

ALASKA LEGISLATURE COMMITTEE FILES 1987-1988 8672

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# COMMUNITY COLLEGE COALITION OF ALASKA

## PLAN TO PRESERVE AND STRENGTHEN COMMUNITY COLLEGES

### UAF chancellor against merger

The educational missions of the two groups do not mix well, O'Rourke said. He cited disagreements between administration and faculty members at both types of institutions over where to place priorities.

Under O'Dowd's proposal, "it is the community college mission that is being subsumed," O'Rourke wrote.

Rather than merge the community colleges, O'Rourke proposed cutting the institution's five major administrative units to three. Two would be university units in Anchorage and Fairbanks, and the third would be a statewide unit to administer community college programs, preserving their autonomy.

Peninsula Clarion  
Kenai, AK

NOV 4

### Merger endangers local vocational education

By POLLY CRAWFORD

The faculty and administration at the Kenai Peninsula Community College aren't panicking — yet.

Instead, according to College President Les Vierra, they are reacting with disbelief and constancy over the pro-

posed merger.

Vierra doesn't believe combining the administration will save money at KPOC except for cuts in salary. He said the college has undergone administrative cuts over the past two years, and is left with six administrators. One, Tom Wagoner who is dean of the college, will be retiring and will not be

replaced. Vierra fears the merger will undermine the entire purpose of the community college. He said it currently only about 10 percent of KPOC students transfer to a four-year college, although 131 of the 384 students with dual majors are in a transfer program.

"The mission of the community college and the university are two separate things," he said.

The needs of the community college are exploring the idea of taking courses or are upgrading high school drop-outs. They need a second chance to be a part of

### A message to the University of Alaska — leave ACC alone

Have they come again, yet another batch of well-meaning "reformers" bent on fixing what is quickly referred to as the University System, and once again their current hero, led by University of Alaska President Donald O'Dowd, have their usual formula to be a real idea. We'll just combine the university with the community colleges, yes?



Satch Carlson

Wrong. O'Dowd, being a relative newcomer, is to be forgiven for coming up with this previously unheard-of proposal. But, since he is obviously surrounded with flackies who don't have a clue regarding the nature of reality, it might be worth to get back to the basic. Come away all the education and we're talking about three different institutions: Anchorage Community College, the University of Alaska Anchorage, and the University of Alaska Seward.

Or, if you need a one-term reformation, call it ACC versus the university. That's what it comes down to in this case. And, when you get right down to it, there's one simple reason that those of us who are veterans of previous reorganizations are alarmed by the latest proposal.

It's simple. We don't trust the University of Alaska. Now, I have served on time in both institutions, along with a stretch at Alaska Pacific University back when it still had a couple of Mykandari in storage, and I have

great regard for the program and staff of UAA. But any university is a political system dedicated to the public interest, to its own cultural heritage, to the welfare of its students. UAA and ACC are not just a part of the system, they are the system. We could do without ACC, but not the university. It is the important thing, isn't it?

There is an element of reality in this kind of thinking, and I think it goes all the way up to the Board of Regents. That's why I have long maintained that the system, rather than being combined, should be reorganized into separate Boards of Regents. That's the only way we'll ever get rid of the half-stepchild syndrome.

You see, ACC is hardly a millionth, why, almost nobody can market over and talk about. There aren't any major programs; the staff people are typically called teachers or

instructors instead of professors; the place is made of equal numbers business instead of every sector. And the philosophy of the place, the mission, if you will, is hardly one of preparing students for employment.

All ACC does to give the people of Anchorage is to plant to give the staff they want to leave.

They've been pretty successful in this regard for more than a quarter of a century, long before anybody would ever dream of a University moving away from Fairbanks. The university, stakeholders of the University system, (all that, when UAA started being the way from the Anchorage, isn't it was not a long time ago) made by building ANU and top name a four-year school here, but that was probably inevitable. Nobody objects to having the university here until there comes along the holy trinity of "restructuring" UAA and ACC, at which point some of us start gathering for and discussing further and waiting for O'Dowd to start the merger.

Under the guidance of Eugene Short, ACC grew from a single college of two-year and four-year programs, to a well-established collection of programs and programs; it has served the needs of the community well. But what has this merger accomplished in the collective mind of the community? A certain amount of envy, certainly, as well as a kind of ill-defined resentment for ACC in general and its closure in particular. I have not in a close of the

university and instead to the institution. It seems to think of it as only one more form of similar class taught across the road as ACC. The distance between these two institutions is not wider than a 15-minute walk. It is the philosophical difference which is the

Which is probably as it should be. As while it is clear that the university system has to make some choices and reorganizations, perhaps we ought to start looking for something that will work with all institutions. There are certainly some tough questions to be answered. Do we really need a merger to justify? If so, why not merge some studies and courses here? Or completely out of Fairbanks to the large South? Come to think of it, do we really need the campus in Fairbanks? Here come decisions regarding the basic structure of the university system if you want to preserve the community college of Alaska.

James Thurber said it about the struts and the liberal — and that's what we should be. Government of the people, and for the people, and by the people.

© Satch Carlson is an Anchorage

### UA merger plan draws hostile crowd

By Jan Strleick

Times Staff Writer

Anger and accusations dominated a public hearing Wednesday on proposals to restructure the University of Alaska.

More than 250 people crowded into the Anchorage School District administration building to attend the 1 1/2-hour hearing. A commission complaint heard through of the hearing was that

the state on plans to restructure the university system in face of a \$70 million budget gap.

O'Dowd has proposed merging community colleges with universities, trimming payrolls, raising tuition fees and eliminating intercollegiate sports to meet a state budget target of \$121 million for fiscal year 1988. His plan is scheduled to go to the University of Alaska's Board of Regents for consideration early next

FAIRBANKS Daily News

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UA proposal 'deeply flawed'

## Put off restructure plan, TVCC asks

By BILL BEARD

Calling the University of Alaska restructure plan "deeply flawed," the Tanana Valley Community College Tuesday has asked the university's Board of Regents to postpone judgment on the proposal.

An appeal to the University of Alaska Board of Regents to postpone judgment on the restructure plan was made by the Tanana Valley Community College Tuesday. The college's board of trustees has asked the university's Board of Regents to postpone judgment on the proposal.

The proposal is to merge the University of Alaska's Fairbanks and Anchorage campuses and to create a new University of Alaska system.

FOR FURTHER INFORMATION

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COMMUNITY COLLEGE COALITION OF ALASKA

PLAN

TO PRESERVE AND STRENGTHEN COMMUNITY COLLEGES

"It seems almost incomprehensible that in the great State of Alaska, the University of Alaska Board of Regents has voted to scrap their comprehensive community college program...."

(from the December 19, 1986, AACJC Letter, published by the American Association of Community and Junior Colleges)

## INTRODUCTION

The Community College Coalition of Alaska is actively working for state legislation that will separate the community colleges of Alaska from the University system. This booklet has been prepared for legislators and others in order to document the rationale and public support for the Community College Coalition of Alaska's effort to achieve this separation.

CCCA represents a broad base of Alaskans, from students to employees within the University. The Coalition is dedicated to ensuring the continuance of the vital mission that our community colleges play in the fabric of Alaska. The October 31, 1986 proposal of President O'Dowd calling for a merger of higher education system seriously jeopardizes the role community colleges play in the educational and economic well being of our state, at the expense of thousands of students and hundreds of communities.

With its broad base of support, and with lessons from other states, CCCA now calls for the Alaska legislature to finally forge this much needed separation. As can be seen within these pages, this concept is far from new. Legislation for separation was introduced and narrowly defeated in 1976. Similar proposals have also been made by professional groups and commissions, and have been supported by numerous organizations and groups throughout our state. Also within these pages is information that outlines the failure of previous merger attempts. It will also be noted that the proposal for separation goes much further in cost savings than the O'Dowd proposal, while greatly improving the quality of education in our state.

As can be seen in the final section of this booklet, this entire issue has resulted in a tremendous degree of public interest. Throughout Alaska, citizens have given testimony, written letters to editors and expressed their opinions. And a survey of these clips indicates an unusually high support of our community colleges, their missions and their role within Alaska.

The time is ripe for separation. And for this to occur Alaskans require the assistance of the legislature and a legislative act. We ask you now to assist in this effort and to ensure a continuation of quality higher education through the remainder of this century.

# COMMUNITY COLLEGE COALITION OF ALASKA, INC.

6311 DEBARR ROAD, SUITE #144  
ANCHORAGE, ALASKA 99504-1799  
(907) 337-6655

January 20, 1987

Dear Legislator:

On behalf of the many Coalition supporters throughout Alaska, I can assure you how pleased we are in your interest to take the few minutes to learn more about this vital issue. And as you know, higher education and career training for Alaska is a vital issue.

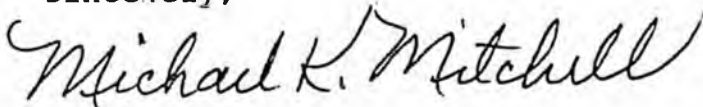
It's my hope that the enclosed materials will help you to better understand the importance and gravity of this entire issue. During the last few months our newspapers and media have carried stories of President O'Dowd's proposed merger. We have heard how much money this can save the state, how the mission of the community colleges can be preserved, and how our higher educational system can be improved as a result of O'Dowd's plan.

But many of us, including those who have seen this plan attempted in other states know better. We strongly feel there is a better alternative, one which has dramatically increased savings and far better assurances of continuing quality education throughout all our state. And that alternative is separation.

This booklet presents elements and the rationale for such a plan. Please take the time to review it. If, when you are finished, should you have any questions I would be honored if you would call me.

In the meantime, Happy New Year!

Sincerely,



Michael K. Mitchell, Ph.D  
President



# federation of teachers

8553 providence, anchorage, alaska 99508 4670, (907) 562 2660

January 21, 1987

Dear Legislator:

I am pleased to offer you the attached materials regarding the proposal to separate the community colleges from the University. As you probably already know, this is not a new proposal--in fact, you will see in these pages a copy of the original legislation which was narrowly defeated in 1976.

These pages have a great deal of information on the tremendous savings that separation can mean to Alaska, and the potential for a much better higher education system. It is clear that there exists a number of indisputable reasons as well as tremendous citizen support for this proposal.

The proposal presented by President O'Dowd is full of legal and administrative problems. Whereas our proposal for separation is a viable solution that has been tested successfully nationwide.

We hear it from our students and faculty, we read it in the state-wide papers and polls, and we hear from colleagues and experts throughout the united States who have witnessed the failure of these types of plans--merger will not work, will cost too much, and will effectively begin to erode our Alaskan job market at a time when we can't afford that. The time has come for a separation of the systems.

Thank you for taking the time to review these materials. We all know your work in Juneau this session will be critical, but we also believe our proposal will greatly assist you in many of the budget considerations you will face.

Respectfully,

Gerald H. Park  
President

alaska community colleges'

american fed. of teachers, local 2404, america fed. of labor - congress of industrial organizations

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On the following pages is a plan to preserve and strengthen community colleges in Alaska. It has broad support across the State, as evidenced by other materials in this booklet and letters of endorsement from the Community College Coalition of Alaska and the Alaska Community College Federation of Teachers.

### SECTION 2

Alaska history clearly shows that merging community colleges with university centers is doomed to failure. The following letters from UAF Chancellor O'Rourke and former ACC administrator and President of Sitka Community College Dave Knapp, as well as the report of the Legislative Interim Study Committee, bear this out.

### SECTION 3

The Alaska Legislature early recognized the need for a discrete community college system. Thus, the legislative history of the community college movement in Alaska reflects the priority of this unique institution to the State. This history also provides further evidence of the need for community colleges, beginning with the first such institution in 1954. Given the situation in Alaska today, this history further reinforces the need for community colleges to meet critical needs of the State and its people.

### SECTION 4

The idea of a separate system of community colleges in Alaska is not new. The 1976 legislative proposal for just such a system was the first of a continuing series of acts introduced by knowledgeable legislators to bring about quality and equity in higher education for Alaskan citizens. This 1976 proposal provides a model which can be adapted to the needs of Alaska today.

### SECTION 5

In an era of shrinking State revenues, the costs for all segments of Alaskan government must come under scrutiny. The following tables demonstrate graphically that community colleges provide the greatest amount of higher education for Alaskans at the lowest per-unit cost. The data also show how community colleges effectively address the most pressing employment needs of our society. At a time when the State needs to obtain the most benefits for its people at the lowest possible cost, community college education makes sense for Alaska. The community college structure is the model of efficiency in higher education.

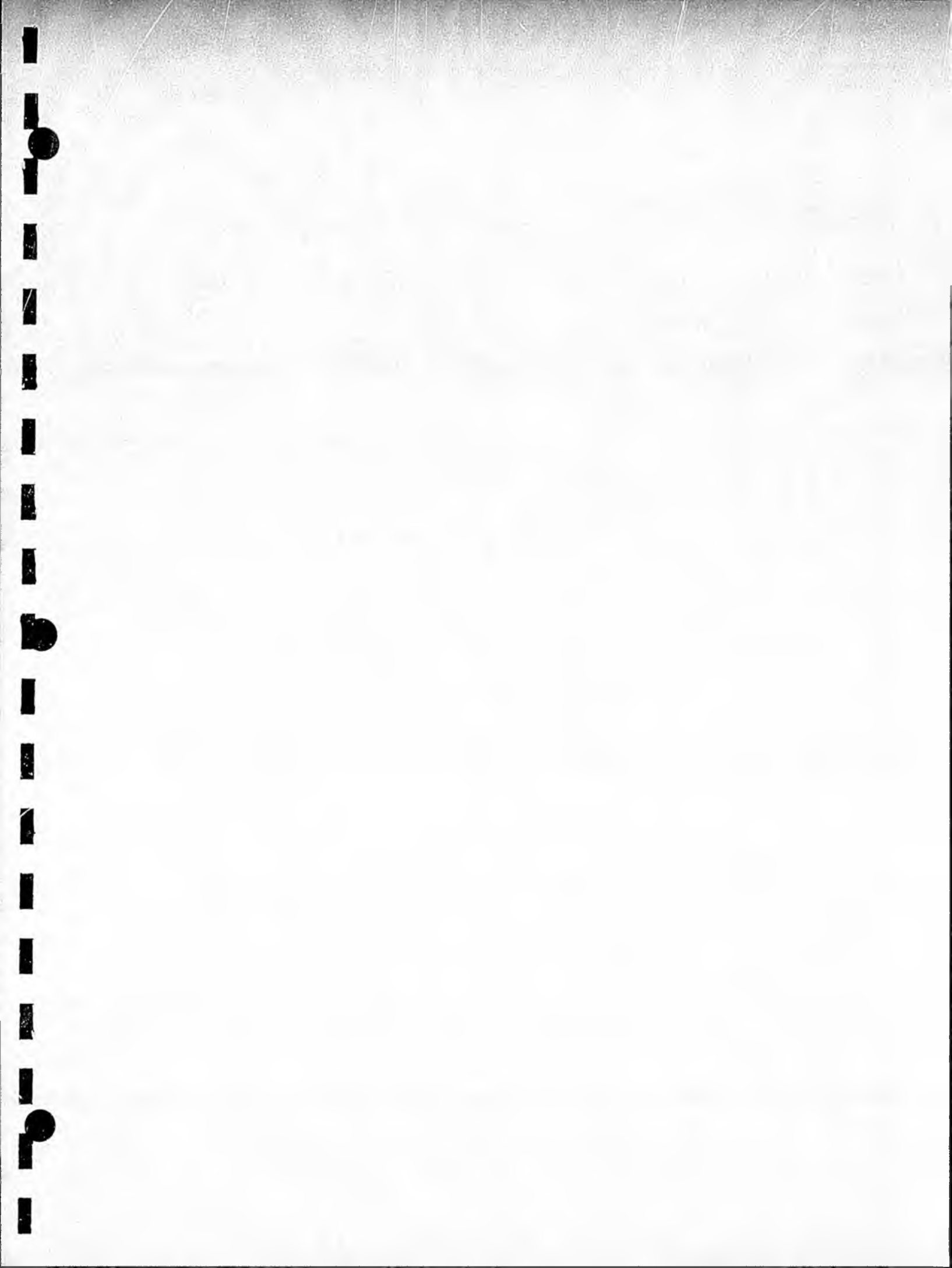
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SECTION 6

Broad public support for separate, autonomous community colleges in Alaska is clearly evidenced by the following materials. Included in this broad base are the general public, school boards, boroughs, community councils, students, the State AFL-CIO, the prestigious American Association of Community and Junior Colleges, and Alaskan Legislators. These people are telling us something, and it isn't that community colleges in Alaska should be abolished by merging them with university units.

SECTION 7

Further evidence of widespread public outrage at the notion of eliminating the community college in Alaska is found in the following statewide newspaper clippings. These clippings demonstrate that the time has come for the community colleges to stand on their own as a separate system. This system will continue to deliver the kinds of valued services to Alaska and its citizens needed for economic health and social stability.



SECTION 1

COMMUNITY COLLEGE COALITION OF ALASKA

PLAN

TO PRESERVE AND STRENGTHEN COMMUNITY COLLEGES

On the following pages is a plan to preserve and strengthen community colleges in Alaska. It has broad support across the State, as evidenced by other materials in this booklet and letters of endorsement from the Community College Coalition of Alaska and the Alaska Community College Federation of Teachers.

Community College Coalition of Alaska  
6626 Foothill Dr. Anchorage, Ak 99504  
December 02, 1986

P L A N

TO PRESERVE AND STRENGTHEN COMMUNITY COLLEGES

The Community College Coalition, an incorporated non-profit group, was formed for the purpose of promoting the community colleges statewide. It allows individuals and groups to *speak out forcefully* and with a *united voice* in their belief that COMMUNITY COLLEGES FULFILL THE EDUCATIONAL NEEDS OF A MAJORITY OF ALASKANS.

In contrast to the more remote and expensive university administration, community colleges arise from COMMUNITY needs and administrators respond on a *daily* basis to the people they serve. As a result, COMMUNITY COLLEGES HELP TO SOLVE MANY SOCIAL AND ECONOMIC PROBLEMS OF ALASKAN COMMUNITIES while they are meeting the educational needs of adults living in those communities.

The proposal announced October 31, 1986 by University of Alaska President O'Dowd proposes to eliminate the community college system in Alaska, as a *cost-saving measure*. It moves ALL administrative decision-making in public higher education away from Alaska's communities and into three university centers, in Fairbanks, in Anchorage and in Juneau. EXPERIENCE IN ALASKA AND ELSEWHERE CONFIRMS REMOTE DECISION-MAKING CREATES WASTEFUL AND NEEDLESSLY COMPLEX ORGANIZATIONS.

The Community College Coalition of Alaska has an alternative to the 'tri-university' concept of President O'Dowd. THE COALITION PLAN ADDRESSES THE STATE'S INCOME REDUCTIONS NOW; IT PUTS EDUCATIONAL MONEYS NOW BEHIND LONG-RANGE IMPROVEMENTS IN ALASKAN COMMUNITIES AND IN THE ALASKAN ECONOMY.

This PLAN has the force of history, enfranchises local communities, is cost-efficient, and guarantees public accountability. With input from many individuals statewide, and review by many educational groups as well, THE COALITION ALTERNATIVE PLAN ASSURES THAT THE MISSION OF COMMUNITY COLLEGES IS PRESERVED, ACCREDITATION IS PROTECTED, AND DUPLICATION OF SERVICES IS ENDED. IT SUPPORTS AND STRENGTHENS OUR COMMUNITIES BY SAVING OUR COMMUNITY COLLEGES.

**THE ALASKA COMMUNITY COLLEGE PLAN:**

**PURPOSE:** To establish a comprehensive, statewide community college system capable of offering degree and non-degree programs of postsecondary and continuing education.

**GOVERNANCE:**

The Alaska Community Colleges shall be governed by an independent Board of Governors. The Board shall be representative of the state's geographic boundaries and include a teacher and student. All meetings of the Board are open to the public as provided for by Alaska Statute.

**TRANSFER: PROPERTY AND FUNDS:**

Under the direction of the Alaska Commission on Postsecondary Education, the Board of Regents of the University of Alaska shall redistribute or transfer all the property, assets and state or federal funds of the University of Alaska relating to the operation, maintenance and support of the community colleges within the University to the Alaska Community Colleges.

**DEFINITION OF ALASKA COMMUNITY COLLEGES:**

Colleges means the Alaska Community Colleges, including but not limited to the individual community colleges, extension centers and community outreach programs established, operated and maintained by the Board of Governors.

**COMPREHENSIVE COMMUNITY COLLEGES MISSION:**

The comprehensive community college shall include flexible, versatile programs of postsecondary instruction, counseling and advising, job placement and other activities designed to meet the needs of the people it serves. This shall include:

- A) Courses and curricula that lead to associate degrees, or that enable the student to transfer to a four-year institution of higher education in pursuit of a baccalaureate degree;
- B) Occupational education including vocational-technical programs and cooperative education in conjunction

with employment in business and industry that enables the student to develop technical skills in a chosen trade or occupation and lead either to a degree or a certificate of completion;

- C) General education and public interest courses designed to meet the needs of a community, to enable a person to expand his or her knowledge, improve the quality of life, or acquire, change or update skills needed in today's society;
- D) Development of educational courses and programs as an outreach of the community colleges into rural Alaska, including off-campus student and credit and non-credit courses that may lead to a certificate, associate, baccalaureate or advanced degree.

#### ALASKA COMMUNITY COLLEGES CENTRALIZED ADMINISTRATION:

The Chancellor shall serve as Executive Secretary of the Board of Governors and Chief Executive Officer of the Alaska Community Colleges. Primary responsibility of this position is the administration of community colleges and working with the principal administrative officer at each community college. A central service organization for all the community colleges shall be established. Duplication of administrative services shall be eliminated within and between existing community colleges.

#### ALASKA COMMUNITY COLLEGES UNIT ADMINISTRATION:

The principal administrative officer at each community college is responsible to the chancellor and works closely with the Community College Council which is representative of community needs and interests.

#### LOCAL COMMUNITY COLLEGE COUNCILS:

A local Community College Council, the majority of whose members shall be persons served by the programs developed at the local community college, shall be established. The Community College Council aids the principal administrative officer in setting policy for the local college which is consistent with the direction set by the Board of Governors.

# **CORRECTION**

**THIS DOCUMENT  
HAS BEEN REPHOTOGRAPHED  
TO ASSURE LEGIBILITY**

with employment in business and industry that enables the student to develop technical skills in a chosen trade or occupation and lead either to a degree or a certificate of completion;

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**RELATIONSHIP WITH SCHOOL DISTRICT, MUNICIPALITY, FEDERAL AGENCY, NON-PROFIT CORPORATION:**

A school district, municipality, federal agency or non-profit corporation or association may make an agreement with the Alaska Community Colleges for the establishment, operation and maintenance of a community college, an extension center or off-campus instruction through an outreach program.

**TRANSFERABILITY OF CREDITS:**

The Alaska Commission on Postsecondary Education would be the arbitrator in determining the transferability of student credits and courses between Alaska Community Colleges and the University of Alaska.

**ACCREDITATION:**

The Alaska Community Colleges would be accredited as a state-wide unit.

**ALASKA COMMUNITY COLLEGE PLAN--financial impact statement:**

**COST SAVINGS IN THIS PLAN INCLUDE:**

This proposal goes far beyond other proposals that have been made to date in accomplishing significant cost savings. If enacted, an estimated \$4.35 million can be saved from the annual operating budget of the community college system alone!

The accrued savings resulting from this proposal can be used to enhance further the community college's direct educational delivery of services or to strengthen its mission throughout Alaska. If, however, the community colleges are faced with budget constraints during this next year, they will be able to provide the current level of services, despite a \$4.35 million dollar reduction.

**ALASKA COMMUNITY COLLEGES CENTRALIZED ADMINISTRATION SERVICE CENTER:**

The consolidation of administrative services under a Chancellor with staff sufficient to service units statewide will cost 2.1 million. This is in place of the 3.45 million currently expended through CCREE and ACC.

Estimated Savings 1.35 M

**UNIT ADMINISTRATION:**

Eliminates Chancellor title at the unit level, relating title, salary and benefits of the chief administrative officer of the unit--and the size/experience of his or her staff--to job-related experience, the extent of the educational programs and the geographical area served. Due to the centralized administration of admissions and records, business functions, purchasing, and public relations, this savings is extensive.

Estimated Savings 3.00 M

**ESTIMATED TOTAL SAVINGS 4.35 M**

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Community College Coalition of Alaska  
6626 Foothill Dr. Anchorage, Ak.99504  
December 02, 1986



SECTION 2

PAST FAILURES IN MERGING COMMUNITY COLLEGES

WITH UNIVERSITY UNITS

Alaska history clearly shows that merging community colleges with university centers is doomed to failure. The following letters from UAF Chancellor O'Rourke and former ACC administrator and President of Sitka Community College Dave Knapp, as well as the report of the Legislative Interim Study Committee, bear this out.



UNIVERSITY OF ALASKA — FAIRBANKS  
Fairbanks, Alaska 99775-0500

MEMORANDUM

To: Donald D. O'Dowd, President  
University of Alaska Statewide System

From: Pat O'Rourke, Chancellor <sup>PO'R</sup>  
University of Alaska-Fairbanks

Subject: University Restructuring

Date: November 17, 1986

The following material pertaining to community colleges is excerpted from UAF Chancellor O'Rourke's November 17, 1986, memorandum to President O'Dowd on the subject of University restructuring. The excerpt begins on page 5 and ends on page 9 of Chancellor O'Rourke's memorandum.

We might pause and ask why community colleges historically developed in this country. They did so because the existing universities, despite the land grant movement and its populist notions and despite the regional universities and their community development notions, were unable to fulfill the needs of specific segments of society. As you know, the community college movement took off in the late fifty's and early sixty's so that of the 3,300 post secondary institutions in the United States today, approximately 1,300 of them are community colleges. Now in some states, the commu-

nity colleges are strictly vocational/technical community colleges. Indiana, Nebraska and New Hampshire are three examples of this. Many of the regional and land grant universities had quasi open admissions policies, if not direct open admissions and yet this appeared to prove inadequate to meet the needs of the multiple clientele who were seeking services. I don't profess to know why these clientele could not use the universities to meet their needs but the answer may lie in the fact that students had tried a college or a university at one time and had an unsuccessful academic experience. It may lie in the fact that these students went out to work for awhile, discovered new talents and decided that they needed to re-enter the higher education system. Yet their confidence had been shaken or they were not able to leave their families and move to one of these regional university centers and so they started anew as a traditional "second chance" student in the community college. Some regained their confidence and moved on to the university and subsequently had very successful experiences, but it was perhaps the existence of the community college that encouraged them to try again.

Consider for a moment the typical academic disqualification policy. Should students be academically disqualified from a university if they are unable to fulfill the requirements? I believe most university faculty feel very strongly that the answer to this question is yes. How does the student regain access? They are advised to pursue the open admissions policy of a community college and try again there. Once they have demonstrated renewed success and capability they can be readmitted to the university. Again, it is this second chance aspect of the community college that has provided it a major role in renewing educational opportunity for a great many people. By providing this function, it has allowed the universities to maintain and build their own academic credibilities which are necessary to attract and retain the very capable students. Why is it that many of our higher ability Alaskan high school graduates leave the state? Certainly some of it reflects their need for a geographic change just as it did with many of us but I believe there is an additional element in so far as none of our institutions have particularly high admissions requirements. Thus, they are perceived as easy institutions, thereby negatively impacting the academic reputation of the institutions. This is not necessarily true when students arrive here; however, it is very difficult, with low or open admissions, to carry this message before the fact.

Just about fifty percent of all American high school graduates enter college or university today. There is not another country in the world that even begins to come close to this figure. At the same time, the American university has made some of the significant developments in the understanding of science and the problems that the world faces. This is truly remarkable that this country has been able to accomplish such a wide expanse of activities through its higher education system. I maintain that this is because the United States has a highly variable system ranging from private research universities and major public universities to state colleges, small private liberal arts colleges, private junior colleges and public community colleges.

These considerations lead me to believe that the proposed structure does not provide a significant enough variability to assure meeting these multiple and diverse service requirements. I think we need to retain some type of community college structure, particularly given the fact that communities are being offered the opportunity to "buy in" a portion of local support in the future. Unless we retain the structure that allows that to occur with some degree of ease, we will once again find ourselves in a position of tearing something down before we have to build it up again. Additionally, we need to diversify the missions of our two universities to help meet the multiple needs of Alaskans.

Some say that a community college and university educational philosophy can exist within one entity. Others say that they cannot. The question is not one that has an all or nothing answer to it. Evidently, they can coexist in some form. The real question is how well they can and here I believe that as accommodations for the variable missions are met, something from both is lost. In a way, we already have examples of this within the University of Alaska system. I am told today that there is no viable vocational/technical program at the University of Alaska-Juneau. There was at one time prior to the merger of the community college and the university structures. I don't quite believe that the market has disappeared because at one time JPOCC had fairly strong vocational programs but, rather, it is a reflection of the emphasis that the institution was given in its new form. I am not being critical of this because the administrative team in Juneau was charged with developing a university which would have advanced degree programs as well. It's just that it was not possible to build all elements of the institution and so a piece of that former community college mission devolved into nothing more than a minor continuing

education program which it is reputed to be at the present.

Prior to 1976 when all of the community colleges were part of three university structures, many real problems did exist. There were problems with similar faculty qualifications. There were problems with some of the types of courses that community colleges proposed to offer because these were not understood well by the senior college faculties. There were problems with the quick response mode needed by the community colleges to address local community needs as opposed to the broader state needs of the universities. There were battles of conflicting philosophies, of a what the requirement should be for admission to the institution, over retention or disqualification of students, over facilities built more for community use participation such as the sports center in Anchorage versus facilities needed for a more resident full-time population. As a result, after community colleges emerged into their own structure, I believe their function was strengthened within the state. Now, I hasten to add that I don't believe we have fully functioning community colleges in all the areas where they currently exist. I also believe that in certain areas of the state, the community college is not the institution which can best fulfill the needs, hopes and aspirations of the people of those areas but, I believe in some areas of the state they probably are the appropriate entities.

Finally, perhaps the proposal that is now before the state is another indication of the fact that the missions don't mix well. We are facing some major financial and resource problems. We all know that and we are all striving to try to deal with it, but it appears that when push comes to shove, it is the community college mission that is being submerged. Yes, the proposal will try to carry forward as much of that as is possible and I am sure those initially charged with carrying it out will do their very best to try to meet these multiple needs, but in reality, some of those local community functions will be lost. The proposal calls for this. I believe the reason is that because as predominantly university personnel, we do not place as high a value on some of these functions as the clientele and staff of the community colleges do, and this is legitimate for we have other visions that go much beyond these local community needs.

I note that many of the Tanana Valley Community Colleges supporters have taken me to task for my comment on the "casual student." While many of those testifying chose to emotionalize this comment and utilize tertiary reference to

a poorly written Sun Star article, and while most of those who described themselves as casual students did not fit that definition, I believe there is something to be learned from this. The "casual student" as I have used it is the non-degree seeker. My comments were in reference to who gets served first in difficult resource times. As a university, I guess I feel we have a major obligation to our degree seekers before our casual students. I also believe that the proposal as you have outlined it maintains this same priority. You use as your five major commitments; remedial developmental work, a two-year liberal arts program, a bachelor's level program in core arts and sciences as well professional degrees, focused research and graduate programs, and high quality vocational/technical programs. The point of difference is the balance and mix between degree and non-degree seekers in the community college and the university. In reality, both TVCC and UAF give priority during registration to their degree enrolled students. The difference is that these students make up the predominant proportion of the university while they make up relatively minor proportion of the community college. Thus, when registration is opened to those who have not sought and obtained admission, the community college, historically, has much more space to offer. The university, historically, has not. In this way, I believe the community colleges have served these "casual students" much better than has the university.

I am concerned about the forced marriage, predominantly in Anchorage. I know that here I am delving somewhat into the implementation elements but I think it is an important consideration. If those two faculties in Anchorage will engage in conflict with each other for the next ten years, then, I do not believe the higher education needs of the people of Alaska will have been well served by this merger. Evolution may obtain some long term objectives better than revolution at the present time. I believe there is concern about how personnel will be selected and amalgamated into the new institution, particularly in Anchorage. What might appear palatable to the UAA faculty now might not be when decisions are reached regarding the community college faculty. ....

Nov. 11, 1986

Dr. Donald O'Dowd, President  
University of Alaska  
Fairbanks, Alaska 99701

Dear Dr. O'Dowd:

The University of Alaska central administration's proposed plan for re-organization of the University system has had media attention and of course the attention of those within the system and a few of us who are not all that far removed, at least emotionally. In this letter I would like to comment on some of the thoughts in your proposal and suggest a counter-proposal. In each case I will try to provide a rationale.

First, I would like to give you a bit of personal background to show that I have some familiarity with the system. I first came to Alaska to work for the Anchorage school district in the summer of 1957 and functioned there until the summer of 1961 when I transferred to the Anchorage Community College as registrar and director of students. Eugene Short was the President, then called Resident Director. I was Gene's second in command from August of 1961 until September of 1972 when I transferred to Sitka as Director of the Sitka Community College, now called Islands C.C. The titles of the Community College heads changed to Campus President in about 1976. I held that position until I retired in July of 1982.

It occurs to me in looking at your proposal that it might help you at least understand my position and thus counter proposal, if I included a bit of the history that involves Community Colleges in Alaska. A main purpose in this is to show that there are those who have attempted combining Community Colleges into the University of Alaska structure since 1961 and before. The result is the same each time. It sounds plausible but 25 years of record show it not workable.

The first Community College act was passed by the Territorial legislature in the session of the spring of 1953. The enabling bill was drawn up by 4 people in Anchorage and I can't really say that it had much support from the U. of A. administration. Anchorage Community College was established in February of 1954, followed by Ketchikan in July of the same year. The C.C. law was amended in 1962 and is still in effect.

Until about 1968, all teaching or administrative staff had to be approved in Fairbanks. For a course outline, the approval route (course developed by C.C. person) was to first to the Dean of Statewide services, then to the appropriate department head, then to the cognizant Dean, then to the Academic V.P., and on occasion even to the President of the University. I saw course outline and

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instructor approval requests occasionally denied for reasons that were truly baffling!

In the meantime the C.C.'s grew and grew, especially in Anchorage, until the U. of A. campus in Fairbanks was no longer the largest unit in the system. It was Anchorage! Anchorage was apparently viewed as being a threat to the mother campus because of A.C.C. growth as well as the upper division and graduate work taking place there. The result was strong brakes being put on most anything that took place off the Fairbanks campus. This was the first major evidence that it is not workable to try to support a Community College philosophy within a University center.

In 1968, some decisions were made that created an atmosphere and situation that was guaranteed to make problems. The Anchorage Regional Center was created with Don Dafoe in charge and whose title then was Provost and Dean. The central administration of the system felt that the route to academic sainthood was to have an off campus program start as extension work, then progress to a Community College, and then to a University. The C.C. was a necessary step on the way to becoming holy. I think it is especially important to realize that the C.C. people had some excellent programs going, cherished the C.C. concept, and did not want to change to a University setting. The community college philosophy was in full bloom!

For a while, putting a Provost in Anchorage had some positive benefit. Dr. Dafoe had authority to do some things at the local level that were not possible before. This was due to the individual, however, and not the system. When Don resigned and went to Washington, D.C., his replacement was sent down from Fairbanks with specific instructions to make the whole Anchorage scene into a University. The concept sounded good to the new provost who sometimes called it a "Community University." Unfortunately, that approach combines the weaknesses rather than capitalizing on the separate strengths. Course work designed by the C.C. had to be approved by the senior institution, who viewed it in terms of how it fit into a baccalaureate degree program. This was the second major bit of evidence that it is not workable to try to maintain Community College philosophy and style in a University center!

By 1974 the atmosphere was so bad that it was obvious to all in the C.C. system that unless there were some major changes at the central level, the C.C. faculty would unionize. Of course it happened. In my opinion the ACCFT has not always been a positive influence, but it is not the cause of bad management, it is the result.

By the mid 1970's the Regents had caught so much flack that they created what is now the Community College division, much against

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the wishes of acting president Charles Ferguson. The division, however, included all sorts of things such as Fisheries, instructional T.V., cooperative extension, correspondence, and a part called Rural Education. The President's cabinet now included one chancellor for community colleges and three for university centers. This is an interesting power structure with predictable results in funding, curricula approval, etc.

In 1972 the University of Alaska, Southeast was created and had four components. These were Juneau-Douglas Community College, Sitka CC, Ketchikan CC, and the "Senior College." JDCC had responsibility for that level of instruction from latitude 58 degrees north to Yakutat, Ketchikan had the same responsibility for latitude 56 degrees south, and Sitka had the area between 56 and 58. The Senior College had responsibility for upper division and graduate work throughout the southeast panhandle.

At that time Juneau-Douglas CC was the second largest in the State and a good one! Chancellor Ferguson and the senior college staff felt that the CC's should become extension centers of what was to be UAJ, but the Community College division was established in the meantime. The result in Juneau was the merger of a strong CC and a weak senior college into what is now UAJ. Some years later, after infusing millions of dollars in capital and personnel, there are fewer students than there were in JDCC. The Chancellor of UAJ, was charged with maintaining community college concepts within the UAJ and we have all seen the failure of that idea there. This is the third strong piece of evidence that the combination of University and Community College concepts under the same executive officer is not workable.

Dr. O'Dowd, your proposal is of course based on the idea that there are some serious ills in the present University of Alaska system and I heartily agree. I also agree that a time of fiscal shortage is an opportune time to make some changes. There is a compelling reason then that is apparent to all. It is an opportunity to get rid of some "dead wood" that would otherwise be very difficult to accomplish. I feel, however, that the major problems of the system under your proposal will still be there after such a restructuring. I offer the following thoughts on problems as I see them and some solutions for your consideration.

Your proposal states that the system is administratively top heavy and I certainly agree. At present there are 5 chancellors and I would suggest that there be only two. One of these would be for the collective Community Colleges and one for the 3 University centers. This would accomplish several things. First it would preserve the Community College concepts we have already discussed and do so by virtue of the position rather than depend on the style of who might be chancellor at the time. Second, having a chancellor for the University centers would not eliminate but would certainly reduce the "war" between UAA and

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UAF. It would possibly expedite services to UAJ. It also presumes a reduction in the "vice-chancellor" level of support. One of the statements in your proposal and one frequently heard in interviews is that the "Community College concepts" will be maintained. Everywhere I hear that "...at all costs, we must preserve the Community College concept...." If it is as good as I hear and believe, it seems the best way to retain the concept is to retain the institutions.

Next I would suggest that the system establish service areas for the University centers such as were in existence in 1972. UAJ would have responsibility for upper division work the the brokerage of graduate work from Yakutat south. UAF would have responsibility for its off campus upper division and graduate work north of the Alaska range, and UAA responsible at the same educational level for the area in between. The service areas must be contiguous. This same concept would apply to the Community Colleges, that is contiguous service areas that collectively cover the entire State. This removes all question about whose responsibility it is to serve the educational needs of a particular area. This also removes the need to create an additional internal entity such as Rural Education. The concept is there without need for separate organization.

Next, one might examine the room utilization on the all campuses with adequate definitions to go by in determining if and when a classroom is being used for a class. It is my understanding that the schedules are pretty tight from 10 A.M. to 3 P.M., Monday through Thursday but other than those times, on certain campuses, it can get a bit lonely.

A given for change is to eliminate courses and /or programs that have served their purpose.

A University faculty member normally teaches 9 credit hours, has a 3 credit hour release to do research, and another 3 hour release for student advising or general maintenance of the system. On the surface, I agree with this including the idea that a faculty member may elect to teach 3 hours in lieu of research. In my opinion there is a lot that goes on under the guise of research and I think that the appropriate department head or Dean should approve a research topic before it is done and evaluate it afterwards. The Carnegie Commission has just completed a large study which, in part, suggests that Universities are too far into research at the expense of teaching. Also, if I as a taxpayer am paying for the research, let's see some of it. Although I abhor the "publish or perish" thought from some other Universities, I think one might look at a "publish or teach" basis for the 3 credit release. I like to champion academic freedom but not academic license.

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It seems to me that the above would streamline administration, maintain Community College concepts, increase productivity of University faculty, and reduce the friction existing between the University centers. Thank you for your time and consideration.

Sincerely,

David R. Knapp  
Campus President (retired)  
cc: University Regents and others

## CHAPTER IX. RECOMMENDATIONS

### INTRODUCTION

The committee finds that in Alaska the missions of the community colleges and the university centers are distinct. This dissimilarity of the community college and university center missions is a phenomenon that is found nationwide. This has been documented by Dr. Leonard Romney of the National Center for Higher Education Management Systems (see Appendix A). In 1976, Dr. Romney surveyed over 1000 trustees, administrators, and faculty and asked them to rank 20 goal areas for their institutions. Those goals ranked highest by community college representatives were quite different from those ranked highest by doctorate-granting university representatives. For example, trustees, administrators, and faculty in community colleges ranked "meeting local needs" as second, first, and second respectively. Trustees, administrators, and faculty of doctorate-granting universities ranked it as sixteenth, fifteenth, and fifteenth respectively. Conversely, doctorate-granting university trustees, administrators, and faculty ranked "academic development" as second, first, and first respectively, while community college trustees, administrators, and faculty ranked it thirteenth, seventh, and ninth respectively.

In Alaska, the university centers, with their emphasis on graduate work and graduate research, have goals and purposes apart from those of the community colleges. This fundamental difference is reflected in the composition of the student bodies. The community colleges, by definition, attempt to serve students within their particular communities and region. The university centers, on the other hand, have a statewide mission and attempt to provide educational services for students in the

entire state. Community colleges have a particular appeal for students who delay their matriculation following their high school experience; thus, the students are, for the most part, older than lower-division university center students. Community college students are often motivated to seek postsecondary education for different purposes than students at the university centers. A larger portion of students at the community colleges than at the university centers are not pursuing a degree.

Distinct missions are also reflected in programs and course offerings. At the university centers, a larger proportion of the curriculum is in the traditional disciplines with very few vocational-technical offerings. The community colleges, on the other hand, strongly emphasize vocational training. Moreover, community service courses and activities represent a significant contribution of the community colleges whereas this function is ancillary at the university centers. Different college campuses will emphasize one of these areas over the others, depending on what is most important to the residents of a particular service area. However, university centers are more concerned with courses that meet the needs of a statewide constituency. When viewed as a whole, then, the colleges are more similar to each other in the area of program and course offerings than they are to the university centers.

The goals of an organization provide a framework for policy and procedures and establish a purpose to which its decision and activities are directed. Therefore, differences in policy and procedure between the community college division and the university centers constitute additional evidence of distinct missions. Several examples are noted here:

A. The faculty at the community colleges are all considered

instructors while the faculty at the university centers are ranked. The university faculty hierarchy is as follows: instructor, assistant professor, associate professor, and full professor. Community college teachers, on the other hand, all carry the title "instructor".

- B. A sizeable percentage of faculty at the university are actively involved in research, while nearly all community college faculty are directly involved in teaching. (The fact that community college teachers are under a collective bargaining agreement, and the university teachers are not, is prima-facie evidence that policies and procedures are different.)
- C. The community colleges have open-door admissions while the university centers strive to induce selectivity in their admissions process.
- D. In many situations the semester calendar, while well-suited to a university program, is inappropriate for the community college student. For many community college students, it is irrelevant whether the course bears college credit. This is seldom the case with university students.
- E. Community colleges require an organizational strategy for a quick response to community needs and a complementary mechanism for termination of programs. In general, university centers teach courses in the traditional semester format.

Measurements of quality are also different at the community college than at the university centers. Two examples demonstrate this:

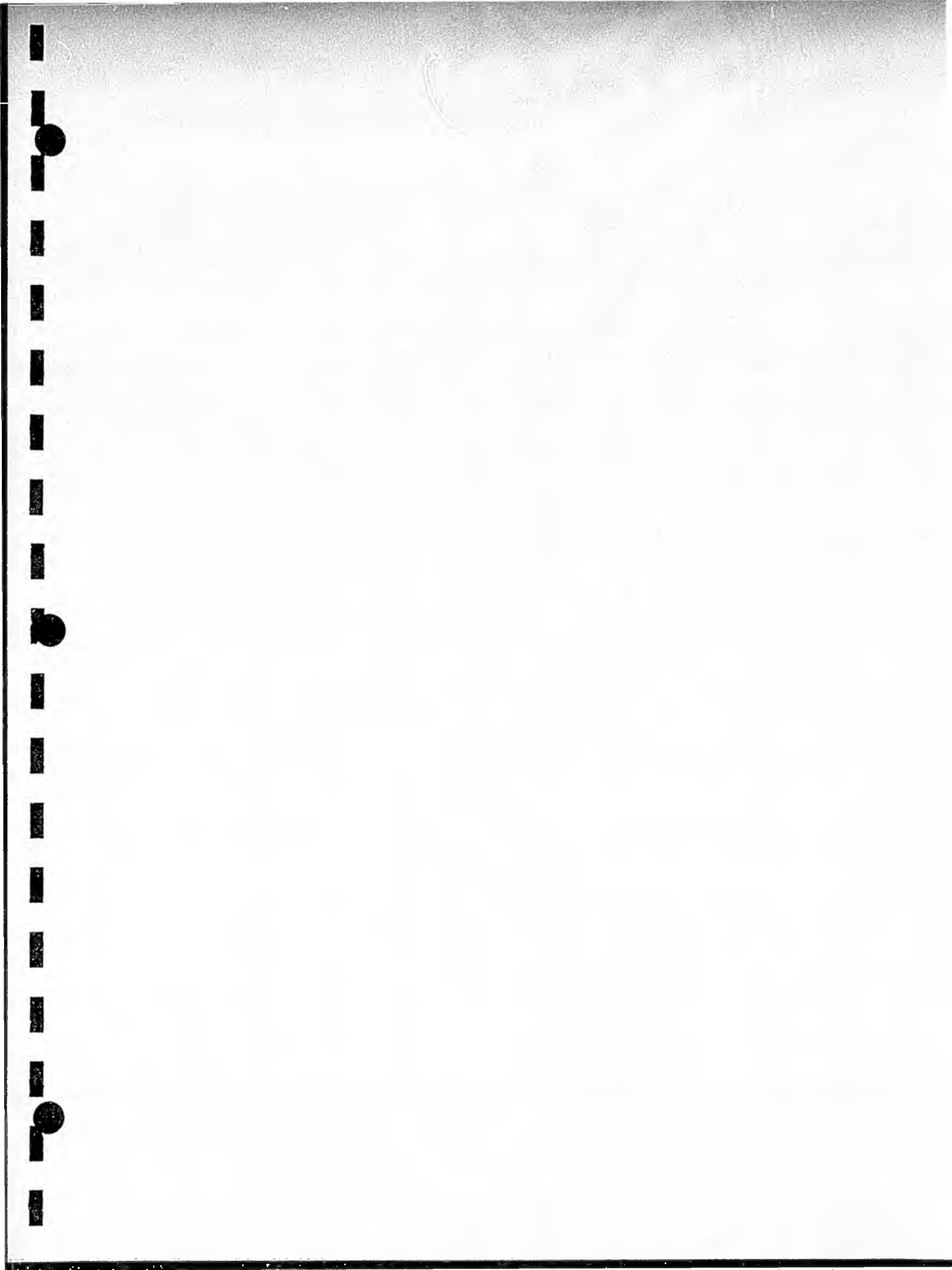
- (A) One of the most commonly-used quantifiable indicators of quality for the university centers is the scholarly productivity of their faculty; at the community college, teaching skill is the

major index used to measure faculty quality.

- (B) Measurement of advanced degrees and awards for faculty within departments is a criterion for excellence at the university centers, yet it is of lesser importance at the community colleges.

Because of the differing missions of the community colleges and university centers, the president and board of regents are placed in a difficult position of deciding on financial and human resources within a consolidated budget that reflects different, and at times competing, values. Decisions often become a compromise between disparate goals which tends to satisfy neither party.

The creation of another board responsible only for the community college system would relieve each board from deciding upon dissimilar missions. Each would be unencumbered by goals and objectives that detract from their primary mission. This would serve to enhance the educational process for both.



### SECTION 3

#### LEGISLATIVE HISTORY OF THE COMMUNITY COLLEGE MOVEMENT IN ALASKA

The Alaska Legislature early recognized the need for a discrete community college system. Thus, the legislative history of the community college movement in Alaska reflects the priority of this unique institution to the State. This history also provides further evidence of the need for community colleges, beginning with the first such institution in 1954. Given the situation in Alaska today, this history further reinforces the need for community colleges to meet critical needs of the State and its people.



ALASKA STATE LEGISLATURE  
HOUSE OF REPRESENTATIVES  
RESEARCH AGENCY

Pouch Y, State Capitol  
Juneau, Alaska 99811  
(907) 465-3991

December 29, 1982

MEMORANDUM

TO: Representative-elect John Lindauer

FROM: David Teal *Teal*  
Research Staff

RE: Separation of Community Colleges and the University of Alaska -  
Anchorage from the University of Alaska System  
Research Request Number 82-201

You requested that this agency perform research on the degree of autonomy that portions of the University of Alaska system may exercise under Alaska's constitution. More specifically, you asked what action is required to separate the community colleges and the Anchorage campus of the University of Alaska (UAA) from the University of Alaska system.

Our research uncovered several documents which support the contention that separation of the community colleges and UAA from the University system is constitutional and that it can be accomplished by an act of the Legislature. Several legal opinions and bills filed as far back as 1976 were reviewed by the agency. Summaries and relevant excerpts appear below.

In a February 5, 1976 letter to the chairman of the Interim Committee on Higher Education, John Havelock, Director of Legal Studies for the University of Alaska, wrote the following opinion:

Some question has been raised concerning the degree to which the regents of the University of Alaska must control all publicly supported higher education in Alaska. This degree of control should not be overstated.

The constitution provides that in addition to "a system of public schools open to all children of the state," the Legislature "may provide for other public educational institutions." The constitutional authority of the regents is limited to the governance of the University of Alaska, an entity whose existence is formally affirmed by the Constitution, but which is given no monopoly on higher education. Its designation as "the state university" does not stretch that far.

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[T]he Constitution provides that the governance of the regents shall be "in accordance with law." That is, the Legislature has the authority to set legal standards governing the independence of units of the University such as community colleges or any new college or other public educational institution such as might be established by it pursuant to Article VII, Section I of the Constitution of Alaska within the university system. [Emphasis added.]

Havelock's opinion implies that the Legislature is empowered to govern the independence of units within the university system. Under this interpretation of the constitution, the community colleges and the UAA could be highly independent without total separation from the rest of the university system.

Your request pertained to the maximum autonomy permitted by the constitution. In a May 7, 1976 letter to Senator Bill Ray, Attorney General Avrum Gross discussed the source of the University's current degree of independence. He argues that:

[c]learly, the constitution itself makes explicit provision for legislative control of key aspects of the university's structure. Through these provisions, the legislature has created a semi-independent university by assigning many financial and operational responsibilities to the university. Thus it is statutory autonomy ("in accordance with law") rather than the constitution itself which has directly created the University's current degree of independence.

Attorney General Gross also responded to a request for his office's views on establishing postsecondary educational institutions independent of the University of Alaska. His memorandum of July 10, 1978 to Kerry Romesburg, Executive Director of the Alaska Commission on Postsecondary Education, stated that "home rule municipalities are not precluded from establishing their own postsecondary educational institutions."

The memorandum went on to say that there is no clear idea of the meaning the voters who ratified the constitution placed on the article dealing with the university system. Mr. Gross concluded that the question of whether or not the University is the only public university authorized by the constitution will ultimately have to be determined by the courts. In reference to the question, he wrote the following opinion:

Even if that language were read as meaning there is one state university, that does not, by necessity, mean that the University of Alaska is to be the only public university.<sup>4</sup> Moreover, a portion of Art. VII, §1 of the Constitution could be interpreted as contemplating the creation of other public postsecondary institutions. In stating that the legislature "may provide for other public educational institutions."<sup>5</sup>

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<sup>4</sup> For instance, California has a provision similar to Art. VII, §2 in its constitution, yet we understand there are three independent systems of public higher education in that state, only one of which is governed by the constitutionally established Board of Regents of the University of California.

<sup>5</sup> While we believe this language only has reference to providing other educational institutions for "children" (i.e., at the elementary/secondary level), with reference to special schools open only to children with special needs, language in a 1975 decision of the Alaska Supreme Court, *University of Alaska v. National Aircraft Leasing, Ltd.*, 536 P.2d 121 at 124, 125, seems to indicate that, where a public educational institution is established and operated to meet the needs of a local area rather than for the purpose of meeting the statewide need for a public institution of higher education, other public postsecondary educational institutions might co-exist with the constitutionally established University of Alaska. [Emphasis added.]

This opinion clearly differentiates between the university system, a university system, and other postsecondary educational institutions. It implies that the community colleges can be separated from the university system under the provisions allowing the Legislature to "provide for other public educational institutions." The UAA situation is somewhat more complex. It could be argued that separation must be accompanied by a name change so that the UAA is no longer identified as a part of the university system.

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December 29, 1982  
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The separation issue is not new; the legislative reference library has extensive files on the history of bills on this topic. The attached memorandum from the library to this agency gives a brief review of available information.

House Bill 651, which was sponsored by Representatives Buchholdt, Parker, Cotten and Malone during the 11<sup>th</sup> Legislature, would have established a State corporation to be called the Alaska Community College System. The corporation would have been governed by a Board of Trustees with powers similar to the powers held by the University's Board of Regents. The bill, which is attached to this memorandum, did not pass. However, Billy Berrier, Director of the Division of Legal Services of the Legislative Affairs Agency, concluded that the bill was not in violation of the constitution. That opinion is also attached to this memorandum. HB 651 is based on SB 294 and HB 410, which were submitted in 1977. Primary sponsors were Croft and McKinnon in the Senate and House, respectively. Additional research on the legislative history of this topic can be done if you would find it helpful.

In summary, it appears that the Legislature has the authority to grant a greater degree of independence to the UAA and to any or all community colleges without a total separation from the rest of the university system. It also appears that the constitution does not prohibit separation of the community colleges from the rest of the university system. This could also be accomplished through legislation. Separation of the UAA is a more complex issue. While proceedings of the constitutional convention indicate the intent to have a single university system (see attached memorandum from Billy Berrier to Representative Buchholdt), the opinion of Avrum Gross (on page 3 of this memorandum) indicates that a separate university may be constitutional. According to Mr. Gross, the constitutionality of separation of the UAA will require a decision by the courts.

\* \* \*

I hope this information adequately addresses your questions on the potential for an autonomous community college system and separation of the UAA from the rest of the university system. If you wish to see the full text of bills or legal opinions cited here or would like additional information, please call. You may wish to speak directly to Billy Berrier and/or Kerry Romesburg on this subject. I found Mr. Romesburg to be especially candid and well-informed on the political, financial and administrative aspects of the issue. I would be pleased to set up a meeting for you if you wish to pursue this matter.

DT/sj

## MOVEMENT IN ALASKA

COMMUNITY COLLEGES: A Report to the Twelfth Alaska State Legislature by the Community College Interim Committee. Vol. I, Feb. 1981. (excerpt).

The original Community College Act was passed by a Territorial Legislature in 1953. It stated that a qualified school district would establish, operate and maintain a community college "in conjunction with" the University of Alaska. In other words, the university board of regents would promulgate rules and regulations pertaining to the establishment, operation and maintenance of colleges, but the colleges would "be under the direct supervision of the school boards". The regents were also required to pay 75% of the cost of college administration and instruction from the university's general fund support.

The language of the 1953 Act caused confusion about whether the University or the school districts were to have ultimate authority over the colleges. In 1962, a special legislative committee recommended that the Act be amended so that the relationship between the school districts, the university and the colleges would be clarified. The committee wrote that "without ambiguity or equivocation, the Act should clearly establish the Board of Regents of the University of Alaska with complete authority over... higher education everywhere in the State." Their recommendation resulted in a revised version of the Community College Act which states that the university will establish, maintain, and operate community colleges "with cooperation of local school districts or other political subdivisions." The regents are mandated to pay for all credit courses and the school district or political subdivision is required to bear the cost of non-credit instruction.

The Community College Act has not been amended since 1962, even though several attempts to allow the community college system more

independence have been made by the legislature in the past decade. Two bills were introduced in the Seventh Legislature in 1970. HB 701, authored by Representative Sweet, would have created an individual board of regents for each community college. The colleges would have remained a part of the larger university system, and each college board would have been under the jurisdiction of the university board of regents. HB 701 remained in the House Finance Committee. SB 487, introduced in 1970 by Senator Begich, would have created a more autonomous community college system headed by a provost, although the system would have remained under the jurisdiction of the university regents. The bill was never reported out of the Senate's Health, Welfare and Education Committee.

During the interim months between the end of the Seventh Legislative Session in 1971 and the beginning of the Eighth Legislature in 1972, the legislature began its practice of establishing a special committee to look into the function and needs of higher education in the state. Such a committee has existed to study some or all parts of higher education in Alaska in almost every interim period from 1971 to the present.

The first Legislative Interim Committee on Higher Education also originated the practice, maintained until 1976, of hiring the consulting firm of McLean and Associates to advise the state on how to improve higher education. Their first report, completed in January of 1972, recommended that the university regents be retained as the single "governing and consolidating agency for all state-aided higher education." The report also noted, however, that many Alaskans felt that the university administration was "more committed to the central campuses than to the community colleges." To rectify the negative effects of this collective perception, the consultants argued that the separate mission and functions of the community colleges should be better recognized by the

regents, and that the regents should restrict themselves to the making of system-wide policy, leaving the administration of local campuses to the college presidents. The consultants suggested that a fragmented system would be too expensive and that duplication of effort would occur; however, if the single system was to function efficiently, all its parts must be considered equal. The report also mentioned that the role of individual college advisory councils should allow for more policy-making authority.

The Interim Committee on Higher Education introduced two pieces of legislation during the first session of the Eighth Legislature that directly reflected the recommendations of McLean and Associates, HCR 23 and HB 606. HCR 23 urged the regents to recognize community colleges and university campuses in the same community as components of the same system, to share facilities, and to otherwise cooperate. HB 606 contained several provisions to upgrade the community colleges in the university hierarchy. Like its predecessor, SB 487, it provided for a community college system under a provost within the university family. It also upgraded the heads of individual colleges to deans and gave statutory powers to the colleges' community advisory councils. Councils were directed to advise deans, the provost, and the regents on program offerings, facilities improvement and maintenance of community support. Finally, HB 606 stated that an "association composed of the deans . . . is the official organization of the community colleges of the University of Alaska" and that its "function . . . is to effect liaison" among the colleges and provide a forum for "discussion of mutual problems."

HB 636 was also introduced in 1972 by Representative Hohman. It would have separated the community colleges from the university and put them under the jurisdiction of the State Department of Education. The

bill remained in the House Health, Welfare and Education Committee.

Also in 1972, McLean and Associates prepared a report on the needs of the Anchorage area. This report was the result of, among other things, public hearings held in Anchorage by the House Health, Welfare and Education Committee in March. The report concluded that Anchorage Community College and the University of Alaska at Anchorage should remain combined. The consultants' 1972-73 interim report noted that minimum criteria for establishing community colleges should be developed. No new community college legislation was introduced during the second half of the Eighth Legislature though work on HB 606 continued. It passed the House and nearly passed the Senate. However, at the close of the legislative session in 1973, it remained in the Senate Rules Committee.

At the beginning of the Ninth Legislature in January 1974, McLean and Associates submitted its fourth report. Again, it recommended that the university regents remain the sole authority governing post-secondary education in the state and called for minimum criteria for the establishment of new community colleges. Citing advantages to the single campus situation, it repeated its recommendation that UAA and ACC should remain together and suggested that the same arrangement apply to the University of Alaska at Fairbanks and the proposed Tanana Valley Community College. The report further suggested that the college directors should be more involved in policy, program and budgetary decision-making, and that the comprehensive community college should be the model that all Alaskan community colleges should emulate.

HB 541 was introduced early in the 1974 session by the Interim Committee on Higher Education. It was the result of the consultants' report and the desire of the committee to have the Community College Act more closely reflect the reality of community college development in the

state.

It provided for the establishment of community colleges by the regents through contractual agreement with a school district or a municipality. Applicants for establishment of new colleges could come from a municipality, a school district, a federal agency, the regents, or a petition of concerned citizens. Minimum criteria for establishment were proposed, along with the submission to the legislature after approval by the Regents of a feasibility study detailing the need for the college along the lines prescribed in the legislation. HB 541 did not call for a separate system of colleges headed by a provost. Instead, it stated that "the chief administrative officer . . . is a vice-president" of the University. The bill also contained statutory powers for the community advisory councils in the areas of budgetary, programming, and facilities policy-making as well as a role in maintaining community support. HB 541 passed the House, but remained in the Senate Health, Education and Social Services Committee.

Senator Hohman again introduced legislation relating to the community colleges during the first session of the Ninth Legislature. SB 239 established a university vice president for rural education and native affairs, to coordinate higher education in the rural areas. The vice president was directed to work in cooperation with community colleges already in existence in rural Alaska. SB 239 was returned to the Senate Finance Committee where it remained for the duration of that legislative session.

The McLean report submitted to the legislature in early 1975 reiterated the benefits of the single system and the need for college establishment criteria. It further called for a separate advisory board for the colleges and suggested that a study of the effectiveness of the

college governance structure be undertaken. Once again legislation was introduced in conjunction with the submission of the report. The original version of the bill, HB 144/SB 162 was largely similar to the 1974 bill, HB 541. It differed in one important way, however. It created a university vice president whose sole responsibility would be administration of the community colleges. With this mechanism, the committee sought to ensure the separate "identity of the community college program within the University of Alaska without the creation of any additional unnecessary layers of administration." Another difference between HB 541 and HB 144 was that it recognized the role of the newly-created Alaska Commission on Postsecondary Education in monitoring the colleges. It provided that the Commission could recommend the establishment of a new college, and that all feasibility studies for new colleges should be reviewed by the Commission as well as the legislature. Finally, the bill directed each community advisory council to advise the university on senior colleges in its service area in addition to its other duties which were the same as those envisioned in HB 541.

When HB 144 was introduced, the committee wrote:

We respectfully suggest that unless this type of administrative arrangement we propose is established, a great deal of pressure may be brought upon the Legislature to establish the community colleges and extension centers as a separate and distinct institutional arrangement apart from the statewide university.

Recent history has proven the prescience of the committee. Each legislature since then has taken up legislation providing for a community college system entirely separate from the university system. Moreover, the last McLean report, submitted at the beginning of the second session of the Ninth Legislature in 1976, also called for the creation of an

## CHAPTER III. ROLE OF THE COMMUNITY COLLEGES

COMMUNITY COLLEGES: A Report to the Twelfth Alaska State Legislature by the Community College Interim Committee. Vol. I, Feb. 1981. (excerpt).

### INTRODUCTION

Community colleges are an American phenomenon. They first became part of higher, or postsecondary, education in the early 1900's. Although the first permanent junior college was established in Joliet, Illinois in 1902, the community college movement got its real impetus in 1907 when the California Legislature permitted secondary schools to extend their programs for two additional years. These California two-year institutions were later separated from the secondary schools (beginning in 1917) and now represent the largest network of community colleges in the nation.

Alaska became involved in community college education in 1954, with the establishment of Anchorage Community College, which is the second oldest public postsecondary education institution in the state. Since that time, eleven more community colleges have been established. One of these was combined with a four-year institution and another is not presently operating; therefore, there is currently a total of ten functioning community colleges in the state system.

Community colleges in Alaska reflect the goals and missions of community colleges nationwide; that is, to provide education for adults that is consistent with the needs of the communities of which the colleges are a part. As early as 1965, community college authors Blocker, Plummer, and Richardson<sup>1</sup> listed the following needs as appropriate for the emphasis of community colleges:

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<sup>1</sup>Blocker, Clyde, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1965.

1. transfer curricula;
2. vocational and technical programs;
3. adult education programs (credit and non-credit);
4. individual services to students; and
5. programs and services for cultural, civic, recreational, and other community projects and programs.

These needs are still appropriate today and are central to the mission and functions of Alaska's community colleges. Whether some of these areas receive more emphasis than others is determined by the needs of the community in which the college is located.

#### COMMUNITY COLLEGE MISSION IN ALASKA

In Alaska, community colleges have evolved into more than simply educational institutions, particularly in the smaller communities and rural areas. Alaska's community colleges are, essentially, human development agencies. The schools have become such an integral part of their communities that local residents increasingly look to their community colleges to assist them in addressing basic needs. Many of the activities of community colleges, especially in the rural areas, address survival of community residents. For instance, courses such as small engine repair, emergency medical technician training, and house wiring have been identified as essential to the well-being of various communities. An overriding purpose of the community colleges, then, is to provide vocational-technical training as well as credit and non-credit academic education. Additionally, the residents often look to the community college for the resolution, or at least an understanding, of community problems.

The community college is especially equipped to serve the non-traditional student as it strives to become the center of learning for the entire community. The community college tailors its programs and

services to the needs and wishes of its constituents, and offerings range from blacksmithing to workshops in marine celestial navigation to refresher courses in child psychology.

The educational mission of the community college is only as limited as the needs and interests of the community and the creativity of the administration and faculty to respond to those needs. The Mission and Goals statement of the Division of Community Colleges, Rural Education, and Extension of the University of Alaska reflects, in precise terms, the community college functions and services. It contains the following statements:

#### MISSION

The mission of the Division of Community Colleges, Rural Education and Extension is to provide postsecondary and continuing educational services to the population of Alaska in locations as close to home as possible. Non-credit, certificate, and degree programs are developed in response to community needs and preferences, and are delivered through a system of community colleges, learning centers and a statewide extension service. The Division seeks to provide quality academic and vocational programs aimed at producing a well-informed population and a trained work force capable of optimum participation in the social, political, and economic development of the State of Alaska. The Division also seeks to respond to social, cultural, and economic concerns through the extension and interpretation of research and knowledge of practical use and interest to Alaskans. To meet its goals, it seeks to maintain a flexibility in programs in order to meet changing needs.

## GOALS

1. Each community college, based on assessment of community needs and preferences, will offer within its service area meaningful options among a variety of programs, including transfer and general education, occupational programs, remedial and developmental studies, continuing education, cultural programs, student and community services.
2. Each unit within the Division will seek to maintain a balance of enrollment and employment commensurate with the socio-economic and ethnic makeup of the region served.
3. Each unit within the Division will maintain a policy of open entry enrollment so that access might be provided to all, regardless of prior educational preparation and training.
4. At least half of the programs offered by institutions in this Division will be aimed at preparing individuals for entry into Alaska's workforce. Certain of these programs will be tailored to meet subsistence economy needs.
5. Preparation for entry into baccalaureate degree programs will be offered to students through academic transfer and general education programs.
6. Services will be offered in off-campus locations where feasible in both urban and rural settings.
7. Both full-time and part-time students will be provided similar programs and services through regularly scheduled daytime and evening classes, supported by special workshops, seminars, and conferences. Other supportive services will be available to both day and evening students.
8. Cooperative programs will be initiated with other educational and training institutions as well as those in the private and governmental sector.
9. Some programs will be offered which are specifically designed to address major social and health problems and promote economic and cultural development.
10. Counseling and guidance services to students will be strengthened.
11. Summer programs will be expanded.
12. Management systems and control at both the local and Division level will be improved.
13. High standards of quality instruction will be designed, implemented and maintained.
14. Informal educational services which are concerned with the acquisition and application of practical knowledge will be provided.

15. An equitable distribution of financial resources across all units will be provided.
16. Improved articulation with four-year institutions will be sought.

#### SCOPE OF SERVICES

The scope of educational services within this division include:

1. Preparation for multiple adult roles in a changing socio-economic system and for increased capacity to cope with changes.
2. Developing self knowledge and information processing skills to expand awareness of social, economic and political systems.
3. Developing abilities to respond to new opportunities for economic growth, utilizing land, transport, markets and credit.
4. Preparation for advanced instruction.
5. Preparation for entrance into special programs.
6. Specific training for entry into the Alaskan job market including initial training and retraining.
7. Self-enrichment and leisure time activities including cultural activities.
8. Continuing professional development.



#### SECTION 4

##### "AN ACT ESTABLISHING THE ALASKA COMMUNITY COLLEGES, 1976"

The idea of a separate system of community colleges in Alaska is not new. The 1976 legislative proposal for just such a system was the first of a continuing series of acts introduced by knowledgeable legislators to bring about quality and equity in higher education for Alaskan citizens. This 1976 proposal provides a model which can be adapted to the needs of Alaska today.

1 IN THE SENATE

BY CROFT

2 SPONSOR SUBSTITUTE FOR SENATE BILL NO. 658

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act establishing the Alaska Community Colleges; and  
7 providing for an effective date."

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

9 \* Section 1. AS 14 is amended by adding a new chapter to read:

10 CHAPTER 41. ALASKA COMMUNITY COLLEGES.

11 ARTICLE 1. DECLARATION OF POLICY AND PURPOSE.

12 Sec. 14.41.010. PURPOSE. It is the purpose of this chapter to  
13 establish a system of comprehensive community colleges, extension  
14 centers and outreach programs which are an integral part of a statewide  
15 system consisting of degree and nondegree programs of postsecondary  
16 and continuing education established by the Board of Governors of the  
17 Alaska Community Colleges either independently or in cooperation with  
18 the governing bodies of school districts or municipalities in the state,  
19 with an agency of the federal government, or with a nonprofit corpora-  
20 tion or association to expand the opportunity for obtaining a post-  
21 secondary education throughout the state beyond the confines of an  
22 established college or university campus at minimal cost to the student.

23 Sec. 14.41.020. THE COMPREHENSIVE COMMUNITY COLLEGE. The compre-  
24 hensive community college includes flexible, versatile programs of post-  
25 secondary instruction, counseling and advising, job placement and other  
26 activities designed to meet the needs of the area it serves, including  
27 but not limited to,

28 (1) courses and curricula that lead to associate degrees, or  
29 that enable the student to transfer to a four-year institution of

1 higher education in pursuit of a baccalaureate degree;

2 (2) occupational education including vocational-technical  
3 programs and cooperative education in conjunction with employment in  
4 business and industry that enable the student to develop technical  
5 skills in a chosen trade or occupation and lead either to a degree or a  
6 certificate of completion;

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

11 (4) combinations of (1) - (3) of this section.

12 Sec. 14.41.030. OUTREACH PROGRAMS IN RURAL ALASKA. The Alaska  
13 Community Colleges shall develop an educational delivery system the  
14 principal objective of which is the outreach of the community colleges  
15 into rural Alaska. The Alaska Community Colleges shall administer and  
16 conduct postsecondary educational programs, including but not limited to  
17 off-campus study and credit and noncredit courses that may or may not  
18 lead to associate, baccalaureate or advanced degrees through its rural  
19 education affairs division.

20 ARTICLE 2. GOVERNANCE.

21 Sec. 14.41.040. CORPORATION ESTABLISHED; GENERAL POWERS. There is  
22 established a state corporation to be called the Alaska Community  
23 Colleges. It may in that name

- 24 (1) sue and be sued;  
25 (2) receive, hold and manage real and personal property;  
26 (3) contract and be contracted with;  
27 (4) adopt, use and alter a corporate seal;  
28 (5) adopt bylaws and administrative rules for the management  
and operation of the community colleges, extension centers and outreach

1 programs;

2 (6) accept grants or loans from and contract with the federal  
3 government, the state, or its political subdivisions, and to that end  
4 comply with the provisions of federal, state, or local programs when  
5 necessary;

6 (7) do and have done all matters necessary for the purpose  
7 of any function set out in this chapter.

8 Sec. 14.41.050. BOARD OF GOVERNORS. (a) The Alaska Community  
9 Colleges shall be governed by a Board of Governors consisting of nine  
10 members appointed by the governor, subject to confirmation by a majority  
11 of the members of the legislature in joint session. One of the members  
12 of the board shall be a member of the faculty and one shall be a member  
13 of the student body of the Alaska Community Colleges. These two board  
14 members shall be appointed by the governor in accordance with sec. 60  
15 of this chapter.

16 (b) Board members shall be citizens of the United States and  
17 residents of the State of Alaska for one year before appointment and  
18 during the board member's term of office.

19 (c) One board member each shall be residents of Southeastern  
20 Alaska, Western Alaska and Northern Alaska, respectively; two board  
21 members shall be residents of Southcentral Alaska. However, this pro-  
22 vision for the geographical distribution of board membership does not  
23 apply to the appointment of faculty and student board members.

24 Sec. 14.41.060. FACULTY, STUDENT BOARD MEMBERS. (a) The faculty  
25 board member shall be appointed by the governor from among a list of  
26 nominees submitted to him comprised of the names of at least three but  
27 not more than five full-time community college, extension center or  
28 outreach program faculty members. These faculty members shall be nomi-  
29 nated from among the full-time faculty members of the community

1 colleges, extension centers and outreach programs in the manner pre-  
2 scribed by the board by regulation. A full-time faculty member is one  
3 who is teaching at least nine credit hours a semester and who has taught  
4 in the Alaska Community Colleges for at least two academic years.  
5 Failure of the faculty board member to maintain full-time faculty status  
6 during his term of office results in forfeiture of that office. For-  
7 feiture occurs on certification by the principal campus administrative  
8 officer at the community college where the faculty member is or has been  
9 teaching that the faculty member is no longer employed full time.

10 (b) The student member of the board shall be appointed from a  
11 list of nominees consisting of the names of two students from each cam-  
12 pus of the Alaska Community Colleges, and one from each extension center  
13 or outreach program, after an election is held at each campus, center  
14 or program site. The elections shall be conducted under rules estab-  
15 lished by the Governor's Commission on the Involvement of Young People  
16 in Government (AS 44.19.777 - 44.19.787). In addition to satisfying  
17 the requirements of sec. 50(b) of this chapter, the student board mem-  
18 ber appointed under this section must

19 (1) have attended one of the Alaska Community Colleges, an  
20 extension center or outreach program as a full-time student for at  
21 least one academic year before appointment; and

22 (2) be enrolled as a full-time student at one of the Alaska  
23 Community Colleges, extension centers or outreach programs at the time  
24 of appointment.

25 (c) Failure of the student board member appointed under (b) of  
26 this section to remain enrolled as a full-time student at one of the  
27 Alaska Community Colleges, extension centers or outreach programs dur-  
28 ing his term results in forfeiture of that office. The forfeiture  
? occurs upon certification by the registrar that the student board

1 member is no longer a full-time student. The governor shall appoint a  
2 successor from among the list of nominees submitted to him under (b) of  
3 this section at the time of original appointment.

4 Sec. 14.41.070. TERM OF OFFICE; VACANCIES. (a) Except for the  
5 faculty and student board members, members of the Board of Governors  
6 serve for seven-year terms. The terms of the initial appointees shall  
7 be staggered in such a manner that the term of office of one board  
8 member expires each year for seven years.

9 (b) The term of office of the faculty board member is two years  
10 and of the student board member, one year.

11 (c) Vacancies shall be filled in the same manner as original  
12 appointment.

13 Sec. 14.41.080. OFFICERS OF THE BOARD. The chairman, vice-  
14 chairman and those other officers the board considers necessary shall be  
15 elected from among the members of the board for a one-year term. No  
16 member of the board may serve as chairman for more than two consecutive  
17 one-year terms.

18 Sec. 14.41.090. RULES, VOTES REQUIRED. The board shall prescribe  
19 its own rules of procedure. A quorum is a majority of the members of  
20 the board. The votes of the board members shall be recorded, and  
21 effective action requires the affirmative vote of a majority of the  
22 board members. No board member may, with respect to a matter before the  
23 board, vote for or on behalf of, or in any way exercise the vote of,  
24 another member of the board.

25 Sec. 14.41.100. MEETINGS. (a) The board shall meet at least once  
26 quarterly at a time and place determined by the chairman, and at other  
27 times and places as the chairman or a majority of the members of the  
28 board consider necessary. However, 30 days notice is required for all  
29 regular meetings and 10 days notice is required for special meetings of

1 the board, its committees or subcommittees called under the bylaws or  
2 rules of procedure of the board. Emergency meetings may be called  
3 without notice.

4 (b) Insofar as possible, board meetings shall be held at community  
5 college campuses, in rotation, so that the board meets at each community  
6 college at least once in three years. The board shall provide adequate  
7 facilities for members of the public to attend the meetings of the  
8 board, its committees or subcommittees.

9 (c) The provisions of AS 44.62.310 apply to meetings of the board.  
10 All meetings of the board, its committees or subcommittees, are open to  
11 the public and press except as otherwise provided in AS 44.62.310(c).  
12 The findings of an executive session shall be made a part of the record  
13 of the proceedings of the board. All records of the meetings and pro-  
14 ceedings shall be open to inspection by the public and the press at  
15 reasonable times.

16 Sec. 14.41.110. COMPENSATION AND PER DIEM. Members of the board  
17 serve without compensation but are entitled to per diem and travel ex-  
18 penses as may be authorized by law for boards and commissions.

19 Sec. 14.41.120. DUTIES AND POWERS OF THE BOARD. (a) The board  
20 shall

21 (1) appoint the chancellor of the Alaska Community Colleges  
22 by a majority vote of all members of the board;

23 (2) fix the compensation of the chancellor, faculty and other  
24 officers and employees of the colleges;

25 (3) confer degrees appropriate to the community colleges that  
26 the board may determine and prescribe;

27 (4) have the care, control and management of all the real and  
28 personal property and all funds of the colleges; and keep or have kept a  
complete, accurate record of all funds received and disbursed;

1 (5) keep or have kept a correct and easily understood record  
2 of the minutes of every meeting and all acts done by the board in the  
3 pursuit of its duties;

4 (6) establish the policies within which the principal campus  
5 administrative officers of the community colleges, the associated ex-  
6 tension centers or outreach programs, and the community college councils  
7 manage and control the operations of each community college, extension  
8 center or outreach program;

9 (7) meet regularly with the community college councils to  
10 determine the needs of each college, center or program.

11 (b) The board may

12 (1) adopt reasonable rules, orders and plans, with reasonable  
13 penalties, for the good government of the colleges and for the regula-  
14 tion of the board;

15 (2) determine and regulate the course of instruction in the  
16 colleges with the advice of the chancellor, the principal campus admin-  
17 istrative officers, and the community college councils at each college,  
18 center or program.

19 Sec. 14.41.130. REMOVAL POWER. The board may remove from office  
20 any officer or employee of the colleges by a majority vote of all of the  
21 members of the board when in its judgment the good of the Alaska Com-  
22 munity Colleges requires it.

23 ARTICLE 3. ADMINISTRATION.

24 Sec. 14.41.140. CHANCELLOR. (a) The chief executive officer of  
25 the Board of Governors and of the Alaska Community Colleges is the  
26 chancellor. His primary responsibility is the administration of the  
27 community colleges, extension centers and outreach programs statewide,  
28 working with the vice-chancellor for each division and the principal  
29 administrative officers for each community college, extension center or

1 outreach program.

2 (b) In addition to his responsibility for the administration of  
3 on-campus programs for the community colleges and extension centers, the  
4 chancellor shall develop and administer off-campus educational delivery  
5 systems and outreach programs for rural areas of the state.

6 (c) The chancellor shall establish two administrative divisions  
7 within the colleges: an urban division and a rural education affairs  
8 division. The urban division consists of the community colleges and  
9 extension centers designated by the board and that are located in the  
10 major urban centers of, or within any other geographically identifiable  
11 and self-contained region in, the state. The rural education affairs  
12 division consists of the community colleges, extension centers and out-  
13 reach programs designated by the board and that are located outside the  
14 major urban centers of the state. The administrator for each division  
15 shall be a vice-chancellor.

16 Sec. 14.41.150. DUTIES AND POWERS OF THE CHANCELLOR. (a) The  
17 chancellor shall

18 (1) appoint the vice-chancellor for each division and, on  
19 recommendation of the appropriate vice-chancellor, the principal admin-  
20 istrative officer for each community college, extension center on  
21 recommendation of the community college council for each, subject to the  
22 approval of the board;

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

25 (3) give general direction to the work of the divisions,  
26 colleges, centers and programs in accordance with the policies estab-  
27 lished by the board;

28 (4) in concert with the principal administrative officers,  
coordinate the divisions, community colleges, extension centers and

1 outreach programs and other activities of the Alaska Community Colleges.

2 (b) The chancellor may appoint the faculty and other officers and  
3 employees of each community college, extension center or outreach  
4 program, on recommendation of the vice-chancellor and the principal  
5 administrative officer of each; however, with the approval of the board,  
6 the chancellor may delegate the authority to appoint faculty, officers  
7 and employees to the vice-chancellor or to the principal administrative  
8 officer of each college, center or program.

9 Sec. 14.41.160. SUSPENSION, EXPULSION OF STUDENTS. The authority  
10 to suspend and expel a student for misconduct or other cause or to re-  
11 instate him is vested solely in the chancellor; however, the chancellor  
12 may delegate this authority to the principal campus administrative offi-  
13 cer of each community college.

14 Sec. 14.41.170. CAMPUS ADMINISTRATION. (a) The principal admin-  
15 istrative officer for each community college is a dean or director. He  
16 is responsible directly to the chancellor and to the community college  
17 council for the administration of the college. Subject to the approval  
18 of the board, the dean or director shall be appointed by the chancellor,  
19 on recommendation of the vice-chancellor and the council for the college  
20 which the dean or director will administer.

21 (b) Each extension center or outreach program, whether estab-  
22 lished, operated or maintained by the board, or in cooperation with the  
23 Board of Regents of the University of Alaska, or a school district,  
24 municipality, an agency of the federal government or a nonprofit cor-  
25 poration or association, is under the direction of an administrator  
26 appointed by the chancellor, on recommendation of the vice-chancellor,  
27 in the manner prescribed by the board by regulation, or as prescribed in  
28 the cooperative agreement.

29 Sec. 14.41.180. CENTRAL, REGIONAL SERVICE ORGANIZATIONS. The

1 board may establish statewide or central service organizations for the  
2 community colleges, extension centers and outreach programs. Regional  
3 service centers also may be established to administer the outreach  
4 programs and to provide postsecondary educational services to the resi-  
5 dents of the rural areas of the state in each service area for which a  
6 regional center is established. In a service area where a community  
7 college or an extension center is located, the regional service center  
8 shall be integrated with the operation of the community college or  
9 extension center.

10 Sec. 14.41.190. FACULTY; COURSE OF INSTRUCTION. (a) Full-time  
11 members of the faculty and administrative staff of each community  
12 college, extension center and outreach program are members of the fac-  
13 ulty and administrative staff, respectively, of the Alaska Community  
14 Colleges for all purposes.

15 (b) The chancellor is responsible for prescribing the qualifi-  
16 cations, and for establishing the procedure for appointment, of all  
17 community college and extension center faculty and administrative staff,  
18 whether part or full-time.

19 (c) A community college, extension center or outreach program is  
20 concerned with the total educational needs of the area it serves and may  
21 coordinate and facilitate all public postsecondary and continuing  
22 education in the area. Selected upper division and graduate courses  
23 offered by the University of Alaska through its various divisions may be  
24 coordinated through the principal administrative officer of a community  
25 college, extension center, or an outreach program.

26 Sec. 14.41.200. COMMUNITY COLLEGE COUNCIL. (a) A community  
27 college council, the majority of whose members shall be persons served  
28 by the programs developed and administered under this chapter, shall be  
29 established for each community college. The council shall consist of

1 not less than seven nor more than 15 members who shall be broadly  
2 representative of the area served, including faculty and student repre-  
3 sentation. A council may be appointed for an extension center and for  
4 each regional service center, when the center is not integrated with a  
5 community college or extension center, at the discretion of the board.

6 (b) The board, by regulation, shall prescribe the method of  
7 selection of members of community college councils, prescribe the term  
8 of office, procedure for removal and for the filling of vacancies on the  
9 councils. Each community college council shall adopt bylaws which shall  
10 provide for the election of officers, establishment of meeting schedules  
11 and meeting notices, rules of procedure and quorums.

12 (c) Members of a council receive no compensation for their ser-  
13 vices, but they may be reimbursed for the expenses incurred in the  
14 performance of their duties in the manner prescribed by the board by  
15 regulation.

16 (d) The provisions of sec. 100(c) of this chapter and AS 44.62.310  
17 apply to meetings of community college councils in the same manner and  
18 to the same extent applicable to meetings of the Board of Governors, its  
19 committees and subcommittees.

20 (e) A community college council acts in a policy-making capacity  
21 with respect to the principal administrative officer of each community  
22 college, coordinator of an extension center or administrator of an out-  
23 reach program. It acts in an advisory capacity to the chancellor, the  
24 appropriate vice-chancellor, and to the Board of Governors.

25 (f) The community college council serves as a communications link  
26 between the area served by the community college, extension center or  
27 outreach program and the Alaska Community Colleges. Requests and  
28 recommendations by a community college council shall be answered in  
29 writing by the addressee.

1 (g) A community college council shall review and make recommenda-  
2 tions

3 (1) concerning the selection of the principal administrative  
4 officer of the community college, extension center or outreach program;

5 (2) concerning the proposed program budget for the community  
6 college, extension center or outreach program for each fiscal year  
7 before it is submitted to the statewide administration and to the Board  
8 of Governors; and

9 (3) relating to the general operation and management of the  
10 community college, extension center or outreach program, including but  
11 not limited to,

12 (A) planning for, and review of, the types and uses of  
13 instructional programs and activities and types and uses of facili-  
14 ties that the community college, extension center or outreach  
15 program should provide to meet area needs;

16 (B) the level of staffing and funding for these pro-  
17 grams, activities or facilities; and

18 (C) the means of gaining support for the college's pro-  
19 gram in that area.

20 ARTICLE 4. ESTABLISHMENT OF COMMUNITY COLLEGES.

21 Sec. 14.41.210. ESTABLISHMENT. (a) Since postsecondary and con-  
22 tinuing education is a statewide responsibility, the colleges, as the  
23 need arises, may either independently establish, operate and maintain,  
24 or enter into a cooperative agreement with an agency of the federal  
25 government, a school district, a municipality or a nonprofit corporation  
26 or association for the establishment, operation and maintenance of,  
27 appropriate public postsecondary and continuing educational programs and  
28 activities in community colleges, extension centers or by other means.

29 (b) A community college or an extension center may be established

1 by the Board of Governors only in accordance with the minimum criteria  
2 established by secs. 220 - 230 of this chapter, as supplemented by the  
3 board by regulation.

4 (c) The establishment of a community college or an extension  
5 center may be proposed by

6 (1) the governing body of a municipality, or a school dis-  
7 trict;

8 (2) an agency of the federal government;

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

11 (4) the Alaska Commission on Postsecondary Education or the  
12 state advisory council on community colleges created under AS 14.40.-  
13 901 - 14.40.915;

14 (5) the legislature by concurrent resolution; or

15 (6) the board.

16 Sec. 14.41.220. FEASIBILITY STUDY. (a) A new community college  
17 or a new extension center may not be established until a feasibility  
18 study as to the need for its establishment in the community or area to  
19 be served has been completed either as directed by the board, or by a  
20 proponent under sec. 210(c) of this chapter, and approved by the board.  
21 The feasibility study shall be submitted to the respective finance and  
22 education policy committees of each house of the legislature and to the  
23 Alaska Commission on Postsecondary Education.

24 (b) The feasibility study required in (a) of this section shall  
25 include but is not limited to

26 (1) an analysis of the population and educational needs of  
27 the municipality, school district or service area in which the proposed  
28 community college is to be located;

29 (2) a description of the boundary of the service area for the

1 proposed community college;

2 (3) estimated and projected enrollment;

3 (4) proposed core faculty and administrative staffing;

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

8 (6) a plan for citizen involvement through a community  
9 college council established under sec. 200 of this chapter; and

10 (7) a proposed agreement with the school district, munici-  
11 pality or federal agency or a nonprofit corporation or association under  
12 sec. 240 of this chapter.

13 Sec. 14.41.230. EXTENSION CENTERS. If in any community where a  
14 community college has been proposed the level of demand for postsecond-  
15 ary and continuing education as determined by the feasibility study  
16 required under sec. 220(a) of this chapter is more limited than that  
17 required for the establishment of a comprehensive community college pro-  
18 gram, the board may establish an extension center or an outreach program  
19 either independently or in cooperation with the University of Alaska, a  
20 school district, a municipality, a nonprofit corporation or association,  
21 or an agency of the federal government.

22 Sec. 14.41.240. RELATIONSHIP WITH SCHOOL DISTRICT, MUNICIPALITY,  
23 FEDERAL AGENCY. (a) A school district, municipality, federal agency, a  
24 nonprofit corporation or association, or the University of Alaska may  
25 make an agreement with the Alaska Community Colleges for the estab-  
26 lishment, operation and maintenance of a community college, an extension  
27 center or off-campus instruction through an outreach program. The  
28 agreement shall include, but is not limited to,

29 (1) recognition that complete operational authority resides

1 with the colleges, subject to periodic reviews by the cooperating school  
2 district, municipality, federal agency, nonprofit corporation or associ-  
3 ation, or the University of Alaska and appropriate reports to ensure  
4 program articulation and effective cross-utilization of facilities;

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

7 (3) provision that local funding, in addition to student fees  
8 or in-kind contributions, may be provided for support of those general  
9 education courses, described in sec. 20(3) of this chapter, or secondary  
10 school-related courses as the school district, municipality, federal  
11 agency, nonprofit corporation or association, or the University of  
12 Alaska considers appropriate; and

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

14 (b) If separate facilities are financed, constructed or maintained  
15 from federal, state or private funds for programs and activities of the  
16 community college, extension center or outreach program, then the board  
17 has title to and control of the separate facilities used for these pur-  
18 poses. If separate facilities are financed, constructed or maintained  
19 from school district, municipality or nonprofit corporation or associa-  
20 tion funds for community college or extension center or outreach pro-  
21 grams and activities, the school district, municipality or nonprofit  
22 corporation or association has title to and control of the separate  
23 facilities used for these purposes.

24 Sec. 14.41.250. EXPANSION OF COURSES. (a) To expand educational  
25 and cultural opportunities in the state, to keep pace with the expansion  
26 of knowledge and with the growth of the state in all fields of endeavor,  
27 and to provide educational services and facilities of particular inter-  
28 est to residents of the state, the board shall

29 (1.) make a continuing study of the feasibility of expanding

# **CORRECTION**

**THIS DOCUMENT  
HAS BEEN REPHOTOGRAPHED  
TO ASSURE LEGIBILITY**

1 with the colleges, subject to periodic reviews by the cooperating school  
2 district, municipality, federal agency, nonprofit corporation or associ-  
3 ation, or the University of Alaska and appropriate reports to ensure  
4 program articulation and effective cross-utilization of facilities;

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

7 (3) provision that local funding, in addition to student fees  
8 or in-kind contributions, may be provided for support of those general  
9 education courses, described in sec. 20(3) of this chapter, or secondary  
10 school-related courses as the school district, municipality, federal  
11 agency, nonprofit corporation or association, or the University of  
12 Alaska considers appropriate; and

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

14 (b) If separate facilities are financed, constructed or maintained  
15 from federal, state or private funds for programs and activities of the  
16 community college, extension center or outreach program, then the board  
17 has title to and control of the separate facilities used for these pur-  
18 poses. If separate facilities are financed, constructed or maintained  
19 from school district, municipality or nonprofit corporation or associa-  
20 tion funds for community college or extension center or outreach pro-  
21 grams and activities, the school district, municipality or nonprofit  
22 corporation or association has title to and control of the separate  
23 facilities used for these purposes.

24 Sec. 14.41.250. EXPANSION OF COURSES. (a) To expand educational  
25 and cultural opportunities in the state, to keep pace with the expansion  
26 of knowledge and with the growth of the state in all fields of endeavor,  
27 and to provide educational services and facilities of particular inter-  
28 est to residents of the state, the board shall

29 (1) make a continuing study of the feasibility of expanding

1 the system of community colleges, extension centers and outreach pro-  
2 grams in accordance with the criteria set out in sec. 220(b) of this  
3 chapter;

4 (2) establish additional extension courses, outreach programs  
5 and other accredited courses for students it considers advisable in  
6 accordance with the procedures set out in secs. 210 - 230 of this  
7 chapter;

8 (3) take all appropriate measures to implement this section.

9 (b) Laws of the state designed to meet requirements of the federal  
10 government for the state's acceptance of federal grants and allotments  
11 for educational and like purposes are extended to cover the establish-  
12 ment and operation of the community college expansion program set out  
13 in (a) of this section.

14 ARTICLE 5. FINANCE; FISCAL AND PROPERTY MANAGEMENT.

15 Sec. 14.41.260. FINANCE. (a) The state is basically responsible  
16 for the funding for all community college, extension center or outreach  
17 programs and activities. However, nothing in this chapter prohibits a  
18 school district, municipality, federal agency or nonprofit corporation  
19 or association from providing funds for additional courses and programs  
20 which may be considered appropriate under sec. 240(a)(3) of this chap-  
21 ter.

22 (b) The colleges shall prepare a complete program budget for each  
23 community college, extension center and outreach program including all  
24 courses, programs and activities regardless of the source of funding,  
25 including but not limited to funds from fees, grants, contracts, agree-  
26 ments, bequests, gifts, trusts, or endowments.

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

1           Sec. 14.41.270. PROPERTY AND FUNDS GENERALLY. (a) Except as  
2 otherwise provided in this chapter, the Alaska Community Colleges shall  
3 hold and manage all property acquired by it. The Department of Admin-  
4 istration, upon requisitions by the Board of Governors, signed by its  
5 chairman and secretary, shall pay to the treasurer of the board all  
6 federal land grant college funds coming into the possession of the  
7 Department of Administration and subject to requisition by the board.  
8 The department shall disburse federal funds in aid of land grant col-  
9 leges in accordance with federal law and regulations providing for  
10 disbursement of those funds.

11           (b) All funds appropriated by the legislature for the establish-  
12 ment, construction, operation, maintenance and support of the Alaska  
13 Community Colleges shall, on requisition by the board, signed by its  
14 chairman and secretary, be paid by the Department of Administration to  
15 the treasurer of the board. The treasurer of the board shall disburse  
16 these funds on properly drawn vouchers signed by its chairman and  
17 secretary, or by the administrative officer of the colleges to whom the  
18 board delegates the performances of this function.

19           Sec. 14.41.280. BOARD OF GOVERNORS TO ACT AS TRUSTEE. (a) The  
20 Board of Governors may receive, manage, and invest money or other real,  
21 personal or mixed property in any manner received from sources other  
22 than the state legislature or federal appropriation for the purpose of  
23 the colleges, its improvement or adornment, or the aid or advantage of  
24 students or faculty, and, in general, may act as trustee on behalf of  
25 the colleges for any of these purposes. However, the board shall make a  
26 written report to the legislature, in accordance with sec. 360 of this  
27 chapter, as to the administration and disposition of funds received  
28 under this section.

29           (b) The board shall keep or have kept suitable books of account in

1 which there shall be recorded each gift, the essential facts of the  
2 management of the gift, and the expenditure of income. A statement of  
3 all trust funds shall be included in the annual report to the governor  
4 and to the legislature under sec. 360 of this chapter.

5 Sec. 14.41.290. ENDOWMENTS AND DONATIONS. All monetary gifts,  
6 bequests or endowments which are made to the colleges for the purpose of  
7 the separate trust fund created under AS 14.40.400, to the extent the  
8 Alaska Community Colleges is the successor to the University of Alaska,  
9 shall be transferred to the Department of Revenue. The Department of  
10 Revenue shall manage that money in accordance with AS 14.40.400. Title  
11 to and control or possession of land, personal property, and all money  
12 other than that transferred to the Department of Revenue, which is  
13 devised, bequeathed or given to the colleges, shall be taken by the  
14 colleges in its corporate capacity acting by and through the Board of  
15 Governors, or its authorized agent, and shall be entered in the per-  
16 petual inventory of the colleges.

17 Sec. 14.41.300. INVENTORY OF PROPERTY. The board shall maintain  
18 or cause to be maintained a perpetual inventory of all permanent proper-  
19 ty of the colleges.

20 Sec. 14.41.310. APPLICABILITY OF FISCAL PROCEDURES ACT. The com-  
21 petitive bid practices set out in AS 37.05.230 apply to the Alaska  
22 Community Colleges, except that the provisions of that Act do not apply  
23 in those cases where the work is to be performed substantially by  
24 students enrolled in the colleges. Where the term "purchasing agent" is  
25 used in AS 37.05, it means the administrative officer of the colleges so  
26 designated either by the board or the chancellor.

27 Sec. 14.41.320. WORKING CAPITAL RESERVE FUND. (a) There is  
28 established in the treasury of the Alaska Community Colleges a working  
29 capital reserve fund. The fund consists of money appropriated by the

1 legislature for the purpose of providing current working capital for the  
2 Alaska Community Colleges and is not available for appropriation by the  
3 Board of Governors.

4 (b) A quarterly report of all activity of the working capital re-  
5 serve fund shall be submitted to the Legislative Budget and Audit Com-  
6 mittee.

7 Sec. 14.41.330. APPLICABILITY OF CERTAIN FEDERAL LAWS. To the  
8 extent the Alaska Community Colleges is considered a successor to the  
9 University of Alaska as a land grant college, or for any other purposes,  
10 and thus a beneficiary of federal grants of land or money under AS 14.-  
11 40.350 - 14.40.450, insofar as the operation, management and control of  
12 the community colleges, extension centers and outreach programs are  
13 concerned, the provisions of AS 14.40.350 - 14.40.450 apply to the  
14 Alaska Community Colleges in the same manner they apply to the Univer-  
15 sity of Alaska.

16 ARTICLE 6. GENERAL PROVISIONS.

17 Sec. 14.41.340. DISCRIMINATION, RELIGIOUS, PARTISAN INSTRUCTION OR  
18 TESTS PROHIBITED. (a) No person may be deprived of the privileges or  
19 services of the colleges because of age, sex, color or nationality.

20 (b) No instruction either sectarian in religion or partisan in  
21 politics may be given in any department of the colleges, and no sec-  
22 tarian or partisan test may be employed or applied in the appointment of  
23 board or council members, faculty, or other officers or employees of the  
24 colleges, or in the admission of students or for any purposes.

25 Sec. 14.41.350. JOINT USE OF FACILITIES REQUIRED. (a) When the  
26 campuses of the Alaska Community Colleges and the University of Alaska  
27 are located in the same community or municipality either contiguous,  
28 adjacent or reasonably close to one another, or when before the effec-  
29 tive date of this chapter the community colleges as a part of the

1 University of Alaska shared or jointly used the same buildings and other  
2 facilities as other colleges, departments, divisions, institutes, or  
3 other units of the University of Alaska, the shared or joint use of  
4 these facilities shall be continued after the effective date of this  
5 chapter. The Board of Governors of the Alaska Community Colleges and  
6 the Board of Regents of the University of Alaska shall enter into a  
7 contract, consortium or other cooperative agreement for the continued  
8 sharing or joint use of these buildings or facilities, including the  
9 cost of their construction, operation and maintenance. When new build-  
10 ings or facilities are required by either the colleges or the univer-  
11 sity, and the same contiguous, adjacent or proximal physical location of  
12 the campuses of the two institutions exists or would come into existence  
13 by virtue of the location and construction of these buildings or facili-  
14 ties, the two boards shall enter into a contract, consortium or other  
15 cooperative agreement for the sharing or joint use of these buildings or  
16 facilities, including the cost of their construction, operation and  
17 maintenance.

18 (b) For purposes of (a) of this section, "buildings or facilities"  
19 includes, but is not limited to, libraries, gymnasiums or other athletic  
20 facilities, auditoriums, cafeterias or other food service facilities,  
21 residence halls, dormitories or other student living accommodations,  
22 laboratories, classrooms, offices, parking structures or facilities,  
23 landscaping, roads, utilities, and other buildings, structures or  
24 facilities of a like nature appropriate to or necessary for the opera-  
25 tion and maintenance of an institution of higher education.

26 Sec. 14.41.350. LIBRARY SERVICES. Libraries shall be established  
27 on each community college campus and, when feasible, for an extension  
28 center or outreach program. This resource or service shall be made  
29 available, and the library facility shall be open to, the community or

1 service area served by the college. The library's collection shall in-  
2 clude material appropriate to the needs and interests of the community  
3 or service area served.

4 Sec. 14.41.360. REPORT TO THE GOVERNOR, LEGISLATURE. The Board of  
5 Governors shall make a written report to the governor and to the legis-  
6 lature at the beginning of its regular sessions of the condition of the  
7 colleges' property, of all receipts and expenditures, including but not  
8 limited to the administration and disposition of appropriated and  
9 restricted funds, and of the educational and other work performed.

10 Sec. 14.41.370. REGULATIONS. A community college, an extension  
11 center, an outreach program, or a central or regional service center for  
12 that program, established under this chapter independently or in co-  
13 operation with a school district, municipality, an agency of the federal  
14 government, a nonprofit corporation or association, or the University  
15 of Alaska, shall be operated and maintained under regulations prescribed  
16 by the board.

17 Sec. 14.41.380. DEFINITIONS. In this chapter

18 (1) "board" means the Board of Governors of the Alaska  
19 Community Colleges;

20 (2) "chancellor" means the chancellor of the Alaska Community  
21 Colleges;

22 (3) "colleges" means the Alaska Community Colleges, including  
23 but not limited to the individual community colleges, extension centers  
24 and outreach programs established, operated and maintained independently  
25 by the board or in cooperation with a municipality, school district,  
26 federal agency, nonprofit corporation or association, or the University  
27 of Alaska;

28 (4) "council" means a community college council appointed for  
29 an individual community college, extension center or outreach program;

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

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

9 (7) "service area" means one or more school districts or  
10 municipalities, combinations or portions of each or of the unorganized  
11 borough, which when combined are considered an educationally serviceable  
12 unit for the establishment, operation and maintenance of a community  
13 college, an extension center or an outreach program either independently  
14 by the Alaska Community Colleges or in cooperation with a municipality,  
15 school district, federal agency, nonprofit corporation or association,  
16 or the University of Alaska.

17 Sec. 14.41.390. SHORT TITLE. Sections 10 - 390 of this chapter  
18 may be cited as the Community College Act.

19 \* Sec. 2. AS 14.40.560 - 14.40.640 are repealed.

20 \* Sec. 3. AS 14.40.460 is amended to read:

21 Sec. 14.40.460. STUDENTS ENTITLED TO SCHOLARSHIP. The high  
22 school student in each graduating class in each high school in the state  
23 who, upon the completion of four years of high school work in a high  
24 school in the state, obtains the highest average standing for all the  
25 credits earned, and who is graduated at an annual commencement is  
26 entitled to receive, during dormitory residence at the University of  
27 Alaska or the Alaska Community Colleges, a scholarship covering dormi-  
28 tory rent for a period of two years following the year of graduation  
29 upon presenting to the registrar of the university or of the colleges

1 a certificate signed by the superintendent or principal of the high  
2 school from which he graduated stating that the graduate named is  
3 entitled to receive the benefits of the scholarship. Dormitory resi-  
4 dence is governed by [THE RULES AND] regulations established by the  
5 Board of Regents or the Board of Governors.

6 \* Sec. 4. AS 14.40.480 is amended to read:

7 Sec. 14.40.480. APPLICATIONS FOR AND ISSUANCE AND REPORT OF CERTI-  
8 FICATES. A certificate shall be applied for and issued to a graduate  
9 before August 2 of each year and shall be reported immediately to the  
10 registrar of the university or of the colleges by the superintendent or  
11 principal issuing it.

12 \* Sec. 5. AS 14.40.490 is amended to read:

13 Sec. 14.40.490. FORFEITURE OF SCHOLARSHIP BENEFITS. Failure to do  
14 passing work in more than one subject during a semester, or withdrawal  
15 or expulsion from the university or the colleges constitutes a for-  
16 feiture during the following semester or semesters of the benefits of  
17 secs. 460 and 470 of this chapter.

18 \* Sec. 6. AS 14.40.500 is amended to read:

19 Sec. 14.40.500. PAYMENT OF SCHOLARSHIPS. Payment of the scholar-  
20 ships shall be made monthly to the university or the colleges upon  
21 vouchers drawn upon the Department of Administration and duly certified  
22 by the treasurer and the president of the Board of Regents or the  
23 treasurer and chairman of the Board of Governors. No payments may be  
24 made in excess of amounts specifically appropriated for this purpose.

25 \* Sec. 7. AS 14.40.520 is amended to read:

26 Sec. 14.40.520. SCHOLARSHIPS. The Board of Regents of the Univer-  
27 sity of Alaska and the Board of Governors of the Alaska Community  
28 Colleges shall offer not more than 15 new scholarships for each academic  
29 year to Alaska Natives desiring to attend the University of Alaska or

1 the Alaska Community Colleges. The boards [BOARD] shall give preference  
2 to Natives residing in the rural areas of the state who desire to re-  
3 ceive training in the field of education. If there are more than 15  
4 applications the boards [BOARD] shall award 15 scholarships to those  
5 applicants who have the highest scholastic record or who the boards  
6 determine [BOARD DETERMINES] are the most qualified among the applicants  
7 and who are financially unable to obtain a higher education without  
8 assistance. The university and the colleges shall provide such minimum  
9 financial assistance to these students as is necessary in each indi-  
10 vidual case, but not exceeding fees, board and room.

11 \* Sec. 8. AS 14.40.530 is amended to read:

12       Sec. 14.40.530. CONTINUATION OF SCHOLARSHIPS. The award of free  
13 room and board shall be made from any funds available to the university  
14 or the colleges. Each Native who receives a scholarship under secs.  
15 510 - 550 of this chapter is entitled to retain the scholarship and to  
16 receive free room and board during his attendance at the university or  
17 the colleges as long as he maintains a grade average equivalent to a  
18 "C" or better. However, no Native is entitled to the scholarship for  
19 more than four years, or for more than the number of years necessary to  
20 receive a bachelor's degree.

21 \* Sec. 9. AS 14.40.903(a)(6) is repealed and re-enacted to read:

22       (6) two members of the Board of Governors of the Alaska  
23 Community Colleges designated by the members of that body; and, if the  
24 council is a separate and distinct entity from the Board of Governors,  
25 one member of the state Advisory Council on Community Colleges desig-  
26 nated by the members of that body;

27 \* Sec. 10. AS 14.40.909(b)(2) is amended to read:

28       (2) establish a state advisory council on community colleges  
29 and develop a comprehensive statewide plan for the expansion and im-

1       provement of the community colleges under sec. 1001 of Title X of the  
2       Higher Education Act of 1965, as amended by the Education Amendments of  
3       1972 (PL 92-318, sec. 186; 86 Stat. 312, 313); however, to avoid the  
4       establishment of duplicate agencies, the commission may designate the  
5       Board of Governors of the Alaska Community Colleges as the state  
6       Advisory Council on Community Colleges if the composition of the board's  
7       membership meets the requirements of applicable federal law or regula-  
8       tion;

9       \* Sec. 11. AS 39.25.110(7) is amended to read:

10               (7) officers, members of the teaching staff, and employees  
11               of the University of Alaska and the Alaska Community Colleges;

12       \* Sec. 12. AS 39.50.200(9) is amended by adding a new paragraph to read:

13               (LL) Alaska Community Colleges Board of Governors;

14               (AS 14.41.050).

15       \* Sec. 13. TRANSITION: PROPERTY AND FUNDS. Under the direction of the  
16       Alaska Commission on Postsecondary Education, in cooperation with the Depart-  
17       ments of Administration and Revenue, the Board of Regents of the University  
18       of Alaska shall redistribute or transfer all the property, assets and state  
19       or federal funds of the University of Alaska relating to the operation,  
20       maintenance and support of the community colleges within the university to  
21       the Alaska Community Colleges.

22       \* Sec. 14. TRANSITION: PENDING PROCEEDINGS; REGULATIONS; LEGAL OBLIGA-  
23       TIONS. All litigation, hearings, investigations and other proceedings pend-  
24       ing under a law amended for functions which may be transferred by this Act,  
25       continue in effect and may be continued and completed notwithstanding a  
26       transfer or amendment provided for in this Act. Certificates, orders, rules  
27       or regulations issued or filed under authority of a law amended by this Act  
28       or functions which may be transferred by this Act, remain in effect for the  
29       term issued, unless revoked, vacated, or otherwise modified under the pro-

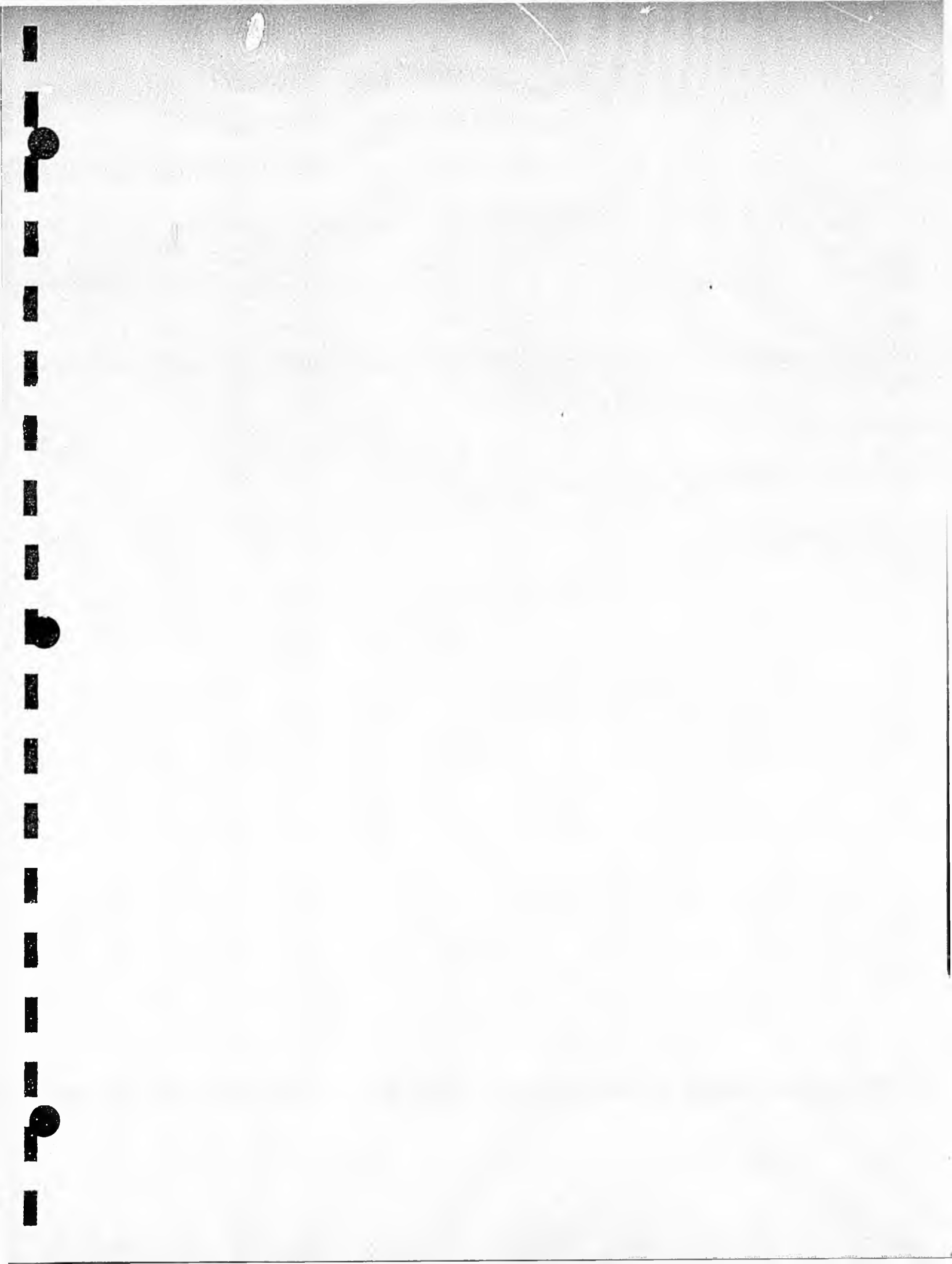
1 visions of this Act. All contracts or other obligations created by a law  
2 amended by this Act or by virtue of functions which may be transferred by  
3 this Act, and in effect on the effective date of this Act, remain in effect  
4 unless revoked or modified under the provisions of this Act.

5 \* Sec. 15. TRANSITION: PERSONNEL. All faculty, staff, officers or em-  
6 ployees in the community colleges of the University of Alaska, or those  
7 statewide or regional faculty, staff, officers or employees of the univer-  
8 sity whose functions, powers, duties and responsibilities relate in whole or  
9 in the major part to community colleges and who have been retained for 1976-  
10 1977 shall be terminated by the University of Alaska and shall be rehired  
11 by the Alaska Community Colleges. The Alaska Commission on Postsecondary  
12 Education shall assist those community college faculty, staff, officers or  
13 employees of the University of Alaska who are not transferred in finding  
14 positions for which they are qualified.

15 \* Sec. 16. TRANSITION: EXISTING COMMUNITY COLLEGES, COOPERATIVE AGREE-  
16 MENTS. The Board of Governors of the Alaska Community Colleges succeeds the  
17 Board of Regents of the University of Alaska as a party to an existing  
18 cooperative agreement between the Board of Regents of the University of  
19 Alaska and a school district, municipality, or an agency of the federal  
20 government, or a nonprofit corporation or association with respect to the  
21 establishment, operation and maintenance of a community college or an exten-  
22 sion center. That agreement in effect on the effective date of this Act  
23 shall remain in effect until its agreed expiration and may be modified or  
24 extended by mutual agreement unless, before the agreed expiration, it is  
25 mutually cancelled by the contracting parties in accordance with law. Nothing  
26 in sec. 1 of this Act affects the status of a community college or extension  
27 center established, maintained and in operation under a cooperative agreement  
28 between the Board of Regents and a school district, municipality or an agency  
29 of the federal government on the effective date of this Act, except that the

1 Board of Governors succeeds to the authority of the Board of Regents and as a  
2 party to that agreement in all respects.

3 \* Sec. 17. This Act takes effect July 1, 1976.  
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SECTION 5

FY86 UA / CC COMPARISONS

BUDGET

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OCCUPATION

In an era of shrinking State revenues, the costs for all segments of Alaskan government must come under scrutiny. The following tables demonstrate graphically that community colleges provide the greatest amount of higher education for Alaskans at the lowest per-unit cost. The data also show how community colleges effectively address the most pressing employment needs of our society. At a time when the State needs to obtain the most benefits for its people at the lowest possible cost, community college education makes sense for Alaska. The community college structure is the model of efficiency in higher education.