about 18% of the entire budget. The community college instructional costs make up a little more than 9% of the budgets.

	<u>MAINTENANCE</u>		<u>REGENTS REQUEST</u>	
Total	95,313.4	(100.0)	Total	103,362.9 (100.0)
Comm Clg	9,058.0	(9.5)	Comm Clg	9,431.6 (9.1)
Senior Clg	8,012.7	(8.4)	Senior Clg	8,893.0 (8.6)
CC and SC	17,070.7	(17.9)	CC and SC	18,362.9 (17.7)

- X (2.) The Regents Request Budget is 8.4% above the Maintenance Budget ($103,362.9/95,313.4=1.084$), but there are marked differences between various segments of the budget. While the Regents Request sees the Senior Colleges as growing 11% over maintenance in budget ($8,893.0/8,012.7=1.110$), the community college request by the Regents is for only 4.1% above Maintenance ($9,431.6/9058.0=1.041$).

- X (3.) Similarly, the Regents Request for faculty positions indicates that in their view the Senior Colleges have priority. Considering the full-time positions, whereas the Regents seek 12.1% increase over Maintenance for the Senior College ($289.51/258.24=1.121$), the comparative community college increase is 10.6% ($284.33/257.01=1.106$). However, even this is deceptive, for in total F.T.E. faculty positions (full- and part-time) the Regents are actually asking for a decline in community college positions. While the senior colleges F.T.E. faculty, according to the Regents, should be increased by 8.7% ($376.60/346.44=1.087$), the community colleges are given 96.1% of Maintenance in F.T.E. positions ($445.67/463.39=.961$).

4. Given #2 and #3, it is interesting to note that the Regents still expect the community colleges to bear the brunt of production for the system. On page 2 of the FY 77 budget request the community colleges are expected to increase their student credit hour production by 9.9% over FY 76, while the senior colleges (major campuses) are pegged for a 6.3% increase in production.

5. Finally, while all three senior colleges (that is, U.A.F., A.S.C., and Southeast S.C.) are marked by the Regents for budget and position increases over maintenance, some 70 % of the community colleges are in jeopardy regarding one or both of these items. The Regents Request indicates a decline instructional funding for Kenai, Kuskokwim, Northwest, and Ketchikan CC. Additionally, the Regents Request asks for cuts in F.T.E. faculty positions (below maintenance) at Kodiak, Kenai, Kuskokwim, Northwest, Tanana, Juneau-Douglas, Ketchikan CC.

OPERATING COST ANALYSIS OF SENIOR AND COMMUNITY COLLEGES - FY76

CAMPUS	* TOTAL DIRECT PROGRAM OPERATING COSTS	TOTAL CREDIT HR. PRODUCTION	AVERAGE COST PER CREDIT HOUR
Fairbanks	\$7,105,500	47,454	\$150
Anch. S.C.	\$2,546,100	34,100	\$75
Southeast S.C.	\$ 448,100	4,870	\$92
A.C.C.	\$7,658,400	101,890	\$75
Kuskokwim	\$1,633,500	8,800	\$186
T.V.C.C.	\$ 806,600	15,500	\$52
J.D.C.C.	\$1,037,200	8,165	\$127
Kodiak	\$ 529,900	4,800	\$110
Kenai	\$ 499,200	4,760	\$105
Ketchikan	\$ 355,700	3,190	\$112
Mat-Su	\$ 281,300	3,400	\$83
Sitka	\$ 232,200	2,080	\$112
Northwest	\$ 107,500	894	\$120

86,424 }
 153,479 }
 239,903

AGGREGATE SENIOR COLLEGE - COMMUNITY COLLEGE ANALYSIS

Average cost per credit hour at community colleges	\$ 86
Average cost per credit hour at senior colleges	\$117
(Note: average cost 36% greater at S.C.)	
% of budget allocated to community colleges	57%
% of budget allocated to senior colleges	43%
% of credit hour production at community colleges	64%
% of credit hour production at senior colleges	36%

Source: PROGRAM NARRATIVE & BUDGET SUMMARY
BUDGET REQUEST ANALYSIS - FY77
 BOOK 7.

Note: if total direct & indirect costs are used in the above computations,
 average cost per credit hour at community colleges = \$143
 average cost per credit hour at senior colleges = \$224
 (average cost 56% greater at S.C.)

*"total direct program operating costs" include all program costs except "indirect costs" such as:

- library
- student services
- administration
- physical plant.

UNIVERSITY OF ALASKA SYSTEM

BUDGET FOR ADMINISTRATION

FY 77

<u>APPROPRIATION</u>	<u>CAMPUS</u>	<u>PROGRAM COMPONENT</u>	<u>EXPLANATION</u>	<u>MAINTENANCE</u>	<u>REGENTS REQUEST</u>	<u>PAGE</u>
STATEWIDE ADM			TOTAL PROG	6,581.2	7,824.1	6
RURAL EDUC	KODIAK CC		ADM	103.6	118.4	10
RURAL EDUC	KENAI CC		ADM	164.0	164.0	12
RURAL EDUC	KUSK. CC		ADM	234.9	265.4	14
RURAL EDUC	N. W. CC		ADM	105.9	105.9	16
ORG RESEARCH	SW	SUMMARY	ADM & OTHER	2,694.8	2,711.6	22
FAIRBANKS CAM		SUMMARY	ADM	1,800.4	1,913.7	60
FAIRBANKS CAM	T. V. CC		ADM	492.7	543.8	65
FAIRBANKS CAM	U. A. F.	INST SUP	CHANC OFF	312.5	312.5	71
FAIRBANKS CAM	U. A. F.	INST SUP	ADM SERVICES	1,110.0	1,147.3	71
FAIRBANKS CAM	U. A. F.	INST SUP	ADMISS & REG	377.9	453.9	71
ANCHORAGE CAM	U. A. A.	ABC & ACC	ADM	1,088.9	1,194.3	83
ANCHORAGE CAM	U. OF A.	INST SUP	PROV OFF	337.1	337.1	95
ANCHORAGE CAM	U. OF A.	INST SUP	ADM SERVICES	754.3	859.7	95
ANCHORAGE CAM	U. OF A.	INST SUP	ADM, REC, ETC	588.3	599.3	95
ANCHORAGE CAM	HAT-SU CC		ADM	143.9	162.6	101
S. E. COLLEGE	U. A. J.	JUCC & SES	ADM	390.5	390.5	105
S. E. COLLEGE	U. A. J.	INST SUP	CHANC OFF	124.7	124.7	117
S. E. COLLEGE	U. A. J.	INST SUP	ADM SERVICES	265.8	265.8	117
S. E. COLLEGE	SITKA CC		ADM	74.3	74.3	121
S. E. COLLEGE	KEPCH. CC		ADM	79.4	79.4	123
TOTAL COST				17,825.1	19,648.3	

CRITICISMS OF THE NOV. 24, 1975 SOLIE REPORT

by Gale L. Smoke

Although an ambitious study, the report by Richard J. Solie (Nov. 24, 1975) on Community College and Senior College Salary disparities is misleading and, in places, inaccurate. The major criticisms follow:

1. In Anchorage, whereas Solie's calculation of college faculty's average salary seems to conform to the present working budget (\$23,193 (\$2577x9) to Solie's \$23,225, the Community College faculty's average salary seems to be inflated by Solie, given the working budget figures. Accepting Solie's contention that the working budget's salary must be modified by the 7.6% COLA effective 9/1/75 and the projected 7.5% COLA effective 3/1/76 (this will be criticized below), we do not arrive at Solie's figure of \$27,513. Instead, we calculate the average as of 3/1/76, given Solie's assumptions, to be \$26,421. Our methodology was as follows:

Working budget salary average
\$22,842 (\$2538x9)

Times 7.6% COLA 9/1/75
\$22,842 x 1.076=\$24,579

Times 7.5% Projected COLA 3/1/76
\$24,579 x 1.075=\$26,421

2. Where does Solie get the projected COLA of 7.5% effective 3/1/76. It would be based, according to the Community College Faculty Contract, on the increase of Anchorage's CPI from 7/1/75 to 12/31/75. As of 10/1/75, half of the adjustment period, the Anchorage CPI had risen 2.3%. This hardly suggests a 7.5% increase for the full six month period. Thus Community College faculty salaries have likely been further inflated.

3. It is unclear which cost of living differential indexes (low, intermediate, or high) in Table II that Solie uses to arrive at the figures in Table III. Depending on which level was used, this could vastly change the percentiles.

4. In arriving at the national comparisons for Community College compensation (in categories III and IV) Solie uses the rank distribution that existed at Alaska's Community Colleges just prior to the elimination of rank. Since Alaska's Community Colleges had a higher proportion of faculty concentrated at the lower ranks (instructor, assistant professor, . shown in Table IV, Solie penalizes the Community College faculty in making percentile comparisons in Table III, categories III and IV. He uses the "U of A weights," not the "AAUP weights," in arriving at his conclusion that Alaska's Community College compensation is above the 95th percentile. However, what Solie does not consider is the fact that concentration of faculty at lower ranks does not necessarily reflect less education and experience, but could be based on a discriminatory promotion system which belittles the importance of Community Colleges. Any astute observer of higher education in Alaska the past several years knows that such discrimination was a major factor in the unionization of Community College faculty.

Thus, if AAUP weights are used the Alaska Community College faculty's compensation is below the 95th percentile.

5. In part, Solie bases his percentiles on the four category AAUP classification of higher education institutions. No defense of this system of categorization is given, and it is assumed that the Senior Colleges are comparable to Categories I and IIA, and the Community Colleges Categories III and IV. Is this true?

TABLE A: Student Credit Hour production for U.A.A. — Fall semester, 1975.
(As of 10/3/75)

S.C.H. percent	A.C.C.	A.S.C.	TOTAL
	35,022	9,941	44,963
	77.9%	22.1%	100.0%

TABLE B: F.T.E. faculty for U.A.A.

	A.C.C.	%	A.S.C.	%
Full-time F.T.E.	113.78	79.3%	36.98	45.0%
Part-time F.T.E.	29.63	20.7%	44.14	54.4%
TOTAL	143.41	100.0%	81.12	100.0%

TABLE C: A.C.C. and A.S.C. F.T.E. faculty

	A.C.C.	A.S.C.	TOTAL
F.T.E. faculty	143.41	81.12	224.53
PERCENT	63.9%	36.1%	100.0%

TABLE D: A.C.C. and A.S.C. full-time faculty salaries

	A.C.C.	A.S.C.
Fudgeted for salaries	\$3,465,632	\$1,143,430
Full-time F.T.E. faculty	113.78	36.98
Average annual salary	\$30,459	\$30,920
Average monthly salary	\$ 2,538	\$ 2,577

NOTE: All enrollment figures are taken from the "Course Enrollment Information Report" for A.C.C. and A.S.C. Fall, 1975, 10/3/75.

All salary figures and F.T.E. faculty figures are taken from the "University of Alaska Working Budget for 1975-1976."

Sent to: Senators Ray, Croft, Chance, Butrovich, Ferguson, Poland, Rader, Sackett

cc: Rep Butrovich
Backup SB 6.58

Via: Special Delivery

12 Garland Road
West Hartford, Conn. 06107
April 19, 1976

Senator

Dear Senator

Since we did not succeed in timing our coming and going last Thursday afternoon, I am forwarding these comments. I would have stressed these points in talking with you. I call to your attention my recommendations, in part, in Part VI of the McLean Report on Higher Education in Alaska, January 31, 1976. I believe most of them merit consideration whether or not there is a separate board for community colleges.

1. Lay control of public higher education is very important. It assures a more efficient operation, programs more closely related to needs and desires of the state citizenry. It is a necessary balance against excessive dominance of public higher education by professional educators - the administration, as part of management, as well as the union membership.

Effective management and governance of public higher education by lay people demands the trustees or regents 1) be familiar with the purpose and mission of each major educational unit, 2) know the functioning ability of most 1st and 2nd level administrators, 3) have time at meetings to take necessary items for action without delay, and 4) have the time to receive and to know well the expressed needs and desires of the people in the various towns, cities and boroughs of Alaska.

My Impressions gained in Alaska have been that the Board of Regents has not been able to fulfill all of these as they relate to community colleges. Further, I have often heard such is the case in the states with a Board of Regents as a single governing board, or where community colleges are part of the University operations. The four governing boards for higher education are currently all engaged in opposing a single governing board concept in Connecticut because they know that each (members of) have difficulty now giving adequate attention to the problems which arise, the necessary planning and coordination, and policy making of the set of colleges or the University, for which they are responsible.

1. I sincerely believe the present arrangement will not provide sufficient management and governance attention for either the University of Alaska or the community colleges.
2. There should not be a significant cost difference in the administration and operation of the community colleges in Alaska, whether operated by the University of Alaska or if there is a separate board of trustees for the community colleges.

The preponderance of cost should always relate to programs and services offered and carried out - not administration costs on the University of Alaska campus at Fairbanks or in a central office for a board of trustees.

Who knows well at this point the administrative costs - above the college level (director) - for the community colleges? Is it identifiable - all of it - within the University of Alaska budget? Beginning with the Provost, or now Vice Chancellor positions, it probably is.

Remember that several administrative positions and/or parts thereof now on the University of Alaska payroll would be transferred to the administrative team for a separate board of trustees. Hence, there would need be only a very few new positions - perhaps even only one or two.

Also, having a separate board of trustees for community colleges does not mean that the many and varied ways of cooperation among the community colleges and the University of Alaska senior level should cease. Certainly they should not be terminated. The Legislature and the Postsecondary Education Commission should make certain legislation continues cooperation and sharing. For example, the computer-data processing ability of the University of Alaska should probably continue to serve the community colleges on a budget transfer basis.

I cite the fact that in Connecticut we have a separate Board of Trustees for Community Colleges but we cooperate and share in several ways with the University of Connecticut and other state agencies. I think this can be done effectively in Alaska.

3. The basic question asked, I believe, is: What really would be gained by a separate board, as opposed to the present system?

This is partly answered in No. 1: The lay watch-dog, plus sufficient knowledge and time to govern effectively. In addition, the major gain is a chance to assure that there is the necessary means to emphasize and to recognize the community in the term community colleges. Community colleges are not junior colleges. They do not exist primarily to prepare students to continue as juniors in a four year college or university. The transfer function is valuable and important; however, a majority of the people engaged in programs of a community college will not be engaged in a transfer curricula. In mature and well established public community colleges 60% to 70% or more of the total enrollment will be taking vocational oriented curricula or courses, or special skill training non-credit work. These types of study must relate to the needs of each specific region or town or city or village. This is the "community" in community college. There must be a governing board available which can have the time to receive and to consider the suggestions and requests of local advisory councils and the local college heads.

The input of citizens in each locality is very important - even more important, perhaps, in that there is a response by an effective governing board and a cooperative Legislature and Governor.

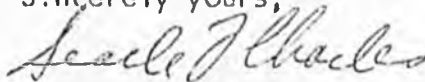
I am not at all convinced there need be much more in costs in a separate board of trustees arrangement than in Alaska's present structure. My belief is that even if it would cost \$25,000 to \$40,000 a year more for a separate board structure the result in having a truly effective set of public community colleges would be well worth the costs to the people of Alaska. I believe also that it might develop that a separate set of administrators devoting their time and ability and energy to one major purpose - community colleges, might administer more effectively and efficiently than administrative staff with diverse respon-

sibilities - In part to four year curricula of a university and the community college functions.

4. I recommend that careful attention be given to details of any new legislation as it pertains to
 - a. function and mission of community colleges
 - b. local advisory councils (make strong and effective but do not split legal responsibilities of a governing board with an advisory council.)
 - c. cooperation with University of Alaska, local agencies and state agencies (a separate board does not mean a termination of effective cooperation.)

5. A separate board with a more clearly defined budget and with a staff clearly definable, with a prescribed set of job descriptions, should provide the Legislature and the Governor and the Postsecondary Education Commission with a much better knowledge as to costs to operate the community colleges and who is doing what. Responsibility should be more easily assigned and accountability more easily determined.

Sincerely yours,



Searle F. Charles

SFC/ep
Atts.

cc: Representative Kathryn Ostrosky ✓
Chairman, Interim Committee on Higher Education
cc: Postsecondary Education Commission, Att. Mrs. Banfield

Substitute House Bill No. 6102

PUBLIC ACT NO. 75-100

AN ACT CONCERNING THE RESPONSIBILITIES OF REGIONAL
COMMUNITY COLLEGES.

Be it enacted by the Senate and House of
Representatives in General Assembly convened:

Section 1. Section 10-326 of the general
statutes is repealed and the following is
substituted in lieu thereof:

In addition to other powers granted in the
general statutes, authority and responsibility for
the operation of the state's public institutions
of higher education shall be vested in (1) the
board of trustees of The University of Connecticut
which shall have exclusive responsibility for
programs leading to doctoral degrees and post-
baccalaureate professional degrees, (2) the board
of trustees of the state colleges which shall have
special responsibility for the preparation of
personnel for the public schools of the state
including master's degree programs and other
graduate study in education, and authority for
providing liberal arts programs, (3) the board of
trustees of regional community colleges which
shall have [special] responsibility for providing
programs [of study for college transfer, terminal
vocational, retraining and continuing education
leading to occupational certificates or to the
degree of associate in arts and in sciences], AS
ENUMERATED IN SECTION 2 OF THIS ACT, LEADING,
WHERE APPROPRIATE, TO AN ASSOCIATE DEGREE OR
OCCUPATIONAL CERTIFICATE, (4) the board of
trustees of state technical colleges which shall
have responsibility for the state technical
colleges and programs leading to the degree of
associate in applied science and such other
appropriate degrees or certificates as are
approved by the commission for higher education
and for such terminal vocational retraining and
continuing education programs leading to
occupational certificates as are appropriate to a
technical college, and (5) the board for state
academic awards which shall have responsibility
for the award of external degrees and credits
earned by examination and by other forms of
validation and by evaluation of learning,
including transfer of credit; provided the
authority of the boards of trustees of The
University of Connecticut, the state colleges, the
regional community colleges and the state

Substitute House Bill No. 6102

technical colleges to award degrees of the respective institutions shall not be affected.

Sec. 2. (NEW) (a) The primary responsibilities of the regional community colleges shall be (1) to provide programs of occupational, vocational and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state manpower needs; (2) to provide programs of general study including, but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals; (3) to provide programs of study for college transfer representing the first two years of baccalaureate education; (4) to provide community service programs as defined in subsection (b) of this act and (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.

(b) As used in this section, "community service programs" means educational, cultural, recreational and community directed services which a community college may provide in addition to its regular academic program. Such community service programs may include, but shall not be limited to, (1) activities designed to enrich the intellectual, cultural and social life of the community, (2) educational services designed to promote the development of skills for the effective use of leisure time, (3) activities and programs designed to assist in the identification and solution of community problems and (4)