

2311 SHESS STUDENT LOAN INFO. - U OF A - STAFF SALARY

STATE OF ALASKA

BILL SHEFFIELD, GOVERNOR

ALASKA COMMISSION ON POST-SECONDARY EDUCATION

POUCH FP
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STATEMENT ON ALASKA STUDENT LOANS

The State of Alaska can make no better commitment of resources than investing in the education of its citizens. Direct support of Alaska's public elementary, secondary, and postsecondary school systems is vital to the state's continued growth and development. It is in the best interest of the state to provide access to these educational resources for the citizens of Alaska.

The best method of assuring access and opportunity is through the direct provision of educational services, but this is not always practical or possible, particularly at the postsecondary level. Therefore, the most effective and efficient method of attaining these goals of access and opportunity is through a system of low interest loans which allow the students to choose the educational setting most appropriate for their particular needs.

The Commission endorses and recommends the continuation and full-funding of the Alaska State Student Loan Program. Amendments which restrict access by denying loans to groups of Alaskans, either by design or by default, are vigorously opposed. However, the fiscal climate of the state, as well as increasing costs because of increased demand require that some modifications be made in the present program. Therefore, the Commission recommends:

1. interest rates be increased to 9%, and
2. forgiveness provisions be eliminated.

Additionally, the Commission will, by regulation, eliminate the practice of providing refunds for forgiveness benefits and will revert to the method of crediting the account.

3/2/83

STATE STUDENT LOAN ACTIVITY
 Projected to 1988-89
 (Current Maximums)
 (9% Interest)
 (No Forgiveness)

Year	Loan Awards	Loan Volume	Cumulative Total	Average Loan	Loan Collections	Federal Funds	Forgiveness	General Fund
1971-72	1,081	\$ 1,603,158	\$ 1,603,158	\$1,483	\$ -0-	\$ -0-	\$ -0-	\$ 1,603,158
1972-73	1,748	2,870,384	4,473,542	1,642	-0-	-0-	-0-	2,870,384
1973-74	1,665	2,986,176	7,459,718	1,793	-0-	-0-	-0-	2,986,176
1974-75	1,457	2,659,807	10,119,525	1,826	235,476	-0-	703	2,424,331
1975-76	1,719	3,382,097	13,502,522	1,968	465,530	-0-	44,233	2,977,467
1976-77	1,921	3,850,507	17,353,029	2,004	1,141,461	-0-	64,746	2,709,046
1977-78	2,265	4,664,167	21,957,196	2,033	1,191,851	-0-	314,306	3,412,316
1978-79	2,795	6,416,402	28,373,598	2,296	1,391,643	-0-	445,985	5,024,758
1979-80	3,918	9,373,949	37,747,547	2,393	1,603,436	-0-	409,501	7,770,513
1980-81	6,460	15,957,717	53,705,264	2,475	2,225,388	-0-	555,494	13,732,329
1981-82	9,898	40,559,499	94,264,763	4,098	2,779,900	1,000,000	785,769	36,819,599
1982-83*	12,500	56,250,000	150,514,763	4,500	4,604,046	1,200,000	(1,367,555)	51,813,509
1983-84	15,000	73,500,000	224,014,763	4,900	7,591,895	850,000	2,311,210	65,058,105
1984-85	17,741	99,349,600	323,364,363	5,600	11,187,099	675,000	3,458,423	87,487,501
1985-86	19,000	112,100,600	435,464,963	5,900	15,996,253	500,000	4,393,002	95,604,347
1986-87	21,100	124,490,000	559,954,963	5,900	21,238,625	350,000	5,565,819	102,901,375
1987-88	22,489	133,809,550	693,764,513	5,950	26,870,858	225,000	6,563,038	106,713,692
1988-89	24,365	144,971,750	838,736,263	5,950	32,704,231	150,000	8,132,441	112,117,537

*1982-83 through 1988-89 are projections

1982-83 LOAN AWARDS AND ANNUAL JOB OPENINGS
BY OCCUPATION AREAS

*need for jobs -
of qualified
skunkions*

<u>Occupation Title</u>	<u>1982/1986 Employment</u>	<u>Ave. Annual Job Openings*</u>	<u>In-State Loan Awards</u>	<u>Out-of-State Loan Awards</u>
Accounting Clerks	1823/2192	143	64	7
Aircraft Mechanics	885/1052	54	4	5
o Airplane Pilots	1078/1297	57	303	51
Announcers-Radio/TV	132/155	6	0	1
o Auto Body Repairers	104/126	8	0	15
Automotive Mechanics	1493/1822	95	28	4
Bakers	149/180	14	4	0
o Barbers	45/56	5	20	0
Bookkeepers	2433/2993	209	4	0
Buyers-Retail/Wholesale	213/267	25	0	4
Camera Repairers	18/22	1	0	1
Carpenters	2188/2522	142	3	1
Caseworkers	459/532	29	26	0
Child Care Workers	533/660	49	1	0
Clerical Supervisors	904/1125	78	10	1
o Commercial Artists	72/88	5	1	5
Commercial Divers	NA	NA	0	10
o Computer Programmers	259/314	15	6	13
Cooks	2580/3140	227	5	1
o Cosmetologists/Hairstylists	333/414	32	233	8
Dental Assistants	297/362	26	0	2
o Diesel Mechanics	681/845	56	19	61
Drafters	536/657	38	0	11
o Electric Motor Repairers	29/36	2	1	2
Electricians	1399/1630	101	0	3
Electronic Mechanics	110/118	3	1	0
Electronic Technologists	1504/1740	66	0	30
Flight Attendants	114/139	14	0	1
Flight Engineers	75/91	10	7	0
Food Service Workers	2942/3601	232	10	0
Forest Technicians	NA	NA	8	0
Heavy Equipment Mechanics	NA	NA	17	1
Heavy Equipment Operators	3051/3590	188	0	24
Helicopter Pilots	NA	NA	3	5
Horticulturists	NA	NA	0	4
Jewelers	47/60	5	0	5
Kitchen Helpers	1981/2438	163	1	0
Machinists	359/420	35	0	1
Maintenance Repairers	2545/3067	217	17	0
Office Clerks	5596/6654	382	8	3
Photographers	95/117	9	0	3
o Refrigeration Mechanics	92/102	6	0	9

*work in the
profession
program*

*Projected annual job openings (1981-1986) are those resulting from 1) industry growth and 2) death, retirement, and disability. Turnover openings are not included.

1982-83 LOAN AWARDS AND ANNUAL JOB OPENINGS
BY OCCUPATION AREAS (continued)

<u>Occupation Title</u>	<u>1982/1986 Employment</u>	<u>Ave. Annual Job Openings*</u>	<u>In-State Loan Awards</u>	<u>Out-of-State Loan Awards</u>
Roustabouts	853/1298	118	8	0
Secretaries	4944/5997	454	70	2
Surveyors	407/483	21	0	8
Ticket Agents	577/701	40	8	11
Truck Drivers	3658/4417	212	0	1
Typists	3358/3813	226	53	0
o Welders & Flame Cutters	791/926	63	173	40

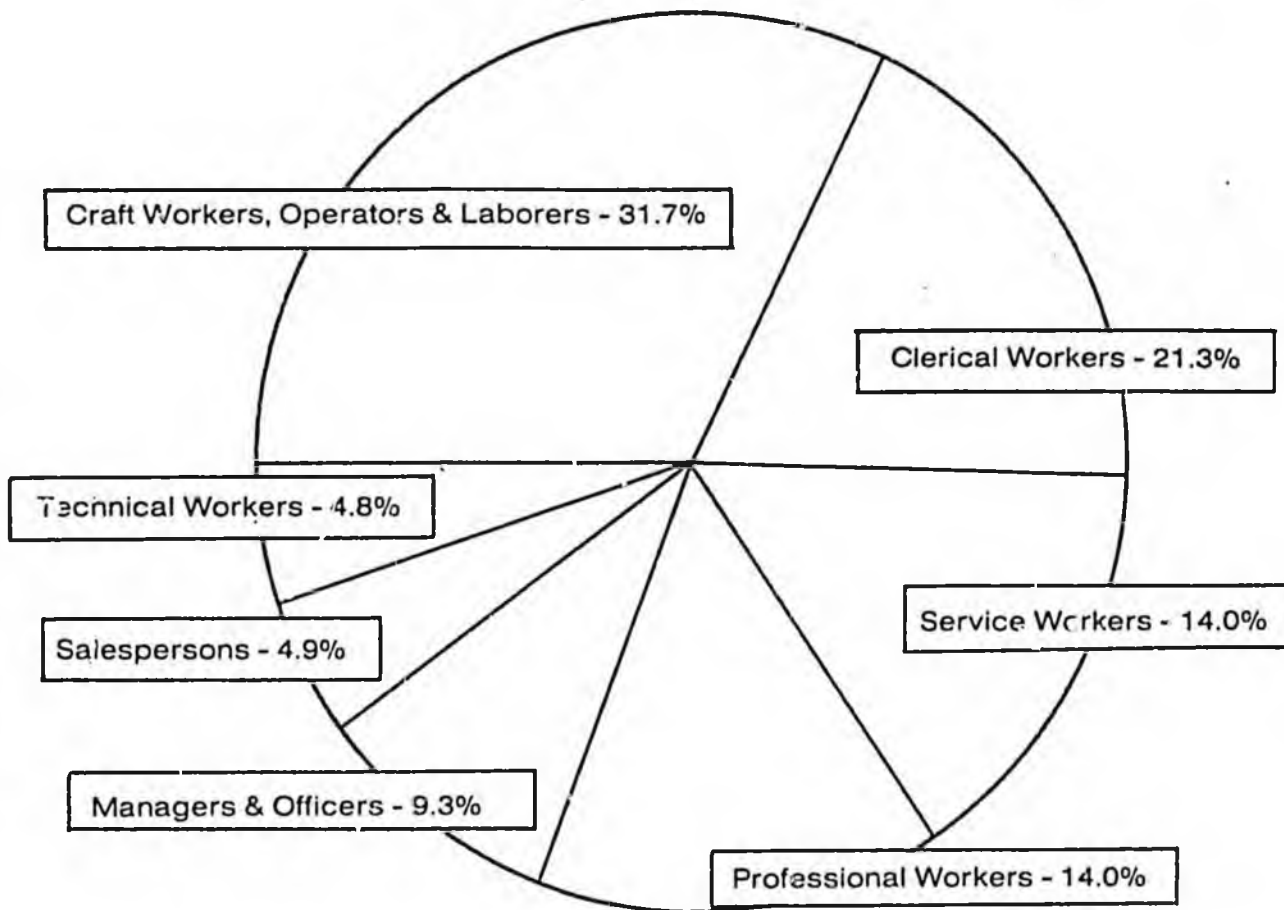
Loganville

82-83
233 1,140,000
1,910,000

1084
5090

2.6 million
dollars

Source: Occupational Employment Forecast, Alaska Department of Labor, September 1981



**ALASKA STATEWIDE EMPLOYMENT ESTIMATES
PERCENT DISTRIBUTION OF MAJOR OCCUPATIONAL GROUPS
1981**

CS FOR SENATE BILL NO. 209 (HESS)

AN ACT RELATING TO SCHOLARSHIP LOANS AND PROVIDING FOR AN EFFECTIVE DATE.

SECTION 1 FINDINGS AND PURPOSE

JUSTIFICATION OF RETENTION OF TWO YEAR RESIDENCY REQUIREMENT

JUSTIFICATION OF JANUARY 1 DEADLINE AND ANTICIPATED USAGE.

SECTION 2 AMENDS AS 14.43.120 TO ALLOW A STUDENT TO QUALIFY FOR A STUDENT LOAN IF ENROLLED IN MORE THAN ONE COLLEGE OR UNIVERSITY PROGRAM WITH FULL TIME HOURS OR CREDITS.

SECTION 3 RAISES THE INTEREST RATE TO EIGHT PER CENT.

SECTION 4 INCLUDES INTEREST, ALONG WITH THE PRINCIPAL, IN THE FORGIVENESS FORMULA IF THE RESIDENT REMAINS IN THE STATE FOLLOWING EDUCATION.

SECTION 5 AMENDS AS 14.43.120 TO LIMIT THE AMOUNT OF TIME EXEMPTED FOR THOSE IN MILITARY SERVICE TO FOUR YEARS BEFORE LOANS MUST BE PAID BACK.

SECTION 6 REPEALS AND REENACTS THE ELIGIBILITY FOR STUDENT LOAN SECTION:

(2) IS NEW, DISQUALIFYING ANYONE WHO IS IN DEFAULT ON A SCHOLARSHIP LOAN AWARD.

(3) AMENDS REQUIREMENTS TO ALLOW THE APPLICANT, OR THEIR DEPENDENTS OR SPOUSE ACCOMPANYING THEM, TO QUALIFY FOR A LOAN IF THEY WERE PRESENT IN THE STATE TWO YEARS BEFORE APPLICATION AND ARE ABSENT FOR MILITARY SERVICE, MEDICAL CARE, ATTENDING SCHOOL AS A FULL TIME STUDENT OR EMPLOYED BY THE STATE OR CONGRESSIONAL DELEGATION.

SECTION 7 CHANGES THE APPLICATION DEADLINE TO JANUARY 1

SECTION 8 SETS UP A THREE MEMBER PANEL TO ANNUALLY REVIEW VOCATIONAL CAREERS AND IN-STATE CAREER OPPORTUNITIES IN ORDER TO SET LIMITATIONS ON THE NUMBER OF LOANS ALLOWED BY VOCATIONAL FIELDS ACCORDINGLY.

SECTION 9 REPEALS AS 14.43.130 SELECTION CRITERIA (POINT SYSTEM)

SECTION 10 EFFECTIVE DATE FOR JANUARY 1 APPLICATION DATE.

SECTION 11 TEMPORARY LAW - THIS SECTION GIVES THE COMMISSION ON POST SECONDARY EDUCATION THE AUTHORITY TO ADOPT STRINGENT RESIDENCY REQUIREMENTS BY REGULATION IF THE CURRENT REQUIREMENT IS FOUND UNCONSTITUTIONAL OR OTHERWISE INVALID.

SECTION 12 EFFECTIVE DATE.

Proposed Amendment Clarifying Residency For Student Loans

Purpose: Residency is referred to, in a definitional way, in three sections of the loan statutes, AS 14.43.120(p), AS 14.43.125(a), and AS 14.43.125(b). Quite often the three separate references have led to confusion when an individual refers to the statutes. This amendment would combine the references into one statement.

Amendment: AS 14.43.125 is repealed and reenacted to read:
Sec.14.43.125 ELIGIBILITY OF STUDENTS. A person may apply for and obtain a scholarship loan if the person

(1) is

(A) enrolled as a full-time student in a career education or associate, baccalaureate, or graduate degree program; or

(B) a graduate of a high school, or the equivalent, or scheduled for graduation from a high school within six months, with sufficient credits to be admitted to a career education program or to an accredited college or university; and

(2) is a resident who has been physically present in the state for at least two years at the time of application for the loan. For the purposes of this section, a person qualifies as a resident of the state if at the time of application for the loan, the person

(A) has been physically present in the state for at least two years; or

(B) is a person who is dependent upon a parent or guardian for care, and the parent or guardian has been physically present in the state for at least two years; or

(C) has been physically present in the state for at least two years immediately before becoming absent from the state and the absence is due solely to

(1) military service;

(2) attending school as a full-time student; or

(3) full-time employment by the state or its congressional delegation; and has maintained residency during that absence.

From Bob Maynard
Dept. of Law

~~(Temporary section)~~

Section 5. If the two-year residency requirement in AS 14.43.125 is declared unconstitutional, the commission shall have the authority to promulgate regulations to impose as stringent a residency test as would be allowable under both the United States and Alaska Constitutions.

~~residual treatment~~
~~in non-resident available~~
in Alaska.

Longevity Bonus.

Suggested Addition to Proposed Loan Legislation

AS 14.43.120(k)(2) is amended to read:

(2) serving a first enlistment period of up to four years on active duty as a member of the armed forces of the United States;

From Bob Maynard
Dept. of Law

~~(Temporary section)~~

Section 5. If the two-year residency requirement in AS 14.43.125 is declared unconstitutional, the commission shall have the authority to promulgate regulations to impose as stringent a residency test as would be allowable under both the United States and Alaska Constitutions.

PLEASE FILL IN YOUR OPINION ON THE FOLLOWING ISSUES IN THE APPROPRIATE SPACES:

	V. FISHER	P. FISCHER	MOSS
FORGIVENESS AMOUNT	AS IS	WHATEVER IS NECESSARY TO MAKE A REVOLVING LOAN FUNO.	20% - Fresh. / NO forgiveness until 5yr. of residency after school 25% - Soph. 50% - JR 100% - SR
STUDENT LOAN AMOUNTS (GRAD/UNDERGRAD)	6000 / 7000 AS IS	8000	6000 / 7000 AS IS
INTEREST RATE	8%	7-9% see	7%
APPLICATION DATE	Jan 1	Jan 1	1yr. prior to Admission
VOCATIONAL LIMITATION	VERY TIGHT NO FLIGHT SCHOOL	NOT UNLESS ALL FIELDS ARE LIMITED	none
RESIDENCY REQUIREMENT	2 yr.	no comment	1yr. prior to Application
FULL TIME STANDING REQUIREMENT	yes	yes BUT ONLY if AN APPROVED PROGRAM	no comment
OTHER		LOAN ONLY USED FOR ESSENTIALS	

SIGNATURE _____

no response from Senator Hartford; he's out of town.



UNIVERSITY OF ALASKA ALUMNI ASSOCIATION

UNIVERSITY OF ALASKA
FAIRBANKS, ALASKA 99701

March 28, 1983

The Honorable Joe Josephson
Senator, State of Alaska
Pouch V
Juneau, AK 99811

Dear Senator Josephson:

We as elected representatives of the alumni of the University of Alaska are writing you in support of the State student loan program. We are seriously concerned by comments appearing in the press suggesting full funding may be in jeopardy and that various categories of Alaskans may be excluded from applying for loans in the future.

The University of Alaska Alumni Association feels that one of the very best uses of state funds is investment in the future of Alaska through investment in the education and training of the citizens of Alaska. In support of this goal we urge appropriation of state funds adequate to meet the borrowing needs of qualified applicants for the Alaska student loan programs.

The Alumni Association is not opposed to an increase in interest rates for student loans to 9% or some other reasonable rate. We are also not opposed to some change in the loan forgiveness clause, although we would prefer to see forgiveness retained in some form.

We trust that our comments will assist you in making decisions regarding the several bills presently before the legislature which affect the student loan program.

Very truly yours,

Board of Directors
University of Alaska Alumni Association

By Jim McCaslin Brown
Jim McCaslin Brown, Vice President

JMB:meh
cc: President Jay Barton
Dr. Kerry Romesburg

GENERAL FUND FISCAL IMPACT
STUDENT LOAN BILLS

SENATE BILL NUMBER	1984	1985	1986	1987	1988
SB 118	10,094.0	5,717.6	8,631.1	1,492.7	(19,873.0)
SB 185	12,375.0	10,573.7	11,748.8	18,077.0	24,796.5
SB 197	-0-	-0-	(93.5)	(372.5)	(1,562.8)
SB 209	-0-	-0-	(481.6)	(1,363.6)	N/A

STUDENT LOAN BILLS

Eligibility of Students	Interest	Application Deadline	Loan Amount, undergrad/grad	Other	Repeaters
SB 118 Sackett	5%	None	6,000/7,000		
<ul style="list-style-type: none"> . A high school senior or scheduled to graduate in six months . Residency 1 yr. at application . Loan application filed while in high school may be deferred 5 yrs. . One year resident, not a high school grad, may apply for loan for 1 year following effective date 					
SB 185 P. Fischer	5%	None	8,000/8,000		
SB 197 Josephson	8%	Jan. 1 effec. 84/85 school year.	6,000/7,000	More than 100 loans may not be approved for a single vocational field unless approved by a three member panel of the Commission.	AS 14.43.130 selection criteria (point system)
May be considered a full-time student if attending one or more institutions for a total number of hours or credits equivalent to full-time.					
SB 209 Governor	9%	Jan. 1 effec. Oct. 1, 1983	6,000/7,000		AS 14.43.120(j) loan forgiveness clause AS 14.43.120(o) relating to for- giveness AS 14.43.130 selection criteria (point system)
<ul style="list-style-type: none"> . Not delinquent or default on an awarded scholarship loan . Resident one year at application . Physically in state one year prior to application. Exempt for: military service education employment by the state 					

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
COMMENTS ON STUDENT LOAN BILLS
SENATE HESS

1. SB 118 (Sackett)

a. Section interpretation:

Sections 1 & 2 create the new criterion that a person must apply for a student loan while a senior in high school and must be a 12-month resident at time of application. The applicant then has up to 5 years to begin schooling.

Section 3 provides an "open enrollment" or "window" period of one year during which all other persons with at least a 12-month residency may apply for a loan.

b. Benefits:

1. Over a number of years, this program will require substantially less state support to be fully-funded.
2. If the state can not continue to fund all persons desirous of obtaining a student loan, this bill establishes which group is to be supported and which groups are not.
3. The new loan program proposed preserves the existing program in its present terms and conditions (other than eligibility).

c. Potential difficulties:

1. A number of persons would be excluded after the one-year "window" closes. Such persons might include:
 - (i) those not planning on attending a postsecondary school when they are seniors or during the "window" year;
 - (ii) those who do not become seniors (service, work, marriage, etc.), but later obtain a GED and wish to attend a postsecondary school (also those without the GED); and
 - (iii) those who move to Alaska after high school and decide, for one reason or another, to attend a postsecondary school (even if they live here 10 or 20 years).

2. SB 185 (P. Fischer)

a. Description: The bill simply increases the amount a student may borrow per year. The increase is from \$6,000 for an undergraduate and \$7,000 for a graduate, to \$8,000 for either.

b. Benefits:

1. Currently a number of students are attending programs which cost more than the current borrowing maximums -- even though we only fund for tuition & fees, room & board, and books & supplies. This bill would enable those persons to borrow additional money to meet those expenses (up to \$8,000 total).

c. Potential difficulties:

1. The change would require additional General Fund support during the early years. Eventually, these increased borrowing amounts will produce increased revenues (minus that being forgiven), but for the first five or six years, the increased borrowing amounts will not be offset by revenues.

3. SB 197 (Josephson)

a. Section interpretation:

Section 1 allows a student to enroll in more than one institution and add up the multiple enrollments to be full-time.

Section 2 increases interest to 8%.

Section 3 imposes a January 1 application deadline.

Section 4 simply cleans up existing statute to conform with new January 1 application deadline.

Section 5 imposes new limits on career and vocational students, and potentially restricts the number of borrowers in a field for which manpower projections are well below the number seeking such training.

b. Benefits:

1. Providing for multiple enrollment solves the problem of a student at the University of Alaska-Fairbanks who enrolls in 9 hours and wishes to enroll in an additional 3 hours at Tanana Valley Community College (for scheduling, unique class, instructor, etc).
2. Increasing the interest rate will provide increased revenue and thus decrease the General Fund requirement accordingly.
3. Increasing the interest rate also places interest at a level which may discourage some unnecessary borrowing.
4. Imposing a January 1 deadline date allows the state to better plan for the funding of student loans. The Governor and Legislature would know the exact demand for loans prior to budget submission and deliberations. Currently, everything is based upon projections, and the projections have been incorrect every year. This change would also allow for more ease in administration and the potential benefit of reshuffling staff to accommodate peak activity periods.
5. Limiting loans in certain career areas could reduce the demand for loans by millions of dollars annually. It could also eliminate the training of persons for jobs which may not be available.

c. Potential difficulties:

1. Multiple enrollments may defeat the good standing requirements currently imposed. University officials have testified that they can not certify grades and enrollment for another institution. If they were to await transcripts to do so, loan checks would be delayed at the school for four to six weeks. The question of mixing quarter and semester systems was also raised.
2. Increasing interest to 8% will increase the monthly payment for the student when they get out of school. The increase from 5% to 8% would cost the student \$1.43 per month per thousand borrowed.
3. A January 1 application deadline could place a hardship on high school students planning postsecondary attendance or on persons not planning well in advance of enrolling. Vocational students may also be more strongly impacted than others.
4. ~~Section 4 of the bill should be deleted entirely. It contains language determined to be unconstitutional.~~
5. In restricting certain vocational fields -- are only vocational and proprietary schools included, or are certificate programs through community colleges also included?

4. SB 209 (Rules - Governor)

a. Section interpretation:

Section 1 increases interest to 9%. ^{No.}

Section 2 allows staff to deny loans to persons delinquent or in default on previous loans. ^{Yes.}

Section 3 changes residency requirement to one year and clears up problems with existing "physical presence" statutes.

Section 4 provides for a January 1 application deadline ^{Yes}

Section 5 eliminates the forgiveness provisions of the current program.

Sections 6 & 7 are effective dates.

b. Benefits:

1. The benefits and potential difficulties of increasing interest and imposing a deadline date are discussed with SB 197.
2. Sections 2 and 3 clear up certain problems with current statutes.
3. Eliminating forgiveness can save the state considerably in the years ahead and can make the fund much closer to being a revolving fund. It reduces the General Fund demand by increasing program revenues in the future.

c. Potential difficulties:

1. Forgiveness benefits may encourage or entice people to live in Alaska when they might be otherwise inclined to live elsewhere. If so, eliminating this benefit also eliminates the inducement for continued Alaskan residency.

5. SB 210 (Rules - Governor)

a. General description:

Alaska currently participates in the Federal Guaranteed Student Loan Program (GSL), but in a very limited manner. Only one bank (National Bank of Alaska) and three credit unions will make GSL's. The largest deterrent to private lender participation is the existence of the state loan program. The second deterrent is the problem of a secondary market for these GSL's. This bill provides a secondary market through bonding. Most states currently have this type of approach, because it actually produces income for the agency beyond the costs of bonding. It also allows for the private lending industry to make these loans at no risk and not have to be involved in the collection of student loans.

In essence, this new capability will provide an alternate source of student loan financing for those persons able to qualify and possibly unable to obtain a state loan for one reason or another.

1982-83 ALASKA STUDENT LOANS
(January 18, 1983)

From N.D. DDJ
900 students = C Ar.
+ 12 Sen loans per term
9000 student - B own
to his graduate

1. Program Status

<u>Student Level</u>	<u>Number</u>	<u>Amount</u>
Freshman	4,232	\$17,566,996
Sophomore	2,808	12,391,975
Junior	2,019	9,044,064
Senior	1,734	7,639,369
Vocational	1,581	7,986,925
Undergraduate	12,374	54,629,329
Graduate	1,182	6,522,647
TOTAL	13,556	\$61,151,976

2. In-State/Out-of-State Attendance by Level

<u>Student Level</u>	<u>Alaska</u>	<u>%</u>	<u>Out-of-State</u>	<u>%</u>
Freshman	2,377	56.2	1,855	43.8
Sophomore	1,404	50.0	1,404	50.0
Junior	947	46.9	1,072	53.1
Senior	822	47.4	912	52.6
Vocational	1,155	73.1	426	26.9
Undergraduate	6,705	54.2	5,669	45.8
Graduate	302	25.6	880	74.4
TOTAL	7,007	51.7	6,549	48.3

3. Percent In-State Previous Year

<u>Year</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>All Loans</u>
1981-82	47.3	23.8	45.0
1980-81	45.3	17.9	42.3
1979-80	36.1	12.3	33.3
1978-79	35.1	12.0	32.3

4. States of Attendance by Student Level

<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>	<u>Vocational</u>	<u>Undergraduate</u>	<u>Graduate</u>
AK-2,377	AK-1,404	AK- 947	AK- 822	AK-1,155	AK-6,705	AK- 302
WA- 402	WA- 307	WA- 270	WA- 239	CO- 133	WA-1,307	WA- 160
OR- 298	OR- 260	OR- 174	OR- 147	WA- 89	OR- 921	CA- 178
CA- 203	CA- 142	CA- 94	CA- 89	CA- 45	CA- 573	OR- 128
ID- 126	AZ- 83	AZ- 62	AZ- 51	OR- 42	CO- 389	MA- 33
HA- 121	HA- 74	HA- 55	HA- 38	AZ- 42	AZ- 357	HA- 25
AZ- 119	ID- 73	UT- 52	ID- 43	OK- 19	HA- 320	TX- 21
CO- 111	CO- 71	ID- 36	CO- 35	FL- 7	ID- 285	UT- 21
UT- 57	UT- 60	CO- 35	UT- 34	HA- 7	UT- 204	MO- 19
MT- 45	TX- 40	MT- 35	TX- 27	MN- 5	TX- 148	NY- 18
ZZ- 373	ZZ- 294	ZZ- 259	ZZ- 209	ZZ- 37	ZZ-1,165	ZZ- 277
4,232	2,808	2,019	1,734	1,581	12,374	1,182

5. Age Distribution of Borrowers

<u>Age</u>	<u>Number</u>	
60+	24	Age Range: 16-72
50-59	163	Median Age: 22.6
40-49	618	
30-39	2,421	
20-29	8,479	
16-19	<u>1,851</u>	
	13,556	

6. Residency

<u>Student Level</u>	<u>2-Years</u>	<u>3-5</u>	<u>6-10</u>	<u>10+</u>	<u>Total</u>
Freshman	243	763	913	2,313	4,232
Sophomore	82	445	604	1,677	2,808
Junior	78	289	461	1,191	2,019
Senior	61	279	385	1,009	1,734
Vocational	87	339	305	850	1,581
Undergraduate	551	2,115	2,668	7,040	12,374
Graduate	177	293	308	404	1,182
TOTAL	728	2,408	2,976	7,444	13,556

% Breakdown

2 Years	5.4%	6-10 Years	21.9%
3-5 Years	17.8%	10+ Years	54.9%

7. Default: (Computed on June 30)

1971-72	N.A.
1972-73	N.A.
1973-74	N.A.
1974-75	80.0%
1975-76	44.6%
1976-77	24.9%
1977-78	22.3%
1978-79	19.3%
1979-80	14.5%
1980-81	11.5%
1981-82	9.2%

10. Loan Volumes, Collections, Forgiveness (see attached table)

STATE STUDENT LOAN ACTIVITY
Projected to 1988-89

Year	Loan Awards	Loan Volume	Cumulative Total	Average Loan	Loan Collections	Federal Funds	Cancellations	General Fund
1971-72	1,081	\$ 1,603,158	\$ 1,603,158	\$1,483	\$ -0-	\$ -0-	\$ -0-	\$ 1,603,158
1972-73	1,748	2,870,384	4,473,542	1,642	-0-	-0-	-0-	2,870,384
1973-74	1,665	2,986,176	7,459,718	1,793	-0-	-0-	-0-	2,986,176
1974-75	1,457	2,659,807	10,119,525	1,876	235,476	-0-	703	2,424,331
1975-76	1,719	3,382,997	13,502,522	1,968	465,530	-0-	44,233	2,977,467
1976-77	1,921	3,850,507	17,353,029	2,094	1,141,461	-0-	64,746	2,709,046
1977-78	2,265	4,604,167	21,957,196	2,033	1,191,851	-0-	314,306	3,412,316
1978-79	2,795	6,416,402	28,373,598	2,296	1,391,643	-0-	445,985	5,024,758
1979-80	3,918	9,373,949	37,747,547	2,393	1,603,436	-0-	409,501	7,770,513
1980-81	6,460	15,957,717	53,705,264	2,475	2,225,388	-0-	555,494	13,732,329
1981-82	9,898	40,559,499	94,264,763	4,098	2,779,900	1,000,000	785,769	36,819,599
1982-83*	13,000	59,000,000	153,264,763	4,540	4,604,046	1,200,000	(1,367,555)	54,563,309
1983-84	17,500	85,750,000	239,014,763	4,900	7,751,963	850,000	(2,388,517)	79,536,554
1984-85	19,000	106,400,000	345,414,763	5,600	12,017,812	675,000	(3,772,328)	97,479,516
1985-86	21,000	123,900,000	469,314,763	5,900	17,179,740	500,000	(5,446,820)	111,667,660
1986-87	23,100	136,290,000	605,604,763	5,900	23,016,458	350,000	(7,340,210)	120,263,752
1987-88	25,600	151,040,000	756,644,763	5,900	29,211,587	225,000	(9,349,066)	130,953,279
1988-89	28,500	168,150,000	924,794,763	5,900	35,874,597	150,000	(11,511,298)	143,636,701

*1982-83 through 1988-89 are projections

60,000,000
← Voc. & students →
rolling admissions

Revised 12/22/82

See

TABLE 1

DISTRIBUTION OF YEAR-TO-DATE ALASKA STATE LOANS
FOR STUDENTS ATTENDING IN ALASKA
(February, 1983)

Institution	1982-83	
	No.	Amount
U of Alaska, Fairbanks	2,266	\$ 6,975,068
U of Alaska, Anchorage	1,560	4,611,230
Anchorage Community College	1,353	4,538,244
U of Alaska, Juneau	340	1,053,425
Kenai Peninsula Community College	326	1,191,593
Alaska Pacific U	198	680,400
Alaska Business College	198	943,887
Alaska Vocational-Technical Center	197	348,741
Tanana Valley Community College	195	731,450
Testing Institute of Alaska	167	761,361
Sheldon Jackson College	138	465,953
Matanuska-Susitna Community College	130	547,800
New Anchorage Beauty School	115	549,450
Gordon Aviation, Inc.	110	549,764
Aero Technical Flight School	80	409,000
Wilburs Flight Operation	53	286,300
Fort Richardson Flying Club	45	249,000
Ketchikan Community College	46	124,250
Trend Setter School of Beauty	(42)	191,500
Sitka Community College	36	114,400
Headquarters Barber & Beauty Academy	35	171,000
Hutchison Career Center	35	131,200
Flight Training Devices	33	136,800
Academy of Hair Design	(32)	126,600
Alaska Native Training Institute	29	112,200
A.I.R. Center	24	129,000
Alaska Computer Training Center	21	97,150
Anchorage Alaska School of Barbering	(20)	96,000
Elmendorf Aero Club	20	90,871
St. Herman's Theological Seminary	19	62,000
Kotzebue Technical Center	19	44,250
Kodiak Community College	15	44,050
North Pacific Business Institute	14	55,050
Alaska Bible College	(12)	40,950
Fairbanks Beauty School	(14)	58,100
Peninsula Institute of Welding Technology	11	44,950
Peninsula Hair Styling Academy	(11)	43,750
Prince William Sound Community College	8	21,531
Kuskokwim Community College	8	18,550
Alaska Piper Sales, Inc.	(7)	35,900
Birchwood Air Service	(4)	24,000
University of LaVerne	3	12,750
Chapman College	2	3,000
Far North Bible College	2	2,450
T&M Real Estate Institute	1	6,000
Northwest Community College	1	5,000
Charismatic Bible College	(1)	4,500
Bar Review	1	4,000
Delta Greely Rural Educational Center	1	3,000
Alaska Media Workshop	1	550
TOTAL	8,002	\$26,648,006

INSTITUTIONS AT WHICH AT LEAST FIFTY ALASKA
STUDENT LOAN BORROWERS ATTENDED 1982-83
(as of February, 1983)

Institution	No.	Amount
*University of Alaska, Fairbanks	2,266	\$6,975,068
*University of Alaska, Anchorage	1,560	4,611,230
*Anchorage Community College	1,353	4,538,244
*University of Alaska, Juneau	340	1,053,425
*Kenai Peninsula Community College	326	1,191,593
Oregon State University	241	1,189,956
University of Oregon	233	1,026,136
University of Washington	205	935,667
*Alaska Business College	198	943,887
*Alaska Pacific University	198	680,400
*Alaska Vocational-Technical Center	197	348,741
*Tanana Valley Community College	195	731,450
Western Washington University	177	767,542
*Testing Institute of Alaska	167	761,311
Brigham Young University (UT)	160	498,630
*Sheldon Jackson College	138	465,953
Arizona State University	135	615,025
*Matanuska-Susitna Community College	130	547,800
Washington State University	124	551,776
University of Hawaii, Manoa	124	381,811
*New Anchorage Beauty School	115	549,450
Gonzaga University (WA)	113	596,450
*Gordon Aviation, Inc.	110	549,764
University of Puget Sound (WA)	103	512,200
University of Hawaii, Hilo	100	276,175
University of Idaho	99	364,950
Willamette University (OR)	95	481,675
Northern Arizona University	90	308,942
Pacific Lutheran University (WA)	87	406,950
University of Arizona	86	329,600
*Aero Technical Flight Service	80	409,000
Seattle Pacific University (WA)	77	344,550
Central Washington University	77	334,900
American Diesel & Automotive School (CO)	77	320,573
Seattle University (WA)	73	333,134
Montana State University	69	254,088
Linfield College (OR)	67	305,100
Colorado State University	60	306,050
Ricks College (OR)	58	139,181
Denver Institute of Technology (CO)	56	204,056
*Wilbur's Flight Service	53	286,300
Eastern Washington University	53	255,267
University of Colorado	52	231,400

*Alaskan School

Alaska Student Loan Parent Committee

After spending several meetings learning about the Alaska Student Loan Program and meeting with various legislators, the parent group has emerged with positive feelings about the new Alaska Student Loan Program booklet which has been developed for wide spread distribution. The credibility of the program is good and the Post Secondary Commission has been responsive in organizing information. Several legislators have also been open, helpful and generous in their time with this group. We congratulate the Alaska State Legislature for giving us the best student loan program in the nation.

Our committee stance is decidedly positive and within that process, we have developed some general statements.)

1. We encourage strong parental involvement in the Educational State Loan Program. Certainly, it should be stressed that the loan is payable and there is a strong responsibility to complete repayment promptly.
2. Actuarial studies are requested that can show us how the loan monies can become "a revolving fund". We want this program to become a solvent fund.
3. The Alaska Student Loan Fund should not be discriminatory in any way. In other words, it must not be tied to "need". The way the formula acts now is giving support to all Alaskans.
4. Our concern is not just with the present group of young students but also with the generations to come.
5. We urge that the present facts on loan defaults and fraudulent use of the loans be published. It is important that the public understand that there is a full time staff following through on default loans and that 93 court cases have been decided in favor of the state. We believe that the media be fully utilized in dealing with misconceptions on present use of the loan funds and that a positive educational campaign be established.
6. We believe that the dispersement of the loans be tightened and that educational institutions use a standardized procedure.
7. We urge a local office be established in Anchorage to allay the frustration when obtaining information about individual loans.

STATE OF ALASKA

AUDIT DIVISION
POUCH W
JUNEAU, ALASKA 99811

THE LEGISLATURE

BUDGET AND AUDIT COMMITTEE

February 3, 1983

Kerry D. Romesburg
Executive Director
Postsecondary Education Commission
Pouch F
Juneau, AK 99811

Dear Mr. Romesburg:

The Legislative Budget and Audit Committee is concerned with certain "loopholes" that exist in current regulations governing loans made under the State's Scholarship Loan Program. In particular, the Committee is concerned that students may enroll for classes, receive their loans, and then subsequently withdraw from classes or school without receiving some sort of penalty or sanction.

For example, consider the following situation. Having received a \$3,000 student loan for his first semester of college, a student attends registration and enrolls for 12 semester credit hours. He then reports to the appropriate college personnel and receives his loan proceeds, less that portion retained by the college to cover tuition fees. Subsequent to registration, the student withdraws from school. At this point he may or may not be eligible for a complete or partial refund of tuition fees, depending on how far along he is in the semester. In any event, the student withdraws from school and retains funds that were intended to be used for tuition, books, room and board, but that now can be used any way he sees fit. Under current regulations, the ex-student is required to notify the Postsecondary Education Commission of his withdrawal from school, but there is no provision for any type of sanction - rather, the loan will still be due for payment at 5% over 10 years.

The Committee believes that situations similar to that described above do occur, and perhaps with some frequency. This is of concern to us because it was never the intention of the Alaska student loan program to provide low-interest, long-term loans for any purpose other than education.

Kerry D. Romesburg
February 3, 1983
Page 2

Therefore, it is this Committee's recommendation that the Postsecondary Education Commission develop regulations and modify promissory note language to make students who lose their good standing without showing good cause (as defined in 20AAC 15.085(16)) subject to sanctions. Specifically, the Committee recommends that these sanctions involve escalation of loan payments, loss of any forgiveness payments that may otherwise have been provided under AS 14.43.120(j), and increased interest rates in line with market values.

We believe it is necessary to develop and implement such sanctions as soon as possible, and look forward to your response in this regard.

Sincerely,



Bob Bettisworth
Chairman
Legislative Budget
and Audit Committee

SCHOLARSHIP REVOLVING LOAN FUND

Department: Education
Type of Program: Lending
Category: Education

STATUTORY GOAL

Alaska Statutes 14.40.751 states that the purpose of the fund is to make scholarship loans to qualified students.

BUDGETARY OBJECTIVE

The Fiscal Year 1983 operating documents state that the program's objectives are to:

1. To keep the level of State student loan availability commensurate with student need and demand.

LEVEL OF CAPITALIZATION AND/OR APPROPRIATION

The fund balance at June 30, 1981 was \$49,121,000. Chapter 114, SLA 1982 appropriated \$52,000,000 from the General Fund, and \$986,100 from federal program receipts.

TYPE OF LENDER

Loans are made directly to eligible students.

RESPONSIBILITY OF THE EXECUTIVE

The Governor appoints five members of the thirteen-person Alaska Commission on Post-secondary Education. The Governor also has the power to review appropriations to the fund in accordance with the Executive Budget Act.

RESPONSIBILITIES OF THE COMMITTEE

The Student Financial Aid Committee, composed of members of the Alaska Commission on Post-secondary Education, administers the fund. Alaska Statute 14.40.753(c) requires that the Committee submit an annual report to the Governor, the Legislature, and to private colleges and universities where students receiving tuition grants are enrolled.

RESPONSIBILITIES OF THE LEGISLATURE

Title 24 of the Alaska Statutes entrusts the Legislative Budget and Audit Committee to:

1. Annually review the long-range operating plans and periodic reports from the committee responsible for the fund.

2. Present a complete report of investment programs, plans, performance, and policies of all agencies of the State which perform lending or investing functions to the Legislature within 30 days after the convening of each regular session.

TYPES OF STATISTICAL INFORMATION COLLECTED

The agency has collected the following information:

1. Survey of high school seniors to determine their post-secondary education plans and motivations for plans.
2. Survey of State's high school counselors to determine the utilization levels of selected Commission publications.
3. Number and amount of loans made annually to undergraduate and graduate students attending in-state and out-of-state educational institutions.
4. Summaries of the average size loan awarded each year.
5. Student loan collections and cancellations.
6. Summaries of undergraduate and graduate loan numbers and average amounts by state of attendance.

ADDITIONAL INFORMATION

The loan applicant shall be:

1. A resident of Alaska.
2. Enrolled as a full-time student in a career education or associate or graduate degree program or a high school graduate or have sufficient credits to begin college work.

Maximum loan amounts and other loan information appear below:

<u>Purpose</u>	<u>Maximum Loan</u>	<u>Term</u>	<u>Interest</u>
1. Undergraduate Study	\$6,000/yr.	10 yrs.	5.0%
2. Graduate Study	\$7,000/yr.	10 yrs.	5.0%

A portion of a loan shall be paid on behalf of the borrower by the State if, upon completion of the course of study for which the loan was granted, the borrower is a resident of

the State for at least two years. The portion of the loan that shall be paid by the State is the following percentages of the total loan received plus interest up to a total of 50 percent of the total loan:

1. two-three years residence in the State, 10 percent;
2. three-four years residence in the State, an additional 10 percent;
3. four-five years residence in the State, an additional 10 percent;
4. five-six years residence in the State, an additional 10 percent;
5. over six years residence in the State, an additional 10 percent.



NEA - ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

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ANCHORAGE, ALASKA 99503
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Robert C. Manners
Executive Secretary
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Robert C. Cooksey
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James D. Alter
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Deputy Executive Secretary
Anchorage Office

Dianne Anderson
Field Staff
Anchorage Office

Steve Pulkkinen
Field Staff
Anchorage Office

Mary Ann Eninger
Deputy Executive Secretary
Fairbanks Office

To: Senator Joe Josephson, Chair
Members, Senate HESS Committee

Re: Senate Bills pertaining to the
Student Scholarship Loan Program.
(SB 118, 185, 197, 209, 210)

March 30, 1983

NEA-Alaska strongly urges continuation of the student scholarship program in the broadest perspective which is fiscally sound.

If financial constraints are necessary we would first encourage that the committee look to: a.) a modest increase in the interest rate (perhaps from 5% to 8%); b.) making the amount of the loan contingent on demonstrable need which would take into consideration all the financial resources available to the applicant; and, c.) a possible reduction or elimination in the amount of forgiveness.

Thank you for your consideration.

Respectfully submitted,

Robert Manners
Executive Secretary

RM:11

9151 Skywood Lane
Juneau, AK 99801
March 29, 1983

The Honorable Joe P. Josephson
Chairperson, Senate HESS Committee
Room 508 Capitol Bldg.
Juneau, Alaska

Re: Student Loan Program Revisions

Dear Senator Josephson and Committee Members:

Please do not recommend adoption of a provision that would limit recipients of student loans to persons who are graduates of Alaska high schools.

There are far better ways to solve "the residency problem." One reasonable method is that set forth in SB 209. Any method that requires one year of prior residence is likely to withstand court challenge. The requirement, at most state-supported universities, that out-of-state students pay a higher tuition (the "nonresident" rate) until they have resided in the state a year, is structurally analogous. In contrast, limiting loans to graduates of Alaska high schools would set up de facto sex and age discrimination having no rational relation to the objective sought, and is unlikely to withstand court challenge.

The reason I oppose such a restriction is that it would exclude significant groups of Alaska residents from participating in the student loan program. This would occur, no matter whether the applicant is Alaska-born, has been an Alaska resident for many years, or even is a State employee.

The kinds of groups that would be excluded would be, for example:

- 1) Veterans who decided to remain in Alaska and later needed to finish their four-year degree or obtain graduate or professional training.
- 2) Women who have lost their husbands, raised their families, and realize they must complete their four-year degree program in order to support themselves the rest of their lives.
- 3) Alaskans of both sexes and all ages who obtained their high school diploma through a G.E.D. certificate rather than through graduation from any high school.

4) Alaskans of both sexes and all ages who, in mid-life, return to college for a graduate degree, professional degree or special technical training. I can think of several State employees who took a year or two off to obtain graduate degrees in economics or political science -- skills a developing state like Alaska needs. I myself did not go to law school until I was past 40, and many around me were in the same situation. In today's world, educational needs do not end with simply going straight through grade school, high school and directly into college.

5) Permanent seasonal employees of, e.g., the Department of Fish and Game, who work as field technicians in the summer when the Department's employment requirements are at a peak, and are full-time college students, completing their degree program, during the school year.

These are a few examples; I am sure you can think of others. You will, no doubt, think of individuals you know who fit into these or similarly excluded categories, if a provision limiting loans to graduates of Alaska high schools is enacted.

Other aspects of the student loan program do need fine tuning, and I have no objection to any of the other aspects being considered in the bills that are now before this committee.

Thank you for considering my thoughts.

Sincerely,


Elizabeth Cuadra

STAFF SALARY

UNIV. OF AK

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

UNIVERSITY OF ALASKA

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

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

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

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

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

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

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

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

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

12 Month Appointments

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

9 Month Appointments

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

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

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

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

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

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

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

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

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

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

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

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

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

FY 84 GOVERNOR'S BUDGET

PERSONNEL

CONTINUATION

CIP OVERHEAD

RESEARCH

	G.F.	FED	P.R.	FED MATCH	OTHER	TOTAL	FT	PT	MM	Full-Time STUDENTS FTS	credit CH HOURS	DEGREES
	11701.2	1719.4	3332.3	369.5	1324.7	18447.1	235.0	28.0	2467.0	-	-	-
CIP OVERHEAD	-	-	-	-	1520.4	1520.4	26.0	-	312.0	-	-	-
	46730.9	2478.9	19926.2	80.1	4023.5	73239.6	984.0	34.0	15724.0	3864	114,000	410
RESEARCH	14840.2	15099.7	12226.0	1385.0	867.5	44418.4	702.0	43.0	9343.0	-	-	-
	21071.6	2024.3	8075.0	19.8	666.3	31857.0	438.0	12.0	5961.0	2074	64703	328 300
	9550.3	335.6	1985.9	18.2	30.3	11920.3	177.0	8.0	2467.0	844	28500	70
	103,894.2	21657.9	45545.4	1872.6	8432.7	181,420.8	2562.0	125.0	36274.0	6782.0	207,203.0	808
	57.3%	11.9%	25.1%	1.0%	4.6%							

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

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

UAF

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

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

UAA

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

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

UAJ

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

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

COST PER DEGREE (NOT COUNTING ORGANIZED RESEARCH)

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

* INCLUDES PRO-RATA SHARE OF ADMIN. OVERSAD

FY 84 Governor's Budget

Personnel

CONTINUATION

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

TOTAL COST : 22501.0

FTE Students: 3750.0

COST PER STUDENT: 6,000.0

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

COST PER DEGREE: \$45,920

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

SENATE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

WITNESS REGISTER

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

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



Official Business

Alaska State Legislature

Senate

Office of the President

Pouch V
State Capitol
Juneau, Alaska 99811

MEMORANDUM

To: Senator Joe Josephson
Finance Committee
Room 508, Capitol

From: Senator Jay Kerttula
Senate President

Subject: Alaska Pacific University

Date: February 7, 1984

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



February 1, 1984

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

Dear Jay:

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

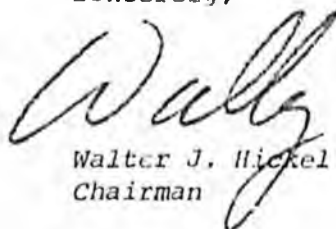
I write now, on recommendation of our Board, because the proposal for a separately funded Alaskan Center seems totally duplicative of Alaska Pacific University's initiative three years ago in establishing its Center with explicit emphasis on Pacific and International development. Indeed, the UAA proposal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

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

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

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

Sincerely,



Walter J. Hinkel
Chairman

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



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

A. General University Mission and Orientation

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

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

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

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

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

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

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

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

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

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

The CEPD has a three pronged program:

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

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



PROGRAM SERVICES

A. EDUCATION AND TRAINING

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

B. ASSISTANCE AND ADVOCACY

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

C. DATA-GATHERING & PUBLICATION SERVICES

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

ASSISTANCE FOR ENTREPRENEURS

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



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

ALASKA STATE SENATE

JOE P JOSEPHSON



WHITE HOUSE
WASHINGTON
20540
ALASKA
1907-468-4807
1907-468-4811

October 7, 1983

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

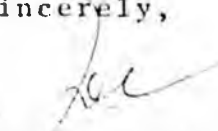
Dear Marilyn:

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

I look forward to seeing you on Tuesday.

With best wishes, I am

Sincerely,


Joe P. Josephson

JPJ:rak
Enclosure



File ✓
State of Alaska

LABOR RELATIONS AGENCY

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

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

WM. J. PAUZAUSKIE
CONSULTANT

September 28, 1983

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

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

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

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

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

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

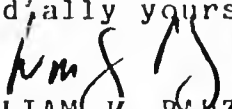
Gentlemen:

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

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

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

Cordially yours,


WILLIAM J. PAUZAUSKIE
Consultant for the
ALASKA LABOR RELATIONS AGENCY

/ckr
Enclosures

Exhibit D

Alaska State Legislature

House of Representatives



Official Business

Al Adams
Chairman
Committee on Finance

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

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

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

August 17, 1983

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

Dear Mr. McGrath:

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

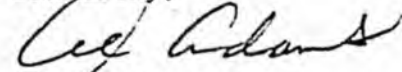
As you are aware the Conference Committee deleted funds for "salary adjustments" in all components of the University budget. It was my understanding that these funds represented lane and step increases for non-covered employees of the University. It was further my understanding that all salary increases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

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

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

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

Sincerely,



Al Adams, Chairman
House Finance Committee

APA/el

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

BEFORE THE ALASKA LABOR RELATIONS AGENCY

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

Case No.

PETITION 83-3

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

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

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

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

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

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

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

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

JERMAIN, DUNNAGAN & OWENS
Attorneys for Petitioner

By William K. Jermain
William K. Jermain

AFFIDAVIT OF SERVICE

STATE OF ALASKA)
: ss.

THIRD JUDICIAL DISTRICT

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

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

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

Kerry J. Lukensky
NOTARY PUBLIC IN AND FOR ALASKA
MY COMMISSION EXPIRES 12/31/86

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



State of Alaska

LABOR RELATIONS AGENCY

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

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

WM. J. PAUZAUSKIE
CONSULTANT

September 23, 1983

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

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

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

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

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

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

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

Dear Sirs:

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

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

The background of this case is basically as follows:

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

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

September 26, 1983

Page 2

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

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

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

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

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

Truly your,


WILLIAM J. PAUZAUSKIE

WJP/pr

UNIVERSITY OF ALASKA
PERFORMANCE APPRAISAL SYSTEM
LIBRARIANS

University of Alaska
9/16/83

COMPONENTS OF EVALUATION FOR LIBRARIANS

I. Individual Action Plan (IAP)

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

II. Individual Action Plan Review

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

III. User Survey of Instructional Support Services

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

IV. Performance Appraisal Work Sheet

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

V. Appraisal Report Summary

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

INDIVIDUAL ACTION PLAN

I. Purpose

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

II. Schedule

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

III. Distribution

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

IV. Instructions for Completion

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

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

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

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

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

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

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

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

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

INDIVIDUAL ACTION PLAN FOR LIBRARIANS

Format for Preparation

Name _____

Date of Preparation _____ In Effect: Contract Period

Position _____

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

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

- I. INSTRUCTIONAL SUPPORT SERVICES RESPONSIBILITIES (___%)
 - A. Organization and Planning of Services
 - B. Delivery of Services
 - C. Appraisal of Services
 - D. Management of Personnel (where appropriate)
 - E. Communication

- II. INSTITUTIONAL SERVICES (___%)
 - A. Committee Work
 - B. Promoting the College in the Community
 - C. Student Activities

- III. PROFESSIONAL GROWTH (___%)

- IV. COMMUNITY INVOLVEMENT (___%)

- V. JOB-RELATED PERSONAL QUALITIES (___%)

INDIVIDUAL ACTION PLAN REVIEW

I. Purpose

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

II. Schedule

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

III. Distribution

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

IV. Instructions for Completion

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

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

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

UNIVERSITY OF ALASKA
INDIVIDUAL ACTION PLAN REVIEW

NAME _____

Page ____ of ____

COLLEGE: _____

_____ First Review
_____ Second Review

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

Faculty Member _____ Date _____

Supervisor _____ Date _____

UNIVERSITY OF ALASKA

USER SURVEY

I. Purpose

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

II. Schedule

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

III. Distribution

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

IV. Instruction for Completion

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

UNIVERSITY OF ALASKA
PERFORMANCE APPRAISAL WORK SHEET

I. Purpose

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

II. Schedule

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

III. Distribution

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

IV. Definitions of Evaluation

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

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

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

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

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

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

V. Instructions for Completion

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

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

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

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

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

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

This review is informational; no sign-off occurs.

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

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

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

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

UNIVERSITY OF ALASKA

LIBRARIANS

PERFORMANCE APPRAISAL WORKSHEET

NAME _____ COLLEGE _____

_____ SELF

_____ ADMINISTRATOR

INSTRUCTIONS:

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

APPLICABLE
COMMENTS

I. INSTRUCTIONAL SUPPORT SERVICES
RESPONSIBILITIES: OVERALL

US MA Sat. Exc. Out. N/A

A. ORGANIZATION AND PLANNING OF SERVICES

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

APPLICABLE
COMMENTS

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

B. DELIVERY OF SERVICES

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

APPLICABLE
COMMENTS

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

8. Carries out additional duties as assigned.

US MA Sat. Exc. Out. N/A

9. Provides support for staff development.

US MA Sat. Exc. Out. N/A

APPLICABLE
COMMENTS

10. Facilitates instructional development.

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

C. EVALUATION OF SERVICES

1. Assesses need for new or expanded services.

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

3. Uses evaluative data to revise and improve services.

US MA Sat. Exc. Out. N/A

D. MANAGEMENT OF PERSONNEL

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

US MA Sat. Exc. Out. N/A

2. Provides for the development of staff members supervised.

US MA Sat. Exc. Out. N/A

3. Uses effective human relations skills in managing staff.

US MA Sat. Exc. Out. N/A

4. Systematically evaluates staff members.

US MA Sat. Exc. Out. N/A

E. COMMUNICATION

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

3. Participates in divisional meetings.

US MA Sat. Exc. Out. N/A

4. Promotes Library programs.

US MA Sat. Exc. Out. N/A

II. INSTITUTIONAL SERVICE: OVERALL

US MA Sat. Exc. Out. N/A

A. COMMITTEE

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

US MA Sat. Exc. Out. N/A

B. PROMOTING THE COLLEGE IN THE COMMUNITY

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

US MA Sat. Exc. Out. N/A

2. Supports college marketing efforts.

US MA Sat. Exc. Out. N/A

3. Participates in campus-wide retention efforts.

US MA Sat. Exc. Out. N/A

C. STUDENT ACTIVITIES

1. Supports extra-curricular student activities.

US MA Sat. Exc. Out. N/A

III. PROFESSIONAL GROWTH: OVERALL

US MA Sat. Exc. Out. N/A

1. Participates in staff development activities.

US MA Sat. Exc. Out. N/A

2. Involved in professional organizations.

US MA Sat. Exc. Out. N/A

3. Participates in professional meetings and conferences.

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

IV. COMMUNITY INVOLVEMENT: OVERALL

US MA Sat. Exc. Out. N/A

1. Participates in local organizations.

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

V. JOB-RELATED PERSONAL QUALITIES: OVERALL

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

3. Exercises good judgement by making reasonable decisions.

US MA Sat. Exc. Out. N/A

4. Follows through on commitments and responsibilities.

US MA Sat. Exc. Out. N/A

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

US MA Sat. Exc. Out. N/A

6. Observes ethical principles of educational profession.

US MA Sat. Exc. Out. N/A

APPLICABLE
COMMENTS

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

US MA Sat. Exc. Out. N/A

General Comments:

I acknowledge having read this
completed form.

Librarian Date

Supervisor Date

SPECIAL PROCEDURES

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

CONFIDENTIALITY STATEMENT

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

APPRAISAL REPORT SUMMARY

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

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

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

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

UNIVERSITY OF ALASKA

LIBRARIAN APPRAISAL REPORT SUMMARY

Job Title _____ Year Employed _____
 NAME _____
 Class/Step _____ Division _____ College _____

Contract Status: One Year Contract in Effect
 Contract in Effect: One of Three ___ Two of Three ___ Three of Three ___

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

V. Job-Related Personal Qualities

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

Overall Evaluation _____
Points _____
Review Period _____
Date _____

LIBRARIAN DATE

SUPERVISOR DATE

CAMPUS PRESIDENT or CHANCELLOR/ DATE