

ALASKA LEGISLATURE COMMITTEE FILES 1991-1992 8672  
6870 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

# THE EARTHQUAKE

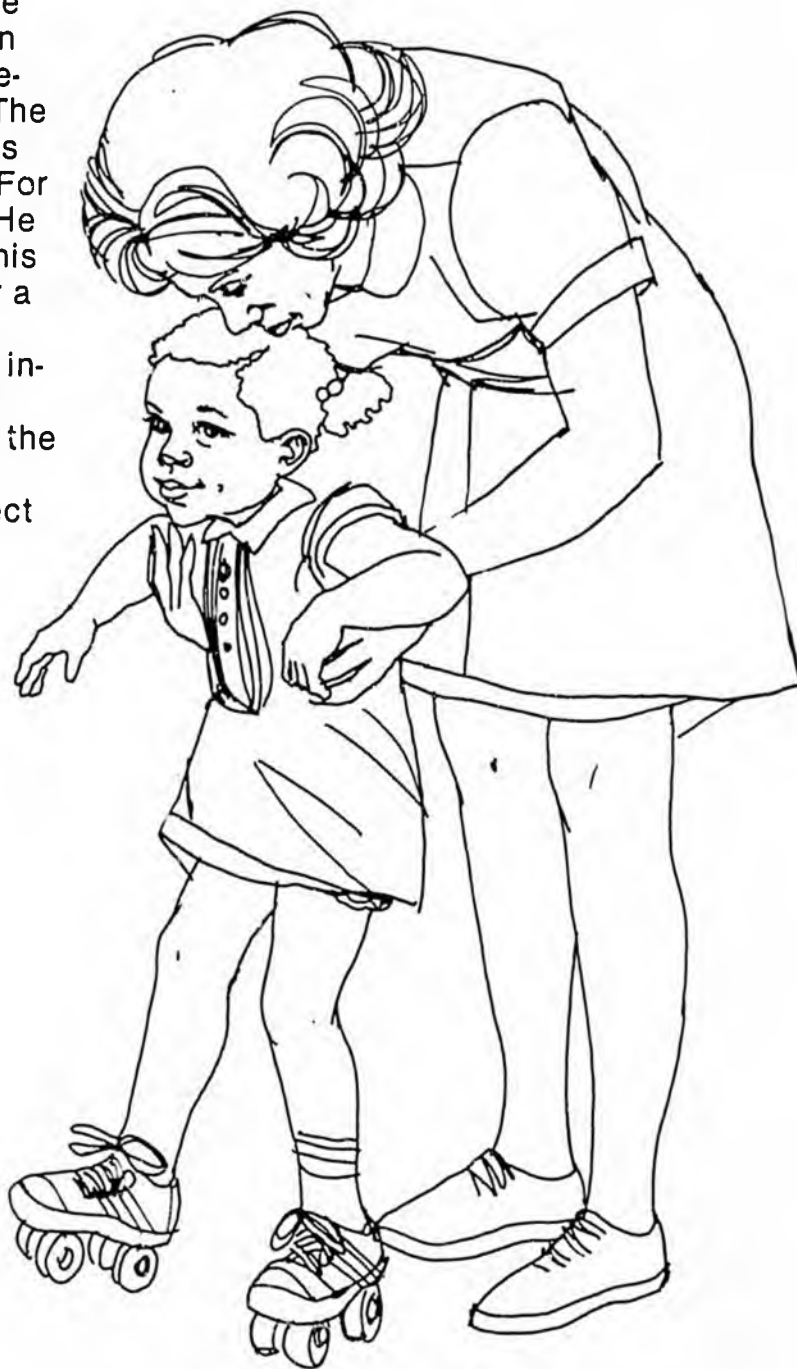
The February 1971 earthquake was one of the most dramatic and unpredictable events that had ever occurred to many children in the Los Angeles area. They were awakened at 5:59 a.m. by a frightening shaking of the earth, their beds rocking—sometimes moving across the room, furniture tumbling over, walls rattling, toys falling off the shelves. In many instances they saw their parents upset and frightened and perhaps clutching them.

An earthquake is a "natural disaster." Other such events are fire, flood, or tornadoes. These are traumatic or frightening events that may occur in some children's lives. These events result in families having to leave their homes and familiar surroundings. A child does not usually understand such events and feels confused, anxious, and frightened.

In the concern for the physical safety of the child and family, attention to and awareness of the emotional consequences to the child are frequently neglected. We cannot control these events. However, they need not result in permanent emotional damage to the child.

## UNDERSTANDING THE CHILD

The course of growing up for the average child consists of certain regularities. For most school age children regularity involves the presence of parents, awakening in the morning, preparing for school, meeting with the same teacher, the same children, playing with friends, sleeping in his own bed, essentially being able to depend on a series of predictable events. The child expects a dependability from adults and certainly from the forces of nature. For the pre-schooler life is much the same. He spends his day within the familiarity of his world, be it at home, with babysitters, or a nursery school, etc. His family remains more or less constant. When there is an interruption in this natural flow of life, the child experiences anxiety and fear. How the adults help the child to resolve these "problem times" may have a lasting effect on the child.



## **FEAR AND ANXIETY**

Fear is a normal reaction to any danger which threatens life or well-being.

What is a child afraid of after a disaster?

He is afraid of recurrence, or injury, or death.

He is afraid of being separated from his family.

He is afraid of being left alone.

Parents should recognize, however, that there are fears that stem from within the child, his imagination or his fantasies, as well as those fears that are stimulated by a real event. Even after the event has passed, his anxiety will sometimes remain. The child may not be able to describe his anxious feelings. Even though he is intensely afraid, he may be genuinely unable to give an explanation that makes rational sense.

The child, who is dependent on adults for love, care, security—even food, fears most the loss of his parents and being left alone. In a disaster, even the child who is usually competent and unafraid may react with fear and considerable anxiety to an event which threatens the family. Since adults also react emotionally with normal and natural fear to disaster, the child becomes terrified, taking parental fears as a proof that the danger is real. A child having less experience in distinguishing a real threat is likely to be plagued by fears with no basis in reality. It is important to note that fantasied danger can be as real and threatening as "real danger."

A child experiences similar fear in other situations; for example, when parents separate, or divorce, when a child goes to the hospital or when there is a death in the family. *Parents all recognize these more familiar fears and attempt to deal with them.*

In natural disasters like fires, floods, tornadoes, or earthquakes, our first concern is with and our first attention goes to physical safety. This is as it should be.

*However, parents tend to ignore the emotional needs of the child once they are relieved that nothing "serious" has happened to members of the family.*

When there has been no physical injury, they may be surprised about the persistence of the child's fears. They may even feel resentment, particularly if the child's behavior disrupts or interferes with the daily routine of the family.

*One must recognize that a child who is afraid is afraid!*

He is not trying to make life more difficult for himself or his parents. His fear is uncomfortable to him. He would like nothing better than to be rid of his fears. If the child feels that parents are not understanding of his fear, he feels ashamed, rejected, unloved and consequently, even *more* afraid.

*A first step for parents is to understand the kinds of fear and anxiety a child experiences.*

Parental understanding and helpful intervention can reduce the severity of fears and can prevent more serious problems from developing. This is not a new role; parents routinely and effectively help children cope with fears encountered in day-to-day situations. However, when an unusual situation occurs, the ability of some parents to reassure their child, particularly when they themselves have been frightened, may be impaired. The child feels even more fearful or anxious when suddenly he is unable to turn to the adults for reassurance.



## **ADVICE TO PARENTS**

**What can parents do to help their child?**

**It is of great importance for the family to remain together.**

Being together with the family provides immediate reassurance to a child. Fears of being abandoned and unprotected are immediately alleviated. For example, immediately after a disaster parents should not leave the child in a "safe" place while they themselves go elsewhere to inspect possible damage. They should not leave the child alone in the evacuation center while they go back to the damaged area; they should not leave the child to go shopping, but should take him along. With no opportunity to experience the fear of being left alone, the child is less likely to develop clinging behavior.

*The child needs reassurance by the parents' words as well as their actions!*

"We are all together and nothing has happened to us."

You don't have to worry, we will look after you."

Realistically, parents are also experiencing fear. However, they have the maturity to cope with the stresses upon them. A demonstration of strength should be apparent to the child who will feel more secure and reassured; however, it will not harm the child to let him know that you are also afraid. As a matter of fact, it is good to put these feelings into words. This sharing will encourage him to talk about his own feelings or fears. Communication is most helpful in reducing the child's anxiety and, for that matter, the adult's anxiety. The child may then express some fears which are not real and the parents will have an opportunity to explore these fears and reassure the child.

*Listen to what the child tells you about his fears.*

*Listen when he tells about how he feels, what he thinks of what has happened.*

*Explain to the child, as well as you can, about the disaster (the fear-inducing event), about the known facts and, again, listen to him.*

A child may express his fears in play or in actions. If these are unrealistic, explain and reassure him. You may have to repeat yourself many times. Don't stop explaining just because you have told him this once before.

*Encourage him to talk.*

The silent child needs to be encouraged to talk. His difficulty in expressing himself may be very frustrating to the parents. It can be helpful to include other members of the family, neighbors, and their children in a talk about reactions to the disaster. Through the sharing of common experiences, fears are further reduced. It is essential that an attempt should be made to provide an atmosphere of acceptance where a child will feel free to talk about his fears (be it at home or at school). Adults are often reluctant to encourage the child to talk about fears and anxieties. They believe that this will only increase the fears and anxieties. Also, parents may feel helpless in reassuring the child, and may be afraid of actually harming the child by continued discussions. Statements like, "I know you are afraid," or, "It is a scary feeling," are helpful and should be used. Being told it is normal and natural to be afraid is also reassuring.



*A child's fears do not need to completely disrupt his and the family's activities.*

It is apparent that there will be important concerns and things to do after a disaster: checking on the damage, cleaning up broken glass or fallen furniture. A child can and should be included in these activities. It is actually reassuring for a child if he is involved with the parent in these jobs. It is reassuring to see progress being made in bringing the house back to order and the routine of the household resumed: meals prepared, dishes washed, beds made, playmates coming over. For the parents of a very young child, the task is more difficult. Such a child may need more physical care, more holding; and this makes it harder for parents to attend to the other things that should be done. Unfortunately, there is no short-cut. If the child's needs are not met, the problem will persist for a longer period.

## **SETTLING DOWN**

When things begin to settle down, after the "excitement" of the event has passed, some degree of lethargy may set in for both the parents and children. It is very important that parents make a deliberate effort to avoid inactivity and to get back to routine.

*Parents should indicate to the child that they are maintaining control: they should be understanding but firm, supportive and make decisions for the child.*

Parents may become appropriately more permissive, but discipline has to be maintained. If the family is evacuated, there will be a delay in a return to normal. Planned activities in such centers will increase the morale of all and prevent immobilization of the child's own resources.

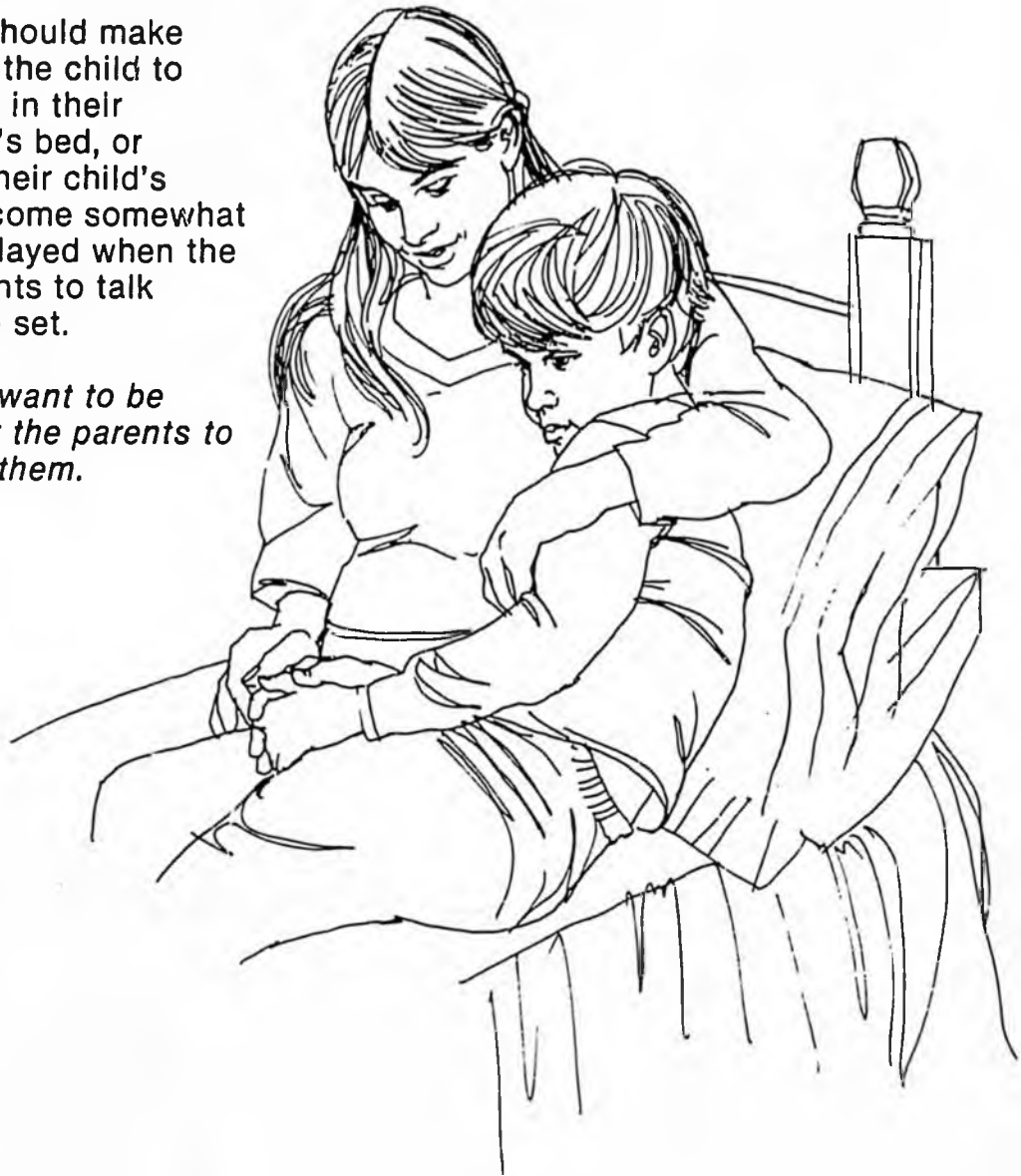
## BEDTIME PROBLEMS

The most frequently reported problem that parents encounter with their children occurs at bedtime.

*The child may refuse to go to his room to sleep by himself. When he does go to bed, he may have difficulty falling asleep. He may wake up often during the night; he may have nightmares.*

Parents question if they should make changes. Should they allow the child to sleep in the parents' bed, or in their bedroom or in another child's bed, or should the parent sleep in their child's room? It is necessary to become somewhat flexible. Bedtime may be delayed when the child is more anxious or wants to talk longer, but a limit should be set.

*It is natural for a child to want to be close to his parents, and for the parents to want to have the child near them.*



Some children, who are more anxious than others, can be allowed to move into a room with another child, or sleep on a mattress in the parents' bedroom. For another child it may be sufficient for the parent, at bedtime, to spend a little extra time in the child's bedroom reassuring him. All such arrangements, however, should return to normal after a few days. The parents and the child together should agree on the day for the return to his own bed (ideally not longer than 3-4 days hence) and the parents should abide by the decision. It is important for the child's independence that the parent be firm about his commitment.

*Parents should also be aware of their own fears and their own uncertainty and of the effect these have upon the child.*

If parents question—Is it going to be safe there? Will he be frightened?—they contribute to the child's continuing fear and his inability to go back to his room. Reassurance with firmness is an effective approach. Getting angry at the child, punishing, spanking, or shouting at him will rarely help. If the child comes out of his room, calmly return him to it and reassure him of your presence nearby. It may be helpful to leave a nightlight on in the room, or in the hall, and leave his door ajar. Spending more time with the child during the day will make him feel more secure in the evening and at night.

## **SPECIFIC FEARS**

Following a traumatic event, such as a natural disaster, irrational fears may develop in which some particular thing or situation evokes great anxiety to the point of panic, and is, therefore, strongly avoided. The child may become afraid of beds, his house, or darkness. A younger child may explain that imaginary monsters are threatening him. An older child may be afraid to go to school or even to leave his home. Reassurance to the younger child regarding monsters can be done by words, explanations, pointing out to the child the difference between his fantasy and reality. With school phobias (refusal to go to school), it is essential to see to it that the child gets to school. In this instance, firmness is necessary and the child should know that you do expect him to attend school. The teacher or the school counselor can be of help to you.

## **REGRESSIVE BEHAVIOR**

A child may sometimes revert to "childish" behavior which he has outgrown. Wetting his bed, clinging to the parents, thumb sucking, and other problems may occur temporarily, and should not alarm parents. They are normally of short duration. These behaviors are only signs of the child's anxiety, and parents' acceptance will reassure the child and shorten the duration of such behaviors. When parents over-react to these behavior patterns (become over-concerned, punish, or nag the child) these symptoms will persist much longer.

*Children respond to praise, and parents should make a deliberate effort not to focus upon the child's immature behavior.*

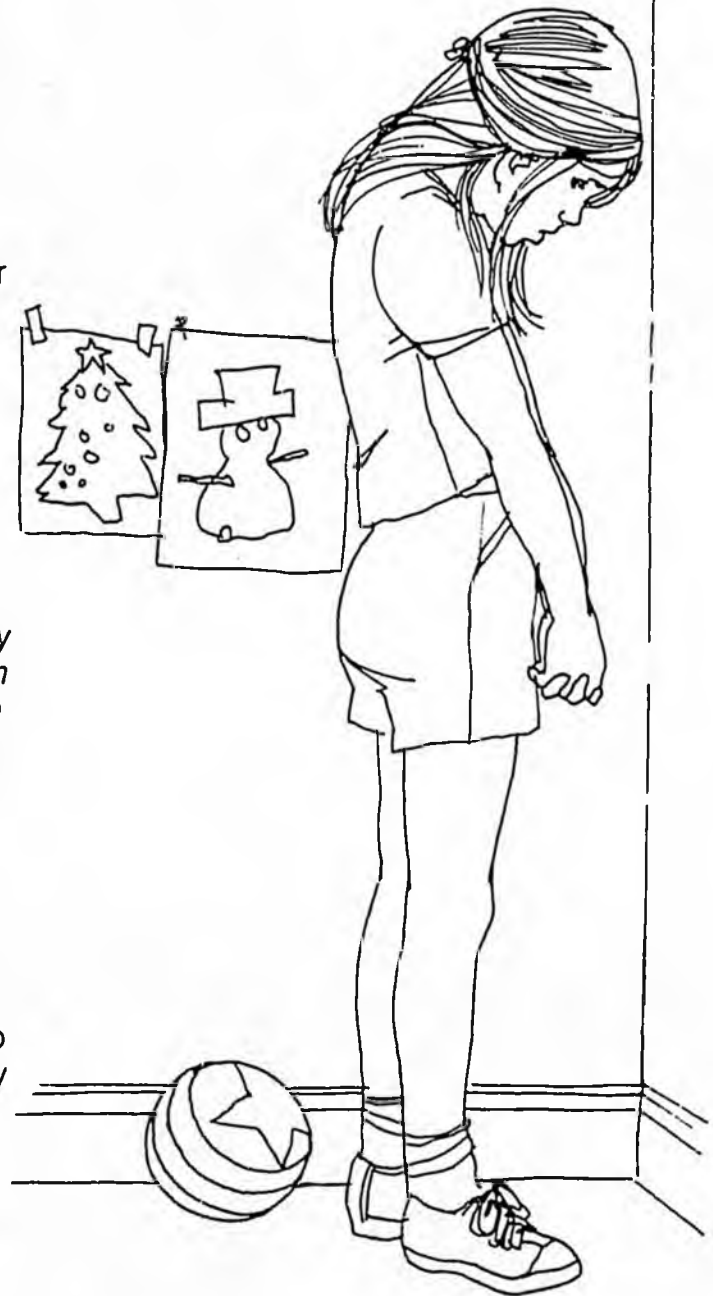
## HOW CAN THE PARENTS RECOGNIZE WHEN TO SEEK PROFESSIONAL HELP?

Most parents are capable of helping their child overcome fears and anxiety. However, it is not a sign of failure if the parents find that they are unable to help their child by themselves. A telephone call to a pediatrician, family physician, the local mental health center or clinic could be helpful. In some cases, advice can be given on the telephone. In other instances, parents will be counseled to bring their child for an interview. In cases of severe anxiety, early action will result in a return to normal. Parents will recognize rather soon whether or not their attempts to help their child have been successful.

*If the sleeping problem continues for more than a few nights, if the clinging behavior does not diminish, if the fears become worse, it is time to ask for professional advice.*

*Mental health professionals are specially trained to help people in distress. They can help parents cope with and understand the unusual reactions of their child. By talking to the parents and child either individually or in groups, a child's fears can be overcome more easily.*

Some parents are reluctant to consider seeking the help of a mental health professional or a clinic. However, more and more people are becoming aware that there is no stigma attached to seeking help. It is a way to avoid severe problems.



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**SCHOOL EMERGENCY PREPAREDNESS**

A Summary of Emergency Preparedness Activities Implemented by the  
Disaster Preparedness Commission

New York State Disaster Preparedness Commission

October 1991

C O N T E N T S

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2. Emergency Plans Reviewed by the School Emergency Preparedness Working Group
3. BOCES Emergency Planning Survey
4. BOCES Emergency Notification Survey
5. Survey of County Emergency Management Offices on School Emergency Planning
6. DPC Agency Comments on School Emergency Preparedness Report

Attachments:

1. Section 155.13 of the Commissioner of Education's Regulations
2. "Planning Manual and Guidelines for School Emergency/ Disaster Preparedness Plans"
3. "Checklist for School Emergency Plans"
4. "Exercising School Emergency Plans"

## EXECUTIVE SUMMARY

The devastating loss of the lives of nine children due to a wall collapse at the East Coldenham School, in Orange County, on November 16, 1989 tragically spotlighted the need for improved emergency preparedness in schools. Beginning in the mid-1980's, the Chairman of the Disaster Preparedness Commission (DPC) and the Commissioner of the State Education Department (SED) indicated that this is an issue of vital concern. This concern culminated in the issuance of Section 155.13 of the Commissioner of Education's Regulations, effective April 7, 1989, which strengthened the emergency management ties between education agencies and other local government entities and required local school districts and Boards of Cooperative Educational Services (BOCES) to have emergency plans developed by October 1, 1990.

The East Coldenham disaster heightened public awareness of the importance of school emergency preparedness. In response to this terrible tragedy, the DPC Chairman authorized the State Emergency Management Office (SEMO) to form a Working Group, in conjunction with the Education Department, to implement the DPC's school safety initiative.

Since March 1990, the School Emergency Preparedness Working Group has initiated a number of emergency readiness and response activities. These included: the conduct of meetings among SED, SEMO and other DPC member agencies; the update of SED's Emergency Planning Manual; the development of a checklist for school emergency plans; the presentation of a series of seminars on school emergency preparedness; the initiation of two school emergency planning pilot projects; the conduct of surveys of BOCES safety and health managers; review and comment on school plans submitted by local school or BOCES districts; the development of a brochure on conducting tests of school emergency plans; and the establishment of a school exercise pilot project. Presently, a videotape on conducting school emergency drills is in production.

Four surveys of BOCES safety and health managers were conducted between July 1990 and June 1991. The responses to these surveys have been analyzed by the Working Group and helped to form the basis for a series of conclusions and recommendations.

Among the conclusions reached are:

- At least 10% of the school districts risk losing critical funding administered by the Education Department because they have not completed and tested emergency plans.
- The adequacy of school emergency plans cannot be affirmed, with confidence, by the State.
- The involvement of private educational facilities in the emergency planning process is not uniformly high.
- While New York City is exempted from the SED regulation, school officials there have shown interest in increasing their focus on emergency management.

- The American Red Cross has encountered difficulties in formalizing emergency shelter agreements with some school district leaders.
- The present school emergency warning system often requires a minimum of one hour to convey urgent information from the National Weather Service to potentially affected schools.
- The degree of involvement among BOCES districts as emergency response coordinators for the education network varies from region to region.
- Many schools have no formal procedures with local public safety agencies regarding emergency warnings.
- A majority of school drills occur without the participation of local governments and emergency services groups.

The Working Group recognizes that, in these financially trying times it may be difficult for school districts to commit funds to non-classroom activities. Nevertheless, for the sake of students and school employees alike, school safety must remain a priority.

The Working Group makes a number of recommendations involving the Disaster Preparedness Commission, the State Education Department, the State Emergency Management Office, local school districts and local emergency management offices. They are:

A. Disaster Preparedness Commission:

1. The DPC should continue to monitor school emergency management issues.
2. The DPC should continue to encourage the active participation of State agencies in school emergency management activities.

B. State Education Department:

1. Given the scope of the Commissioner's regulation, the Education Department should expand its level of emergency management services to school districts and should dedicate staff, full time, to emergency management.
2. The Education Department should more actively monitor the status of school emergency management activities statewide.
3. The BOCES districts should be encouraged to implement innovative methods of assuring efficient emergency warnings to schools.
4. The Commissioner of Education's Regulations should be amended to require that BOCES and school district emergency plans be submitted to and reviewed by the State.

C. State Emergency Management Office:

1. SEMO should continue to work with the State Education Department to assist in the training of SED personnel in all aspects of emergency management.
2. SEMO should take steps to ensure that local emergency management offices fully participate in the school planning and training effort.

D. Local School Districts:

1. Each school district must ensure that it has complied with all provisions of Section 155.13 of the Commissioner of Education's Regulations.
2. A special effort should be made to ensure that effective emergency notification procedures exist for all school districts and individual schools.
3. School district officials should fully integrate those private schools within their boundaries into the district's emergency management activities.
4. Municipal and local emergency officials should concur in and receive copies of school district emergency plans.
5. School districts should have their emergency plans reviewed by State or local emergency management officials.

E. Local Emergency Management Offices:

1. Local emergency management offices should be fully involved in the emergency management activities of all school districts within their jurisdictions.

I.

## I N T R O D U C T I O N

The tragic collapse of a wall at the East Coldenham School in Orange County on November 16, 1989, killing nine children, focused attention on the subject of school safety and the necessity of integrating the emergency response capabilities of education agencies and local municipalities. Pictures of the incident disseminated by the media portrayed the horror of frightened children, grieving parents, and stunned emergency responders. Sad and predictable questions of "Why did it happen?" and "Could the tragedy have been avoided?" continue to haunt residents of that community.

At the time of the disaster in East Coldenham, New York's school districts and local emergency services groups were beginning the process of complying with a comprehensive State Education Department (SED) regulation on school emergency management. Effective April 7, 1989, Section 155.13 of the Regulations of the Commissioner of Education (Attachment 1) placed new requirements on the state's 41 Boards of Cooperative Educational Services (BOCES) (Appendix 1) and the more than 700 local school districts\*. The regulation mandated: the development of emergency plans, in consultation with host municipal governments and local emergency response agencies, by October 1, 1990; cooperation with appropriate government agencies in developing agreements for the use of school-owned facilities and vehicles during emergencies; relinquishing control of facilities and other resources to the State and county in accordance with county emergency plans; conducting annual drills on elements of emergency procedures; and the incorporation of non-public schools into district emergency response structures.

Section 155.13 had its origins in the mid-1980's, when then-Education Commissioner Gordon Ambach and Disaster Preparedness Commission (DPC) Chairman David Axelrod jointly initiated discussions on the need for improved school emergency preparedness. Major crisis situations, such as Hurricane Gloria in 1985, further underscored the need for better planning and stronger emergency management ties between education and other government agencies. Finally, in early 1989, the Board of Regents' passage of the emergency management regulation affirmed Commissioner Thomas Sobol's concern for an improved level of school emergency readiness and his commitment to integrating his agency's efforts with those of the DPC.

As the Education Department began the task of implementing the new regulation, it became apparent that the expertise of the DPC, and the relationships of its member agencies with local public safety organizations, would be required. The catastrophe at the East Coldenham School reinforced the need for a multi-agency effort in support of SED. On the heels of the Commission's January 1990 report on the East Coldenham disaster, DPC Chairman Axelrod authorized the State Emergency Management Office (SEMO) to form a Working Group, in conjunction with the Education Department, to assist the State's education community, county and municipal governments, and local emergency services providers in improving the level of school emergency preparedness.

\*New York City schools, exempt from this regulation, are required to develop emergency plans under City Board of Education policy.

Beginning in March 1990, a team of seven SEMO staff members was assigned on a part-time basis to implement the DPC's school safety initiative. Since then, the Working Group has been active in a number of emergency planning, training and response activities. It has consulted with and implemented the recommendations of DPC-member agencies, Federal and local government managers, education officials, and representatives of private associations. It has truly been a collegial effort.

H B

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HB 562 "An Act establishing the Alaska Community College system;  
and providing for an effective date."

Fiscal Note (spring lilac) - University of Alaska

1. Committee Report - State Affairs (4/24/92)
2. Summary of HB 562 - The Alaska Community College Plan
3. A Prospectus for the Establishment of Alaska State University
4. Alaska Community Colleges' Federation of Teachers letter,  
3/30/92 with 5 attachments
5. Models (13 pages)
6. Written Support for HB 562

FISCAL NOTE

STATE OF ALASKA  
1992 LEGISLATIVE SESSION

BILL NO. HB 562

Revision Date: Department Affected: University of Alaska  
 Title: "An Act establishing the Alaska community college BRU: New  
 system; and providing for an effective date" Component: New  
 Sponsor: House C & RA Committee by Request  
 Requestor: Component Serial No. New

Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY93	FY94	FY95	FY96	FY97	FY98
PERSONAL SERVICES	2,961.2	3,050.0	3,141.5	3,235.8	3,332.9	3,432.8
TRAVEL	168.9	177.3	186.2	195.5	205.3	215.6
CONTRACTUAL	1,109.0	1,164.5	1,222.7	1,283.8	1,348.0	1,415.4
SUPPLIES	435.5	457.3	480.1	504.1	529.4	555.8
EQUIPMENT	430.0	451.5	474.1	497.8	522.7	548.8
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	5,104.6	5,300.6	5,504.6	5,717.0	5,938.2	6,168.4

CAPITAL						
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REVENUE						
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FUNDING: (Thousands of Dollars)						
GENERAL FUND	5,104.6	5,300.6	5,504.6	5,717.0	5,938.2	6,168.4
FEDERAL FUNDS						
OTHER						
TOTAL	5,104.6	5,300.6	5,504.6	5,717.0	5,938.2	6,168.4

POSITIONS:						
FULL-TIME	43	43	43	43	43	43
PART-TIME						
TEMPORARY						

Estimate of current year impact: None

ANALYSIS: (Attach a separate page if necessary.)

Prepared by: Marsha Hubbard, Director *M. Hubbard* Phone: 474-7593  
 Division: Statewide Budget Office Date: 3/30/92

Approved by: Wendy Redman, Vice President for University Relations *W. Redman*  
 Agency: University of Alaska Date: 3/30/92

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, OMB, & Impacted Agency(ies).

Fiscal Note Analysis: HB562

		Total	P/S	Travel	Contracts	Supplies	Equip	Total	Description
Board of Trustees (includes administrative secretary, trustees travel per diem, meeting space, legal ads, support costs)	1 PFT	\$119.2	\$46.8 \$0.0	\$3.0 \$39.9	\$5.0 \$9.0	\$5.0 \$0.5	\$10.0 \$0.0	\$69.8 \$49.4	New Position Costs 6 Trustee Meetings
Chancellor (includes Chancellor, exec secretary, assistant to the Chancellor, support costs)	3 PFT	\$390.6	\$300.6	\$30.0	\$15.0	\$15.0	\$30.0	\$390.6	New Position Costs
Financial Administration (includes chief procurement officer, accounting budget personnel, and support costs.)	5 PFT	\$591.2	\$291.2	\$15.0	\$25.0 \$135.0	\$25.0 \$50.0	\$50.0	\$406.2 \$185.0	New Position Costs Other support svcs
Data Processing (includes administrative & academic computing computing directors, programmers, network operations, systems development, hardware and software maintenance, network charges, support)	14 PFT	\$1,709.0	\$1,019.0	\$10.0	\$70.0 \$300.0	\$70.0 \$100.0	\$140.0	\$1,309.0 \$400.0	New Position Costs Other support svcs
Payroll (includes payroll manager, payroll clerks, and support costs.)	4 PFT	\$392.0	\$157.0	\$5.0	\$20.0 \$100.0	\$20.0 \$50.0	\$40.0	\$242.0 \$150.0	New Position Costs Other support svcs
Facilities Planning and Construction (includes architect, planners, fiscal officer and support costs)	6 PFT	\$617.2	\$407.2	\$20.0	\$30.0 \$50.0	\$30.0 \$20.0	\$60.0	\$547.2 \$70.0	New Position Costs Other support svcs
Legal Services (includes general counsel, administrative assistant contractual funds, and support costs)	2 PFT	\$385.4	\$235.4	\$10.0	\$10.0 \$100.0	\$10.0	\$20.0	\$285.4 \$100.0	New Position Costs Other support svcs
Risk Management (includes risk manger, secretary, contractual funds, support costs)	2 PFT	\$265.8	\$122.8	\$3.0	\$10.0 \$100.0	\$10.0	\$20.0	\$165.8 \$100.0	New Position Costs Other support svcs
Property Control (includes property officer, secretary, support costs)	2 PFT	\$139.2	\$96.2	\$3.0	\$10.0	\$10.0	\$20.0	\$139.2	New Position Costs Other support svcs
Labor Relations (includes labor relations manager, support costs)	1 PFT	\$105.0	\$75.0	\$10.0	\$5.0	\$5.0	\$10.0	\$105.0	New Position Costs Other support svcs
Internal and External Audit (includes internal auditor, contractual funds for external audit, and support costs)	1 PFT	\$206.0	\$76.0	\$10.0	\$5.0 \$100.0	\$5.0	\$10.0	\$106.0 \$100.0	New Position Costs Other support svcs
Institutional Research (includes reserchers, support costs)	2 PFT	\$184.0	\$134.0	\$10.0	\$10.0	\$10.0	\$20.0	\$184.0	New Position Costs Other support svcs
Total	43 0	\$5,104.6	\$2,961.2	\$168.9	\$1,109.0	\$435.5	\$430.0	\$5,104.6	

(7)  
Date Referred: March 18, 1992

HOUSE COMMITTEE REPORT  
FURTHER REFERRALS:

HES  
Finance

Date of Committee Action: 4/24/92

The STATE AFFAIRS Committee considered:

HB 562

HOUSE BILL NO. 562

ESTABLISH COMMUNITY COLLEGE SYSTEM

"An Act establishing the Alaska community college system; and providing for an effective date."

RECOMMENDATIONS:  the same title  
 be replaced with \_\_\_\_\_  a new title

have attached amendments(s)  
 do pass  
 do not pass  
 no recommendations  
 individual recommendations  
 additional referral to the \_\_\_\_\_ Committee

ADOPTS: \_\_\_\_\_ letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept)

APPROVES PREVIOUS: (Dept/Date)

fiscal impact 11 of A

fiscal note(s) \_\_\_\_\_

zero fiscal note \_\_\_\_\_

zero fiscal note(s) \_\_\_\_\_

SIGNING <u>DO</u> PASS	DP	OTHER RECOMMENDATIONS	DNP	NR	AM
<i>[Signature]</i>		<i>[Signature]</i> ISAKZIL		<input checked="" type="checkbox"/>	
<i>[Signature]</i>		<i>[Signature]</i> MOYER		<input checked="" type="checkbox"/>	
<i>[Signature]</i>		<i>[Signature]</i>		<input checked="" type="checkbox"/>	
<i>[Signature]</i>					

*[Signature]*  
CHAIRMAN'S SIGNATURE

# THE ALASKA COMMUNITY COLLEGE PLAN: PROPOSED LEGISLATION 1992

## PURPOSE:

The proposed legislation would establish a comprehensive, state-wide community college system capable of offering degree and non-degree programs of post secondary 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 Post secondary 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 post secondary instruction, counseling and advising, job placement and other activities designed to meet the needs of the local 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 needs in today's Alaskan society;

D) Development of educational courses and programs as an outreach of the community colleges into rural Alaska, including off-campus student 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 site. A central service organization of 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 local 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.

#### 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 community college, an extension center or off-campus instruction through an outreach program.

#### TRANSFERABILITY OF CREDITS:

The Alaska Commission of Post secondary 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 statewide unit.

# A PROSPECTUS FOR THE ESTABLISHMENT OF ALASKA STATE UNIVERSITY

- WHY:** Higher education in Alaska is in a state of flux as it attempts to respond to increasing demands during a time of limited resources. As the economic opportunities across the state change, so must the educational institutions. Educational services must be provided in the settings and forms in which they are most needed, and this must be done in a cost-effective manner with minimal duplication of effort. A statewide institution is needed to integrate and coordinate the delivery of higher education services throughout the state beyond the major urban campuses in Fairbanks and Anchorage, and particularly to rural Alaska. One consolidated larger institution specifically dedicated to provide such services will be better equipped to perform the necessary functions than several smaller disparate units.
- WHAT:** The Alaska State University would function as a service-oriented institution, focusing on outreach programs of teaching, community service and applied research in response to the immediate and long-term needs of communities and regions across the state. An integrated distance delivery system would be established linking all the regional and urban campuses with each other and with the communities where the programs and services are needed. Through cooperative arrangements with UAF and UAA, resources from the urban campuses would be made available to rural communities, and expertise from outlying areas would be made available to students and programs on the urban campuses. Alaska State University could also be the arm of the public university system responsible for linking with the emerging Tribal Colleges in the development of improved educational opportunities for Alaska Native people throughout the state.
- WHO:** The Alaska State University would be a new institution made up of compatible elements of the existing system. The core of the new institution would be formed by merging the various rural campuses, programs and centers that make up the College of Rural Alaska and Cooperative Extension Service at UAF, with the campuses, programs and infrastructure that currently serve as the University of Alaska Southeast. These consolidated units, including the eight campuses (Chukchi, Northwest, Kuskokwim, Bristol Bay, Interior, Juneau, Sitka and Ketchikan) and the various programs (developmental, vocational, undergraduate, graduate and extension) would form a newly constituted institution. As such, Alaska State University would be of sufficient scope and critical mass of faculty and resources to be able to increase the breadth and depth of university services to the state within the limits of existing resources, while preserving and enhancing the missions of the constituent units. In addition, other related elements of the UA system may wish to be considered for inclusion in the new unit, e.g., Prince William Sound Community College, the distance education office of the UA statewide administration, etc.
- WHERE:** As an institution with statewide service responsibilities, the Alaska State University would continue to maintain a statewide presence through the regional campuses, extension centers and an enhanced distance delivery system. The central administration would be housed in Juneau to utilize the academic and administrative support structure that is already in place at UAS and can be readily linked with the existing CRA and CES organizational frameworks.
- HOW:** Alaska State University can be formally established through action of the UA Board of Regents approving the parameters of the new institution in concept, and directing the faculty, administration and constituent councils to prepare a detailed plan to be reviewed by the Board.
- WHEN:** The Board of Regents could take action on the concept as early as its April, 1992 meeting and request a report in time to begin implementation of the new plan during the 1992-93 academic year. In the meantime, the constituent elements that would make up the Alaska State University should remain intact so their missions and services can be carried forward and merged into the new institution.

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



# federation of teachers

2533 providence, anchorage, alaska 99508-4670, (907) 562-2660

March 30, 1992

House State Affairs Committee  
Representative Kubina, Chair  
Representative Moyer, Vice Chair  
Representatives Bruckman, Choquette, Gruenberg, Baker,  
Miller.

Re: HB 562 "An Act establishing the Alaska Community College system.

We appreciate this opportunity to address the committee on the need for a separate community college system for Alaska.

At the time the University of Alaska destroyed the community colleges in 1987, most of the country was taking advantage of the cost effectiveness of their community colleges by expending a greater portion of their higher education dollars into their community colleges.

Despite the fact that in 1987 the public testimony, which the University belatedly solicited, was overwhelmingly opposed to the dismantling of the community colleges, the University forged ahead with promises to students, legislators and the citizens that they would maintain and strengthen the programs of the community colleges, offer more and more varied courses and keep costs down with their new, improved system. It was argued that the University deserved a chance to carry out this experiment in offering more for less.

The experiment has failed. Instead of the promised results, in fact, the University offers less and costs more. All across the state the University offers fewer courses, has shifted large numbers of courses to so-called self support status which effectively increases their cost, has dramatically raised public tuition and course fees and has clearly failed to deliver on its promise of continuing the community college programs of flexible educational offerings responsible to the needs of the local community it is supposed to serve.

Now the University faces an internal revolution in the former community college sites across the state (see attached rural college reports #1,2), disarray in its delivery of vocational-technical programs and mounting evidence that the experiment has failed to preserve the community college mission in the major urban centers (#3,4,5).

alaska community colleges'

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

anchorage  
betnel  
fairbanks  
junEAU/souglas  
kenai/salcedo  
ketchikan  
kotlik  
kotzebue  
nome  
palmer/wasilla  
sitka/sand's  
valdez

Today, as the State faces the necessity for cuts in all areas of state spending, it is imperative that we face the fact that the promises have not been kept, cannot be kept. The experiment has failed. The obvious solution is to reinstitute the community college system with its historic local initiative, community control and cost effectiveness. The community colleges have a viable, and well deserved reputation for high quality, low cost, student centered, community-responsive programs of higher education which can provide practical and valuable education for tens of thousands of our citizens at rock bottom cost.

As Alaska looks to a future of lower budgets, this single step may represent our only opportunity to save a great deal of money while, at the same time providing even greater services to our communities across the state. We urge your support for House Bill 562, and for a more practical and economical future.

Sincerely,

*Ralph Mc Grath*

Ralph Mc Grath, President  
ACCFT

## MEMORANDUM

TO: Joan K. Wadlow, Chancellor  
University of Alaska Fairbanks

FROM: Rural Campuses Committee  
*Ralph Gabrielli*  
Ralph Gabrielli, Chair, Associate Dean, CRA  
Oscar Alexie, Research Associate, Kuskokwim Campus  
Nancy Ayagarak, Developmental Faculty, Kuskokwim Campus  
Sophie Barnes, Research Associate, Kuskokwim Campus  
Claudette Bradley, Asst. Professor, Interior Campus  
Taylor Bresford, Assistant Professor, Bristol Bay Campus  
Rhonda Curwen, VocTech Advisory Council, Fairbanks  
Patrick Dubbs, Head, Rural Development, Fairbanks  
Larry Duffy, Associate Professor, Chemistry, Fairbanks  
Gary Gislason, Professor, Math, Fairbanks  
Mary Ann Haugen, CRA Student Representative, Unalakleet  
Clara Johnson, Director, Interior Campus  
Lynn Johnson, Director, Chukchi Campus  
May Kenworthy, Business Manager, Chukchi Campus  
Dorothy Larson, Chair, CRA Council  
Cecilia Martz, Asst. Professor, Kuskokwim Campus  
Nancy Mendenhall, Director, Northwest Campus  
Perry Mendenhall, Instructor, Northwest Campus  
Maynard Perkins, Instructor, Northwest Campus  
Lucy Sparck, Assoc. Professor, Kuskokwim Campus  
Jim Stricks, Director, Center for Distance Education  
David Williams, Acting Director, Kuskokwim Campus  
Peggy Wood, Director, Bristol Bay Campus

DATE: February 14, 1992

RE: Report of the Rural Campuses Committee

In September the committee was charged to:

1. Recommend a structure for allowing the placement of extended and rural campus-based and service programs in one unit that would best meet the mission of extending services and programs to the rural areas. This will include the structures for relationships among the rural campuses. The recommended

structure should advance the UAF mandate to serve rural Alaska with at least one option which describes a structure without baccalaureate degree programs. The recommendation might identify programs housed elsewhere at UAF that might benefit the new configuration and benefit from it.

2. Recommend a mechanism to provide rural students access to resources throughout UAF.
3. Recommend mechanisms for the rural campuses and programs to relate to and get advice from rural communities—e.g., an advisory body.
4. Recommend curricula and governance mechanisms that will give rural campuses more autonomy in addressing community needs while ensuring that all certificates and degrees are an integral part of UAF.
5. To identify other issues that need resolution or opportunities that should be addressed prior to implementing a reconfiguration and the steps that are needed.
6. To indicate the type of leadership and academic support needs for the recommended organizational structure. Consistent with current projections about declining state revenue, the recommendations should not call for additional financial resources.

The committee has developed two possible models and has outlined some sub-models which especially address the charges relating to structure and leadership (charges 1 and 6). The remaining charges (2, 3, 4 and 5) are addressed separately. This work was undertaken in a climate of program review in which the College of Rural Alaska may now be assessed 20% of the total UAF budget target; in which vice chancellors have recommended a consolidation of rural units into a miscellany of extended services units; and in which rural initiatives—once the capstone of the UAF mission—have been relegated to the lowest priorities listed on the UAF Vision Statement for the Year 2000. These developments have emerged since the committee was charged with its mission. Their potential consequences may mightily effect the continued health of the university's rural mission. Thus, although the formal charges and related discussions either specifically or by implication have discouraged both a "separate MAU" option and a "remain as is" option, both are listed here.

A strong consensus exists in the committee that Model #1—the separate MAU—is the only way to ensure that the community college mission and rural focus will flourish. To a lesser extent, the committee also supports Model #2 which calls for a continuation of CRA as it currently exists until the end of fiscal year 1993. During that time, some promising models which the committee has been unable to develop fully would be discussed further. One such model would place the rural elements of CRA under the University of Alaska Anchorage. Another such model creates a separate administrative unit that would report directly to the UAF chancellor and that may be the best alternative under UAF for the protection of the university's rural focus.

The committee also reviewed a third construct: the Extended Services Model provided by the vice chancellors as a possible program review consolidation. The committee is unanimous in its belief that with this model, UAF would lose the credibility and support

of the rural and Native population, which has been recently damaged and which we are all trying so hard to regain.

Whichever model is chosen, some concerns have emerged:

1. It is felt that UAF attention to rural education, campuses, faculty, constituents, communities, and programs has dimmed and must be rekindled.
2. It is believed that agreements reached at the time of university restructure with then President O'Dowd, then Chancellor O'Rourke and others to the effect that rural campus/former CCREE unit budgets would not be used to support the needs of the Fairbanks campus are being violated. These agreements must be honored; CRA rural unit budgets must not be reduced more than proportionately based upon FY'92 continuation levels.
3. At the time of restructure, it was also agreed that the Community College mission would be preserved in UAF and that the College of Rural Alaska would be the instrument of its preservation. It is widely perceived that this agreement is now in jeopardy.
4. It is believed that the rural units are viewed as troublesome and unproductive despite program review data that contradicts the latter characterization in terms of numbers of graduates by major (CHAP certificate and A.A. degree) and overall number of majors (112 A.A. majors). With respect to the former, the rural campuses do strongly desire resolution of issues which developed with restructure and which have never been acceptably resolved. These include course and program autonomy, ability of bi-parite faculty to participate fully in the faculty rank and tenure system, and generally, the ability to be responsive to community and local needs when these compete with more traditional academic goals.

It is the hope of the committee that as discussions continue and as decisions about the rural units are made, the causes of these perceptions may be mitigated, and the reasons for these concerns may be removed.

The committee thanks you for your attention to this report.

RG:dre



**KUSKOKWIM CAMPUS**  
P.O. Box 388  
Bethel, AK 99559

January 20, 1992

Dr. Jerome Komisar  
President University of Alaska  
202 Butrovich Building  
Fairbanks, AK 99775

Dear Dr. Komisar,

I am writing you out of a feeling of frustration with a system which I sincerely feel is unable to address the need for post-secondary education in western rural Alaska. Specifically, I am deeply concerned about the relationship of the Kuskokwim Campus to the University of Alaska Fairbanks. Despite the public rhetoric to the contrary, the system is not working. Aside from the ability to offer UAF courses which articulate directly into UAF programs, there has been very little benefit to the people of the Yukon-Kuskokwim Delta. As I see it, the problem cannot be attributed to either UAF or the Kuskokwim Campus, rather it is the result of a well meaning attempt to combine the philosophy of a small rural community college with that of a much larger, nationally and internationally orientated, urban research institution.

Ideally, rural Alaska should have benefited from the merger of the former community colleges in western Alaska with UAF. As teaching institutions the community colleges had no research agenda which resulted in very little of what they were doing being disseminated to those who might learn from their experience. Conversely there was little opportunity for the larger institutions to provide the results of their expertise to rural regions of the state. By all rights there should have been a free exchange of faculty and information between campuses and the entire state should have benefited. This has not happened. Human beings tend to defy expectations. There has been a real reluctance on the part of UAF faculty and administration to want to deal with or even recognize the fact that UAF now has a rural mission.

This is not at all unusual and numerous cases can be cited from the business world where large corporations take over small businesses for their assets. Although this was a forced merger the resulting actions have been the same. The rural campuses are small, remote and unseen, have primarily non-traditional students, and are lumped together in such a fashion that although each has a different clientele and different needs, only one voice is heard at the corporate headquarters in Fairbanks. Because of this, it is very easy to make decisions without considering their effects upon the remote units. When it is not necessary to look a remote staff member in the eye at a meeting, which that employee can not attend because of restrictions on both time and budget, it is expedient to put rural concerns at the bottom of the pile both administratively and academically.

I think it important to note that of the 22 members selected to the UAF strategic planning committee, only two reside in rural Alaska and that the only rural representative on the UAF promotion and tenure committee is forced to make a decision which affects the lives of others based upon documents kept in a locked room in Signer's Hall on the UAF campus. These are indicative of the continuing one-way relationship between UAF and its rural components.

University of Alaska Fairbanks

The decision to restructure the University was arrived at during a time of crisis, something had to be done and right or wrong, decisions were made. In the case of the then three remote units of western Alaska, Kuskokwim, Northwest, and Chukchi, there was strong opposition from faculty, administration, and the communities which they served. The fear was that once administered from a larger campus, the community college mission would be lost, budgets would be slowly eroded to meet the needs of the larger campus, and that University programs would become more important than meeting the course needs of the regions in which the campuses are located. To a large extent this has happened.

Chukchi and Northwest have all but lost their ability to provide non-credit, community education/development courses and Kuskokwim may lose this aspect of its mission in the very near future. Additionally, community oriented, personal/career development, non-degree courses have been sharply reduced at both Northwest and Chukchi and are no longer offered in the villages of Kuskokwim's region. With the loss of the ability to provide these educational services these campuses no longer maintain a community college mission. Support for these community oriented programs exists in the UA six-year plan, the mission statements of the University of Alaska Fairbanks and the College of Rural Alaska, and in verbal statements at all levels, however, reality is something different. The majority of the people in rural Alaska want and need knowledge. They do not necessarily want and need degrees or credits and yet almost all evaluations of the rural campuses are based upon credit production and program completion.

Last fall's UAF budget shortfall, the present UAF program review process, and the UAF strategic planning approach have already reduced and/or threaten to reduce the rural campus budgets to meet the needs of the larger campus. With evaluative processes which do not adequately address the unique educational needs of rural Alaska and a lack of empathy for and understanding of rural concerns, rural campuses will continue to have their budgets eroded.

Prior to 1987 the Kuskokwim Campus considered itself a broker of post-secondary education. With many students coming onto the campus lacking an understanding of post-secondary opportunities and having no real sense of the Western Culture's world of work, the Kuskokwim campus strove to provide students with the needed social and academic skills which would enable them to either acquire desired academic and vocational skills, obtain an associate degree and/or transfer to a post-secondary educational institution which offered them the programs they sought. Care was taken to maximize transferability of credits with no particular allegiance to any particular urban campus or community college thus assuring students of opportunities to enter into programs which best met their individual needs. Although the UAF XCED program was located on the Kuskokwim Campus, there was no concentration of emphasis on enrolling students in that program. Since 1987 this has changed. The lower division requirements of the XCED program have become a prime factor in determining course offerings. As a part of UAF, offering UAF courses, the campus has lost the flexibility required to provide students with needed academic preparation to transfer to programs at institutions other than UAF without their coursework being moved into the elective category. Rather than being driven by the needs of the people of the region, the campus is becoming driven by the needs of UAF programs and subsequently has ceased to be a community college.

This program versus community orientation dilemma is further inflamed by the juxtaposition of programs and campuses within the College of Rural Alaska. A campus is basically a self contained unit with one budget allocation to cover everything from the physical plant to instruction and an increase in the cost of fuel oil can have a direct effect upon the number of courses offered during the academic year. Within its

allocation, a campus establishes a budget based upon the needs of all campus components. This is not true for departments which do not have to deal with support components such as libraries, student services, and physical plants. There is little realization on the part of academic departments that there is a point at which cuts to support services mean cuts to academic programs on the rural campuses. A possible solution would be to place each component under the appropriate vice chancellor, however, this would only serve to fragment an already confused situation even more.

The Kuskokwim Campus is at the point where it no longer wants to stand still and let the decisions of UAF drive its mission. There is a need for local planning based upon the needs of the peoples of the Yukon-Kuskokwim Delta, an area with over 68% unemployment and a population rising at over 4% per year. Yet there is a reluctance to do so. With no real feeling of commitment coming from UAF and with almost no direct involvement in the UAF strategic planning/budget flexibility process (speaking through a dean is not direct involvement) faculty and staff wonder if the entire effort will not be wasted. Why put in the time if what you are doing will not be taken seriously?

I do not believe that playing with the structure of the relationship of the rural campuses to UAF will have any effect on allaying these feelings. We will remain the afterthought and continuous pain in the neck. Stronger action needs to be taken.

I would like to suggest the following:

- a. The rural campuses be placed under UA Statewide for a period of five years during which a determination can be made as to the proper place of the rural campuses in the university structure.
- b. Maintain academic accreditation through UAF until a final determination of rural/urban campus relationships can be reached.
- c. Budget allocations be set at original FY '92 levels.
- d. Agreements be established for continued support of rural UAF programs.
- e. Authority of budget approvals and director hires be returned to local councils with the establishment of a rural council to address cross regional and statewide needs. This could be the existing Rural College Council.

I do not foresee an administrative nightmare as most campuses are already set up to handle purchasing, A&R and SIS, HRIS, etc. and have worked directly with statewide in the past. It would mean the establishment of approval levels and of procedures which would expedite rural requirements. A council of rural directors under the supervision of an existing Statewide Vice President would be sufficient to provide accountability. There should be a provision for a university liaison officer, much like the present associate dean of the College of Rural Alaska, who would be responsible for establishing a working relationship with programs at both UAF and UAA.

Most importantly, the faculties and staffs of the rural campuses need to be told that they are important, that they have a special knowledge gained from years of experience in rural Alaska, that they are not second class citizens of the university, and that they are capable of making decisions about the development, implementation, and administration of programs which meet the needs of their regions and the state of Alaska. Acknowledging these, they should be charged with the responsibility for the development of programs and an administrative structure which addresses the expressed concerns of Native and other rural Alaskans rather than spending a lion's share of their time trying to either conform to the dictates of the larger campus or coming up with ways to avoid having to deal with components of the urban campus which do not appreciate rural needs.

David D Williams  
Assistant Director

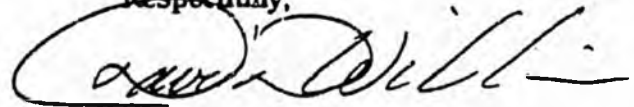
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We want to teach. We want to feel trusted and we want to help our communities. We know that we can provide our region and rural Alaska with the type educational services desired. We need to feel empowered to do so and do not feel that UAF is capable of supporting our efforts. I know that I speak for almost all the faculty and staff at Kuskokwim when I say that we want to provide the peoples of rural Alaska with what they so rightly deserve, however, we do not see this happening as long as we remain within the present structure. We believe that present efforts to restructure the status of rural campuses within UAF only serve to reshuffle the deck. The cards won't change and the basic underlying problems of empathy, understanding, and trust won't go away.

None of the above will filter through the various restructuring models as these will be based upon programs and fiscal concerns. The daily frustrations experienced by the Kuskokwim faculty and staff are merely mumblings from several hundred miles away and yet these are the frustrations which prevent the university from becoming an effective entity in rural Alaska. We would like the opportunity to present our side of the story to you before any action is taken which will modify the structure but ignore the problems.

Respectfully,



David D Williams

cc: Robert Williams  
Kuskokwim Faculty/Staff

David D Williams  
Assistant Director

Phone (907) 543-4810  
FAX (907) 543-4837

# 2a.



**KUSKOKWIM CAMPUS**

P.O. Box 308  
Bethel, AK 99559

January 21, 1992

Senator Lyman Hoffman  
Room 510 Capitol  
P.O. Box V  
Juneau, AK 99811

Dear Senator Hoffman,

Last September I visited your office and informed you of the fact that the University of Alaska Fairbanks was in the process of reallocating its funds to cover budget shortfalls. At that time we were given the impression that these shortfalls were primarily because of increased staff salaries and benefits and we were told that this reallocation would be a one year only occurrence. We were further informed that UAF would be entering into a program review process which would be looking at all of the academic programs at UAF and making determinations about potential cost savings through internal resource reallocations. These processes have taken place and we are deeply concerned about the results as they confirm the fears expressed by both the legislature and general public at the time the University restructured in 1987.

On January 15, 1992, we received the following information from the College of Rural Alaska, UAF which details the supposed one year shortfall.

**FY92 Detailed Fixed Costs/Commitments/Shortfall Status as of January 8, 1992**

Description	Unit	Funded FY 92 Shortfall	Term of Funding
Instructor position	College of Liberal Arts - Justice	35,000	Permanent
Balance of S. Molrnis position	College of Liberal Arts - KUAC	8,800	Permanent
Northern Studies	College of Liberal Arts	58,100	Permanent
Core Curriculum	College of Liberal Arts	438,000	Permanent
Core Implementation - teaching assistants	College of Natural Science	34,000	Permanent
Core Implementation - supplies	College of Natural Science	6,000	Permanent
Core Implementation - Physics	College of Natural Science	110,000	Permanent
Solar Physicist	College of Natural Science	20,000	Permanent
Brina Kessel-Salary restoration	College of Natural Science	17,000	Permanent
Biochemistry equipment	College of Natural Science	50,000	Permanent
Challenge Salaries	College of Natural Science	48,000	Permanent
Supplies - for challenge positions	College of Natural Science	7,000	Permanent
Patents & technology transfer	Chancellor	50,000	Permanent
Chancellor Salary	Chancellor	8,700	Permanent
Advising Center	Vice Chancellor Student Affairs	22,000	Permanent
Chief Fisheries Scientist	School of Fisheries & Ocean Science	60,000	Permanent
Remote sensing position	School of Fisheries & Ocean Science	50,000	Permanent

David D Williams  
Assistant Director

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Downtown Center lease - Fairbanks	School of Career and Continuing Education	110,000	Permanent
Public Safety Department	Public Safety	170,000	Permanent
Institutional Animal Care Committee	Institute of Arctic Biology	7,000	Permanent
Chancellor's fellowships	Vice Chancellor Research	28,000	Permanent
Fuel cost/transportation adjustments - Fairbanks	Utilities	321,800	Permanent
Fishery Industrial Technology Center operating funds	School of Fisheries & Ocean Science	164,000	Permanent
Bristol Bay Campus math position	Rural College	60,000	Permanent
Interior Campus	Rural College	26,000	Permanent
WEIO	Vice Chancellor Student Affairs	20,000	Permanent
Risk management assessment	Risk Management	800,000	Variable but Permanent
<b>Subtotal permanent reallocation needs.</b>		<b>2,726,200</b>	
Old University Park School Lease	Vice Chancellor Administration	120,000	3 years to Permanent
Heating Corp debt service	Utilities	29,900	15 years
Fire Truck Lease	Fire Department	100,000	4 years
Warehouse Obsolete Inventory Reserves	Physical Plant	100,000	6 years
<b>Subtotal permanent and near permanent needs.</b>		<b>3,075,100</b>	
RIP FY91 payback	Vice Chancellor Administration	56,000	1 time
Accounts Receivable Reserves	Budget and Cost Records	167,000	1 time
Grants and Contracts Reserves	Grants and Contracts	150,000	1 time
Wang Computer relocation	PCIS	22,000	1 time
Yakutsk VIP visit	Vice Chancellor Academic Affairs	5,000	1 time
Doyon FP&C fee proposal	Vice Chancellor Student Affairs	2,000	1 time
<b>Grand total FY92 reallocation needs to date.</b>		<b>3,477,100</b>	
'92 Salary & Benefit Increase Shortfall	University of Alaska Fairbanks	1,500,000	Permanent
'93 3% Salary Increase	University of Alaska Fairbanks	1,676,000	Permanent

\*Please note that the above were received via FAX and some digits may have been misinterpreted.

In order to cover the above UAF shortfall all vacant positions were frozen in August and all requests to hire were subject to approval by the UAF Vice Chancellor of Academic Affairs. The Kuskokwim Campus was denied the right to pursue the hire of one faculty and three clerical positions and was told to find internal resources to cover the work of those positions. Additional money was also freed-up by staff who would not be able to complete their full contract obligation. This effectively made it look like Kuskokwim had a great deal of money available for someone else to spend.

In July, when Kuskokwim received its FY '92 budget, it was necessary to move \$135,000 from its operational budget into personnel to cover increased salaries and benefits. This was to be temporary as the legislature and governor had approved increases in personnel. An additional \$135,000 was added to the Kuskokwim budget but was placed in a restricted account, one which the campus could not access, and we were told that as soon as the state budget office released the money we could access the money, cover the internal decrements to the operational budget, and build instructional, student, and clerical labor pools.

In late August we were told that we would be involved in a process to cover the above UAF shortfall. Because of frozen positions and the \$135,000 sitting in a restricted account, Kuskokwim was considered "fat" and lost \$307,000 to UAF. This

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Assistant Director

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amount is strangely close to the \$325,000 which the Chancellor sought to take from the Kuskokwim budget during the previous spring semester.

What the above amounts to is a reallocation of Kuskokwim's resources to cover the needs of the larger campus. While we had already been compelled to cover our own increased costs in personnel, utilities, etc. from our own budget, we were further compelled to release our money to cover the costs of other units within UAF. No effort was made to contact Kuskokwim on what its fixed costs needs were relative to the above.

We are now involved in a program review/strategic planning process which seeks to make further inroads into the Kuskokwim budget. To date the Kuskokwim Campus is slated to be impacted as follows:

Description	Amount	Comments
Assistant Director	\$70,000	This position can best be described as that of the campus operations officer responsible for overseeing the day-to-day operations of the campus. The decision to delete this position is based upon the assumption that the present assistant director will become the next campus director. As the director's position is subject to affirmative action and equal employment opportunity regulations the present assistant director must follow the same procedures as any other applicant for the director's position and may not be selected.
Community Education	\$100,000	Staff and faculty at Kuskokwim played no role in approving this cut and would prefer to be involved in any process which threatens to delete positions. This means the deletion of two permanent positions and the operating budget for all non-credit instruction. In FY '91 there were over 1,300 participants in the campus' community education programs and it continues to be one of the most needed programs on the Yukon-Kuskokwim Delta. The deletion is based upon the assumption that all community education should be totally self supporting. This is not realistic as there is a need for someone to respond to public requests, schedule events, hire or arrange for instructional personnel, and assure program quality. A fee is charged for each event and to date Community Education has collected over \$11,000 of its operating budget of \$13,500, however, this is not enough to cover personnel costs. No thought was given to where regional, state, and federal agencies would go for short-term vocational and informational training if the program was deleted. The fact that a majority of rural Alaskans are not interested in credits or degrees when they want to know how to write a grant or start a small business was ignored. The need for someone to coordinate the use of the future cultural center was not even considered. The decision was based entirely on the fact that community education does not generate college credits and that the Kuskokwim Campus is the only campus which maintains this type of effort. There was no support for this decision which effectively eliminates the community college mission on the part of the campus' council, faculty, or staff.

David D Williams  
Assistant Director

### KUSKOKWIM CAMPUS

P.O. Box 388  
Bethel, AK 99559

Phone (907) 543-4510  
FAX (907) 543-4527

Statewide Community Health Aide  
program coordinator

\$70,000 Position to be deleted at Fairbanks with responsibility for the program to be moved to Kuskokwim with no additional funding. While it might be a good idea to place the CHAT coordinator position in rural Alaska for the purpose of better understanding rural health needs, the assumption that the present coordinator of the Kuskokwim CHAT program, the largest in the state, can assume statewide responsibilities is erroneous. Those involved in recommending the deletion of the position are looking at it from a very limited academic viewpoint which sees the position as one which deals solely with the approval of courses, instructors, and the monitoring of the curriculum. Not taken into account is the fact that the coordinator must work with five different training centers, scattered throughout the state, and twelve different regional health corporations. Each center and each corporation sees its role and needs somewhat differently. It is the responsibility of the coordinator to try to address these diverse needs and respond in a manner which promotes strong university involvement and support. This is a full-time position in its own right and cannot be added to the responsibilities of an existing full-time position simply because UAF has a desire to save money.

During the 1987 restructure of the university, care was taken by the legislature to recognize the fragility of the smaller campuses and to assure that the community college mission would not be lost. It was recognized that there would be a tendency for the larger campuses to seek to reallocate funds to cover the needs of the urban campus. In order to prevent this natural tendency on the part of the larger institution the legislature appropriated separate allocations for each campus. Two years ago the university sought and got one allocation for the entire system, supposedly to allow greater financial flexibility in dealing with upcoming decrements. This was interpreted by both the university's statewide office and UAF to mean that the original legislative intent to protect the mission of the rural campuses was no longer valid and that the internal reallocation of funds within each of the three universities was their prerogative. This has taken place and will continue to take place unless the legislature puts a halt to it.

A great deal of time and effort has been put into stating support for rural and Native Alaskans and their need for educational opportunities and services, however, in the case of UAF this means programs on the campus in Fairbanks as it is evident that the role of the rural campuses is neither understood nor appreciated. It is almost as if the only Native Alaskans they are interested in are those Ph.D.'s doing global research, unfortunately there aren't any.

The Kuskokwim Campus is well aware of the condition of Alaska's finances and the fact that some budget cutting may be necessary. This is a fact of life which cannot be avoided, however, these cuts should be determined at the campus level with input from the regional community and the monies should not be going to the larger campus to cover obligations over which the Kuskokwim Campus has no say. As of this writing Kuskokwim is the primary campus affected, however, as state monies get tighter, there is no doubt in my mind that other rural campuses will be affected. At UAF actions speak louder than words.

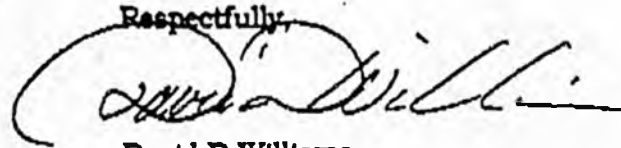
David D Williams  
Assistant Director

**KUSKOKWIM CAMPUS**  
P.O. Box 368  
Bethel, AK 99550

Phone (907) 543-4510  
FAX (907) 543-4527

We would like to meet with you in the very near future to discuss what appears to us to be a direct violation of legislative intent on the part of the University of Alaska Fairbanks and alternatives which may be taken to correct this problem.

Respectfully,

A handwritten signature in black ink, appearing to read "David D Williams", written over a large, stylized flourish that loops back to the left.

David D Williams

February 6, 1992.

TO: Faculty

FROM: David Williams 

SUBJECT: Effect upon non-academic areas of the campus by affiliation with UAF

As per the request of the FOC I have gone back to the documents provided by various support functions for the program review for the purpose of gleaning some of the problems we are having with UAF. We did not itemize each instance of a problem, however, the following have been continuous despite promises on the part of UAF for improvement.

In addition to what follows I think it should be understood that we often suffer from a lack of information. Policies and procedures change and documents which must be on hand for the completion of reports often do not arrive on this campus until well after we have violated or misinterpreted something. It is this general feeling of being the last to know that provides the staff with the feeling that like the faculty, they are second class.

#### Distance Education

As the CRA audio conference program continues to grow we are counted on more and more to assist students from other regions into our classes. We also spend more time registering our students into other region classes and programs. Because KuC has X-CED and Rural Ed. faculty on campus we, for the most part, have little difficulty assisting those programs. However we have difficulty assisting our students who request advising and admission information into UAF Ed. Master and Graduate study programs. At this time, the Fairbanks office that provides these programs continues to work independently from us. They expect us to register students into the state-wide graduate audio conference classes but they do not provide us with a list of officially enrolled students nor information on what advisors students are assigned. Students are frustrated because when they call Fairbanks they cannot reach their advisors and do not receive the attention they need.

The Fairbanks education program does not provide us with updated information regarding their program nor do they provide us with a list of the students from the YK Delta entered into their program. We had hoped that through the restructuring effort we would work closer with the UAF upper division programs so that we could better serve the people of our region who require those services. This has not happened.

#### Admissions and Records

The present SIS system was purchased with the idea in mind that almost all admissions could and should be handled at the site closest to the student. When restructuring took place many of these responsibilities were assumed by the central A & R office in Fairbanks. The result has been a bottle neck at the regional campus level. It would be a savings to the university to allow, with proper training, the regional campuses to reassume the responsibilities lost during the restructure process.

Confusion is caused to the students during their initial admission process. Duplicate or unnecessary paperwork is sent by UAF to students inquiring to attend KuC. Entrance requirements are different, and students are not required to send in the same paperwork to KuC as are required by UAF. This often leaves them wondering about what to send to whom. Because of the regional location and willingness of KuC staff to work with new/incoming students it would be better to have only one channel through which to apply.

**Business Office**

Performance at regional campuses is often affected by the need to send certain documents to UAF for various types of purchasing, setting up grants, processing budget revisions, and payroll. This can become very time consuming especially when documents are put on the back burner because other needs are more pressing. Regional campuses should be able to determine the priority of their needs. Campuses do not need to wait as long as 4-5 months on services. A clear avenue, well defined, must be developed for meeting the needs of the central campus without sacrificing the needs of rural campuses.

**Instructional Support**

We turn away agencies and school districts who want to offer credit inservices, workshops, and courses to their employees, because we cannot respond quickly to their needs in the area of special topics course offerings. We no longer have the autonomy allowing us to approve and enter our own special topics courses on the SIS system; we had this autonomy before restructuring. This is an area where we could save money, time, and be more responsive to the needs of this area. Once approved on this campus it would take five minutes or less to enter a special topics course, opposed to the two or more weeks it takes UAF Admissions and Records to do the same task. Additional savings would come from saving money on regular or express mail postage to send the requests to UAF, long distance facsimiles, long distance telephone calls to CRA tracking the outline, and long distance telephone calls to Admissions & Records urging them to enter the course quickly, and not to mention the valuable time and energy that Kuskokwim Campus and the College of Rural Alaska.



# UNIVERSITY OF ALASKA ANCHORAGE

3211 Providence Drive  
Anchorage, Alaska 99508

COLLEGE OF CAREER AND VOCATIONAL EDUCATION  
OFFICE OF THE DEAN

## MEMORANDUM

February 5, 1991

TO: Department Chairperson  
College of Career and Vocational Education

FM: Vern C. Oremus, Dean *[Signature]*  
College of Career and Vocational Education

RE: FY93 Budget Decisions

In a recent conversation with one of you, I learned there is a growing level of anxiety on the part of some faculty and staff related to what I must do this Spring in realigning our budget for next year. As you recall, without a significant increase from the legislature, which we do not expect, I will be forced to make some changes related to our expenditures next year. In short, I must reduce our expenditures by nearly 200.0, hopefully in a way that has the least impact on students.

The deficit we find ourselves facing is not of our own making. Increasing costs without increasing budget, and reductions in operating funds systemwide are the primary problems. CCVE has not received any significant increase in budget in the four years we have been in existence. We have only gotten one new faculty position. The only increases we have received have been to partially offset salary and benefit increases. Vocational education also took a budget reduction last year that other units did not incur.

This year, to do our best in delivering service without adjusting faculty or staff contracts, I asked you to reduce course offerings by 26 sections, I placed a freeze on equipment purchases, I dramatically restricted our marketing efforts, I encouraged the taking of annual leave by all 12 month employees and I did not refill the one vacancy (Ron Demus) that occurred. These savings did not begin to approach the amount of our deficit. I was able to secure additional one-time-only funding from Academic Affairs to help us avoid a deficit and to give us time to plan for a reduction in expenditures next year.

Through our discussions in the Dean's Council, you know the details of this subject; however, I want to remind you that the time is rapidly approaching where I must make some hard decisions. To insure that faculty and staff who may be impacted by a realignment of resources have as much notice as possible, I plan to finalize next years plan by March 15.

We have discussed the options available to us this coming year. I do not expect that any of them will be met with enthusiasm, but without additional funding, they are necessary. Among the options we identified were the following (not in any priority order):

1. Reduce all faculty to 9 months.
2. Restore full workloads for all faculty.
3. Combine departments, reducing number of chairpersons.
4. Reduce offerings to degree required courses only.
5. Close aviation complex in the summer.
6. Reduce classified staff contracts to 9 months.
7. Reduce replacement equipment funds.
8. Eliminate all programs without full time faculty (Fire Sci., EMT, Floral D, Fashion M, etc.)

As you can see, none of the above options are going to be received in a positive way, but I must reduce costs, hopefully without reducing personnel or service to students.

The reason for this letter is to invite you to meet with me to discuss your views before I make decisions. I also invite you to provide me with written statements of impact or recommendations for additional ways to save money.

I hope each of you have shared the seriousness of our situation with your people. At the same time, I want to be certain the rumors of "impending doom" are put to rest. While there very well may be reductions in contract length next year, and most undoubtedly some sort of realignment that is more cost effective, I have no intention of cutting programs or laying off people.

Finally, I would like you to convey to your faculty and staff that these steps are not necessarily permanent. We have a fine group of dedicated faculty and staff just beginning a planning effort for CCVE. When the process is complete, we will be moving forward with implementing their recommendations. Our college may look completely different than it does now, or next year. It will definitely be more efficient, of higher quality and more focused.

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The Vice Chancellor for Student Services recently (December 1991) was quoted in the student newspaper as saying that due to budgetary constraints perhaps the open-admissions policy of the University needed to be reexamined. The Chancellor hinted at similar possibilities at a recent public hearing on campus.

The College of Community and Continuing Education (CCCE) will not be allocated additional faculty members (beyond their 6 jointly appointed ones), even if they can generate the funds to pay for them. This despite the fact that the governance of the University, and

Academic Affairs in particular, (of which CCCE is a part, increasingly a faculty prerogative.

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Additional people to talk to:

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Attachments

- 1) AAB Memo of 10/11/91
- 2) Notes from Beeton's talk
- 3) Registration Priority
- 4) Response to Budget Committee Recommendations

(PAID ADVERTISEMENT)

## YOU HAVE THE RIGHT TO KNOW I

1. STUDENTS HAVE THE RIGHT TO KNOW why tuition, activity fees and lab fees keep increasing at the University of Alaska.
2. STUDENTS HAVE THE RIGHT TO KNOW why too few sections of required classes are offered every semester at the University of Alaska.
3. STUDENTS HAVE THE RIGHT TO KNOW why so many important classes are either cancelled or changed to "self-support" (just another form of tuition increase) every semester at the University of Alaska.

## PERHAPS IT'S BECAUSE...

1. THE UNIVERSITY OF ALASKA MISMANAGES ITS FUNDS. Over \$956,000 has been paid to external private attorneys who lose nearly every one of the University's cases! (See below).
2. THE UNIVERSITY OF ALASKA CONTINUES TO PAY THESE LAW FIRMS. One firm alone, Owens and Turner, has been paid over \$579,067.69!
3. THE UNIVERSITY OF ALASKA PAYS OUTSIDE FIRMS WHILE MAINTAINING INSIDE STAFF. While all these expenses have occurred, the University has also employed up to three staff attorneys and their clerical support teams!

READ THE UNIVERSITY'S OWN DOCUMENT FOR YOURSELF!

### UNIVERSITY OF ALASKA RESTRUCTURING RELATED LEGAL FEES AND COSTS

Case Name	Vendor	FY-87	FY-88	FY-89	FY-90	FY-91	FY-92	TOTAL
Arbitration/ Restructuring Grievance	Timothy Bernstein	0.00	4,414.00	0	8,720.00	21,532.00	0	34,666.00
Bernstein I (Reorganization Grievance)	Owens & Turner	34,354.48	2,611.12	0	0	0	0	36,965.60
Bornstein II (Rules/Purpose/Lot)	Owens & Turner	0	4,220.80	41,440.55	24,164.94	0	0	70,826.29
Bornstein III (Remedy)	Owens & Turner	0	0	0	47,150.77	152,972.57	8,188.43	208,301.77
Carlson v. UA	Ashburn & Mason	0	5,428.89	30,826.88	57,854.87	0	0	94,110.64
Carlson v. UA (Appeal)	Ashburn & Mason	0	0	0	146.25	5,982.24	0	6,128.49
Community College Coalition v. UA	Gross & Burns	40,823.47	67,614.08	12,868.39	790.12	0	0	122,096.06
Community College Coalition v. UA	Owens & Turner	51,207.58	25,287.78	6,122.52	3,587.42	0	0	86,195.30
Ketchikan School District v. UA	Gross & Burns	8,009.01	0	0	0	0	0	8,009.01
Kingry v. UAA	Bady & Mason	0	668.23	0.00	0	0	0	668.23
Monroe/McGee v. UA	Owens & Turner	0	1,124.50	89,880.25	12,380.27	7,018.25	13,200.74	103,384.01
Monks, Libell and Pilgum v. UA	Ashburn & Mason	0	218.75	15,971.01	11,008.50	0	0	27,198.26
Reorganization Disputes	Owens & Turner	0	0	3,811.84	0	0	0	3,811.84
Reorganization ULPC	Owens & Turner	0	7,407.42	82.75	0	1,185.84	3,918.77	12,684.78
University of Alaska v. McAlpine	Gross & Burns	0	34,576.75	10,072.81	0	0	0	44,649.56
University Reorganization	Owens & Turner	39,471.10	3,310.28	1,828.09	0	0	0	44,609.47
Zwezdoff v. UA	Gal Bailey	0	8,054.00	11,140.35	6,822.40	6,561.68	4,712.39	37,290.82
<b>Totals</b>		<b>174,045.61</b>	<b>173,844.78</b>	<b>204,021.25</b>	<b>173,879.24</b>	<b>187,282.18</b>	<b>33,928.83</b>	<b>886,842.87</b>

## WHAT DOES THIS MEAN TO YOU AND OTHER STUDENTS?

1. \$956,000 = 310 Classes denied to students!
2. \$956,000 = 19,000 library books not purchased!
3. \$956,000 = 15 new full-time faculty members not hired to teach students!

WE BELIEVE STUDENTS HAVE THE RIGHT TO KNOW HOW THE UNIVERSITY OF ALASKA IS MISMANAGING ITS MONEY!

WE BELIEVE THE UNIVERSITY SHOULD SPEND ITS MONEY FOR ADDITIONAL CLASSES, BOOKS AND FACULTY!

If you believe its time to change the way the University conducts its business, let them know.

**CONFIDENTIAL****Memorandum**

**Date:** October 1, 1991

**To:** Dr. Donald F. Behrend, Chancellor  
University of Alaska Anchorage

**From:** Dr. William T. McCaughan, Associate Vice Chancellor  
College of Community and Continuing Education  
University of Alaska Anchorage

**Subject:** Recommendations of FY 93 Budget Issues and Priorities  
Committee

I just received a copy of the attached report from one of the CCCE administrators who received it from a faculty member, who received it from a CAS faculty member, who... Needless to say, it is apparently receiving rapid and wide distribution. I have reviewed the report and am extremely concerned about both the recommendations made by the committee and the information upon which the recommendations were apparently based. I am also very anxious about the potential message the report sends both internally and external to the institution during this time of fiscal stress. I have moved immediately to attempt to control distribution of the information within CCCE because of the focus of the report on CCCE programs and the severe impact knowledge of the report has already had on morale in the College.

There are several areas in which I feel the report is deficient or misses the mark and other areas of concern that I feel I must share with you:

1. The bulk of the recommended reductions both in budget and activity are focused on the programs which are the responsibility of the CCCE.

2. Knowledge of these recommendations has already had a serious impact on the morale of the staff and faculty who work in CCCE and attempt to represent UAA to this community and the state.
3. The information upon which the recommendations regarding CCCE programs are based was apparently erroneous, misinterpreted, misrepresented, or combinations of the above.
4. The above is certainly understandable, since CCCE had no representation on the committee.
5. The recommendations appear to propose a retreat from the philosophical foundations upon which the "Restructuring" was based, i.e; the merging of Anchorage Community College and UA,A and their respective missions and programs.
6. These recommendations could be construed by detractors of UAA as a retreat from the promises made to this community and the region when Anchorage Community College was merged with UA,A.
7. In my opinion, these recommendations, if enacted, would send UAA in a direction which runs counter to national trends and to the needs of the state of Alaska and Anchorage.

I am very concerned about the recommendations of this committee and the apparent focus of the committee on CCCE and a major part of the community college portion of UAA's mission. I noted with chagrin that the issue of program review and productivity was given courteous mention but no serious consideration. I was further distressed that many of the recommendations appeared focused on procedural or organizational issues rather than on budget-related concerns.

If such recommendations are being seriously discussed, I would hope that at some point I would be given the opportunity to address these issues and my perception of their implications.

attachment

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

THE FOLLOWING DOCUMENT MAY NOT FILM  
LEGIBLY BECAUSE OF THE POOR QUALITY OF  
THE ORIGINAL

## MODEL #1: THE UNIVERSITY OF RURAL ALASKA AS A SEPARATE MAU

### DEFINITION OF THE UNIT

This unit could initially comprehend all of the present CRA with the possible exception of the Fairbanks-based education department, the Department of Behavioral Sciences and Human Services, and the Rural Development Program. If this model is approved, immediate discussion should begin aimed at determining placement of Fairbanks-based education, BSHS, and RD and which includes a collegial examination of the possible placement of the Cooperative Extension Service and perhaps other programs within the UA system which primarily or characteristically serve rural or Native Alaska populations. The structure of this MAU would be similar to the other MAU's with respect to academic and administrative organization.

### RATIONALE

Characterized by remote villages, lack of economic infrastructure, high unemployment, high birth rates, and culturally diverse indigenous populations, much of rural Alaska has been compared to a Third-World country. To the outside observer, its needs are mind boggling. Simple services such as water and sewer, dependable electricity and communications, and connecting roads are often a luxury at best. The economy is still primarily based upon the gathering of fish and game and yet, because of the combined effects of dwindling natural resources and dramatically increasing population, there is a shifting toward a cash economy and an increasing demand for jobs that do not exist in villages.

Since the time of the first exposure to Russian fur interests, the attitude towards rural Alaska has been exploitive: come in; remove the natural resources; leave wealth. To a great extent, this attitude and its accompanying philosophy of social Darwinism has not changed. Put simply, the attitude taken by government, economic, and social agencies toward the indigenous populations of rural Alaska has been and continues to be "We know what's best for you."

Education has not been much different. Despite changes in administrative control, education providers see their primary mission as one of teaching students to enter job markets controlled by cultures other than their own. With few exceptions, this is emphasized by the provision of standard American curricula by teachers who come from outside the state and stay for only a few years.

This attitude has not been limited to the K-12 grades. In the establishment of community colleges in western Alaska, the tendency was to build programs with traditional academic and vocational structures. In many cases, seemingly needed programs have been dropped because of a lack of student participation. A discrepancy developed between what the colleges thought was needed and what the people of the various regions wanted.

Paralleling the program changes taking place on the rural campuses has been the growth of local, regional, and statewide self-determination. No longer content with being told what they should know and do, the peoples of rural Alaska are finding that

## Model #1

they have a right to use their voices and a right to be heard as they work toward defining their social and economic development. With this comes the need to change the traditional role orientation of the rural campuses. Rather than bringing university-defined post-secondary education to rural residents, the campuses wish to respond to communities by providing what they have themselves identified as their educational needs and interests. While degree programs may be sought, the ever-increasing request to provide knowledge which meets immediate and long term needs often does not involve enrollment in traditional courses or programs.

Faculty and administrators on rural campuses have had to learn to listen to the people of their regions and to change directions as necessary. It has been learned that in order to be effective, rural campuses must place the needs of their constituencies before adherence to traditional patterns of the university to which they are administratively aligned. This has led to friction between the campuses and the University of Alaska Fairbanks. Whereas UAF envisions itself as a national and international leader in polar research, graduate programs, and Alaska resource development, the rural campuses envision their role as one of responding to rural Alaska communities as they strive for economic and political self-determination. This response may or may not coincide with the goals of UAF.

Both visions are valid but contradict each other in basic orientation and ultimately compete against each other for resources. Both visions strive toward the higher mission of enriching the state and peoples of Alaska, but UAF works on a statewide level while the rural campuses work locally.

Thus, a schism exists that will only grow wider as rural communities identify their needs and ask the university to respond. UAF will be put in a position where it must eliminate or alter programs in order to meet its vision for the future. With a strong foundation of well-established academic programs, there will be a reluctance to maintain community-oriented institutions that emphasize courses and workshops over programs and degrees. Given UAF's commitment to programs, rural campuses will lose support and budget.

In order for the University of Alaska to maintain its commitment to the peoples of rural Alaska as they seek to develop their communities, it is essential that an independent structure be created that allows for the recognition of the uniqueness of the state's rural regions while accommodating programs such as teacher education, community health aide training, social work, and rural development which address statewide rural needs. Any such structure must allow for a great deal of flexibility. Because of a lack of jobs and role models, many rural students have no real idea about the opportunities available to them nor have communities necessarily defined their professional and vocational needs. As these needs are identified, rural campuses must have the ability to establish program relationships with other units of the university. It is not at all inconceivable—in fact, it is one of the greatest advantages of this model—that one or more of the rural campuses could be offering the tourism program from Southeast, the aviation maintenance program from UAA, and a land resource management program from UAF. Admittedly it will not be possible to offer all the programs of the university system at rural campuses. However, it must be possible to offer those for which the demand and need are compelling. In addition, the rural campuses can serve as a bridge between the villages and other valuable

## Model #1

programs offered on urban campuses by providing students with basic courses and training regardless of where they will have to go to complete their studies.

The creation of a separate MAU incorporating the rural campuses and statewide programs will serve to strengthen the university's commitment to the rural peoples of Alaska by making available to them the tools needed for self-determination.

## DISCUSSION

It is recognized that there are additional costs associated with the creation of a major administrative unit, but it is believed that long-term cost benefits will accrue to the state if rural Alaska is well served educationally. In proposing this model, the committee has concluded that emerging UAF philosophical visions and funding directions are leading away from the arena of rural service. At the time of UA restructure, rural legislators, faculty, and constituents feared a merger with UAF would lead to budget rapine and mission erosion for former CCREE units. Thus, it was agreed that monies once allocated to rural units would not be reallocated to support the needs of the main campus, and that the community college mission (including responsiveness to community needs, open entry and access, and provision of vocational and developmental education) would be preserved. In support of these agreements, rural campus units were given separate budget allocations, and a UAF mission statement was developed that reflected the centrality and prominence of the university's rural focus.

Now, despite a program review which shows the College of Rural Alaska to be far better, stronger, more effective, and less expensive than had been supposed, it is proposed that the college will have more of its budget reallocated to Fairbanks-based efforts than any other college. The UAF Vice Chancellors' Program Review Recommendations further propose a merger of CRA's rural campuses into an ill-considered melange of extended service units. The rural campuses are not units of UAF outreach whose purpose is to take some thing that exists at Fairbanks and to bring that thing to rural areas. The genius of community mission is that it exists to respond to unique local or regional needs. The rural campuses are no more an extension of the Fairbanks campus than the Fairbanks campus is an extended service unit of Chukchi or of Northwest or of Kuskokwim. Thus, the vice chancellors' recommendation guarantees to frustrate the Board of Regents' interest in enhancing the effectiveness and status of CRA's rural units. It also guarantees that earlier agreements will be frustrated, that budgets will become unrecognizably co-mingled, that rural purpose will be diluted, and that rural mission will be rendered incoherent. To add to this, a UAF vision statement has been advanced which, unlike the UAF mission statement, addresses rural service not as a priority, but as an afterthought.

In this present climate, the committee believes that CRA's rural campuses and initiatives are more likely to survive and prosper in a major administrative unit that is fully committed to the University of Alaska's rural mission.

## MODEL #2: RETAIN CURRENT STRUCTURE/INTERIM MODEL

### DEFINITION OF THE UNIT

This is not a discrete model. Rather, it is a proposal to permit the current structure to remain in place for a period of up to eighteen months. During that time, careful study—which has been difficult in UAF's recent climate of program review—will be carried on. One specific model (see #2a) the committee would examine is placement of CRA's rural elements under UAA. Another specific model the committee would examine (#2b, following) posits a separate administrative unit under UAF which would report directly to the chancellor. It should be noted, however, that the general discussion called for in this model would not be limited to these two sub-models.

### RATIONALE

The problem of university program delivery to rural areas is again under review. In the spring of 1991, the Board of Regents ordered a new restructuring of the College of Rural Alaska with a recommendation of how this was to be accomplished to be submitted by February 1992. The reasons for their order appear to be mainly to strengthen rural campus programs, and to provide greater visibility and status to those units. This was later translated into a decision to separate the present CRA into two units. At the time, President Komisar received input from some UAF faculty to the effect that BOA goals could be accomplished within the currently structured CRA, or that changes needed could be managed from within. Since then, the program review from the College of Rural Alaska has been submitted and is now in the process of being evaluated. Some readers outside the CRA, and even those within, have been surprised to find that the CRA in its present structure is doing a far better job than was known.

Among the committee and the faculty there is considerable support for retaining the present structure of CRA with internal modifications. This support is based partly on the sense that frequent restructuring as a method of dealing with problems creates more problems. Some of these are:

1. Restructuring directs the organization toward structural solutions but does not address the underlying and more difficult problems such as curriculum, distance delivery, and teaching to the needs of students;
2. The present structure has not had a comprehensive evaluation and no attempt has been made to try to solve the problems that now exist. The external impetus for restructuring CRA is vague and is not sufficient to justify changes.
3. Reorganization defers the very accountability that is needed. It is argued that walking away from the old organization without being held accountable for its failures sets up an unproductive cycle. There is the perpetual hope that the new organization will work and so we start anew, freed from responsibility to solve problems inherent in the model being abandoned.

4. The College of Rural Alaska was established with input from rural faculty and staff, rural community members, Native leaders, and university staff in a lengthy dialogue on how to meet the needs of rural Alaska, and this present process is not as comprehensive. Further, the rural people who will be affected by this reorganization will have only minimal input.
5. With the present structure, there is continuity and an umbrella for linking somewhat disparate programs into a more focused critical instructional and service unit. That separation into a separate unit will require effort and perhaps changes to accreditation and other complications. There is the potential for instability especially in a time of limited resources.
6. The College of Rural Alaska helps the university to meet its land grant obligations. The present structure was established to provide an integrated structure of rural campuses, undergraduate, graduate, vocational, and academic programs and services to meet rural needs. The university needs an identifiable unit that is particularly concerned with and grounded in the uniqueness of rural Alaska, as opposed to having no unit concerned with rural Alaska.

## DISCUSSION

At this point, there is no emergency that would necessitate rushing into major changes. Further, minor structural accommodation such as the bifurcated model recommended by the Education/BSHS committee might initially be responsive to the Board of Regents in assisting the Education Department to become more prominent.

Our request is that this restructure study be opened up, both in time frame and dimension, so that we can do it right. The question being asked should be refocused. It should not be What is best for the rural colleges? or even What is best for the education programs, or CRA, or for the university? The question, which will take more time to answer, is What is best for rural citizens?

If we were to take on that large and very real question, and then from our answers examine the issue of appropriate structure, we might be able to significantly impact the critical situation in our rural areas. We might have a chance of success in carrying out our mission.

To start with, we must begin with an analysis of source documents such as ISER reports, AFN's Call to Action, rural social service programs, rural public schools, our own rural campuses, vocational technical schools, job placement offices, and more. If this seems to be far off from the concerns of the groups that originally raised the criticism of CRA, then it may be that these groups do not really understand our mission or our methods and are not the proper parties to be demanding instant restructure from the Regents.

The College of Rural Alaska, as the only post-secondary institution in almost all rural areas, deserves to have critical attention given to its mission. We believe this was what the regents originally intended and that there is no current emergency which stands in the way of us being allowed a year and a half, starting now, to carry out such a study. Any short cut is inevitably doomed. Any hesitation to grant this request should be

## Model #2

assuaged by a concerned reading of the College of Rural Alaska program review of December, 1991 or of the report of the Northwest Association's accreditation team—that CRA should "stay the course" and be given greater support by other UAF schools and colleges.

This study should not be restricted to examining only a certain set of possible configurations and relationships. The group assigned to the task should be allowed complete freedom to examine the whole range of possibilities for UA rural program structure without restrictions such as "it would cost too much," when no cost study has actually taken place. The assumption would be that the group will take its mission seriously and will not produce ridiculous options, but rather produce proposals of merit. The University of Alaska has several unique missions, all of which need to be taken seriously. This rural one, perhaps, should be taken most seriously of all.

Model #2a

## Model #2a: Organize under UAA

### DEFINITION OF THE UNIT

At minimum, the five rural campuses and the Center for Distance Education would comprise this unit. Other units of CRA would possibly be included based on further discussion with those units and on formal talks with UAA.

### RATIONALE

The primary criterion that encourages pursuit of this option relates to the possibility that UAA's mission and interests may now be more consonant with rural priorities than those of the current host institution.

### DISCUSSION

From informal conversations with UAA, it appears that since university restructure, those former community colleges associated with UAA have had local autonomy with regard to course and instructor approvals at the zero, 100, and 200 levels, their students have been able to apply developmental credit to some of their degrees and certificates, their campus directors have been on the same level as academic deans, their bipartite faculty have participated in academic rank and tenure, and their budgets have not been reduced. Clearly this bears further study.

Model #2b

## Model #2b: Separate Administrative Unit within UAF

### DEFINITION OF THE UNIT

The reconfigured College of Rural Alaska would retain that title. Two different definitions which would determine elements of the unit are presented here.

In creating this unit, it is initially most important that the rural focus be predominant. Thus, the unit would comprise all elements of the present College of Rural Alaska except for the Fairbanks Education Department and the BSHS Department. Both of these departments presently have responsibilities for providing services to rural Alaska (e.g. graduate programs in education and rural social work). These responsibilities would continue to be carried out, and this would be arranged through a combination of joint appointments and Memoranda of Agreement. It is felt that this is an irreducible grouping which is sufficiently strong in terms of academic breadth and range, which achieves needed economies of scale, and which brings together programs that deal so directly and importantly with rural students and rural needs.

An alternate unit may also be considered which would comprise all of the elements of the present College of Rural Alaska. It is believed that the removal of the entire CRA organization into a different reporting pattern may provide the Education and Behavioral Sciences Departments with the focus, attention, and positive visibility that is desired.

### RATIONALE

This model is drawn largely from the Rural College Task Force Report and recognizes:

1. The responsibility for providing the same or higher levels of educational services, opportunities, and access to rural students and communities;
2. the need to protect and defend rural budgets and to develop autonomy in this area;
3. the need to increase autonomy with respect to academic decisions;
4. the advantage and the appropriateness of enhancing the status of our organization and leadership;
5. the requirement to provide to all rural faculty the entire range of security and status which is available within UAF; and
6. the benefit of leaving the way clear for possible future accommodations.

### DISCUSSION—LEADERSHIP AND AUTONOMY

The present College of Rural Alaska was created during the UA restructure of 1986-1987. From the first, there were many difficulties in areas relating to faculty

## Model #2b

governance, academic regulations, and organizational policy. In what was officially viewed as a merger of two equally worthwhile institutions into a third and new institution, academic and organizational life went on as usual for the former University of Alaska-Fairbanks units, but the former CCREE units were compelled to accept many changes such as

- demotion of their immediate leadership from chancellor to dean and from community college president to campus director (except for TVCC whose president became a dean);
- loss of control over academic programs (local autonomy with respect to course and instructor approval was yielded to Fairbanks-based academic departments); and
- faculty wishing to participate in a system of academic rank and tenure had to accept tri-parite assignments and the expectation that they would become active researchers.

The attempt to merge the philosophies of small, rural, community-based institutions with a large, internationally oriented, urban research institution has not worked. And the ways in which it has not worked have been detrimental to the smaller organizations. If the unit proposed here is to successfully continue its mission of education and service within the larger UAF unit, it must be accorded both the status that its worth and the needs of its constituents warrants and a measure of budget protection that is not now available.

First, the unit should be headed by its own vice chancellor (rather than a dean) who would have academic, administrative, and support responsibilities within this unit. These broad responsibilities cut across those of the present, more narrowly charged vice chancellors. This position would also be responsible for initiating, supporting, and ensuring maintenance of UAF commitment to rural mission, budgets, and other initiatives, and would report directly to the UAF chancellor. Appropriate title changes should be made also for the campus directors who are the administrative and academic leaders of their units and who function much as deans or institute directors in terms of size, scope, and complexity of responsibilities. This is not conveyed by their current reporting line to a dean, but a title such as regional director may communicate this authority more clearly.

Second, the CRA budget should be allocated separately—not so that it would escape the possibility of reductions which faces us all, but so that funding intended to support rural students, programs, services, and initiatives would not be used to support UAF budget needs that are non-rural. It is an unacceptable breach of faith and of promise to serve urban purpose with rural funding.

Third, academic autonomy should be revised to pre-restructure levels. Specifically, program development and course and instructor approvals at the zero, 100, and 200 levels in disciplines in which CRA has faculty should be under the control of those faculty. If X-CED and RD are included in the proposed unit, faculty from those departments would similarly control their programs through the graduate level. These changes, however, would not impact the relationship which all UAF academic units have with respect to the faculty senate.

## Model #2b

Fourth, unit criteria would be put in place which would allow faculty to participate fully in academic rank, tenure and promotion, governance, and related aspects of university life while still addressing local, community, and regional needs. This would mean either that faculty would be given primarily teaching and service assignments—with only minimal research requirements—without jeopardizing or prejudicing employment decisions or that bipartite faculty would be eligible for academic rank. This latter possibility would require review by the faculty senate, so it could be brought into conformity with policy at other UA units. This might also be made possible by administrative or regental accommodation.

## ENHANCEMENTS

It has been suggested that the lack of baccalaureate and graduate programs in areas other than education, rural development, and more recently, social work represents too narrow a field of choice and, in effect, channels rural students into these few career lines. This raises two immediate questions: Why these particular degrees, and why so few degree areas? Rural students who pursue these degrees are following the only path that presently leads to professional-level jobs and salaries in small rural Alaska villages. There are few career opportunities, thus few degrees are offered.

The merit of the "channeling" supposition, however, cannot be denied. A broadening of upper and graduate level opportunities would indeed greatly enrich present programs. It would provide new and different choices for students and encourage them to break clear of the "channels." A program enhancement of up to 400.0 would permit the College of Rural Alaska to contract with faculty in other UAF schools and colleges for the regular provision of courses and programs where CRA lacks faculty expertise but which would benefit students and meet clear demands. It would also better support diversity and access through improvement and expansion of distance delivery (see discussion of charge #2.)

## FUTURE DIRECTIONS

A possible consolidation has been suggested by UAF vice chancellors that would amalgamate the College of Rural Alaska, selected parts of the School of Career and Continuing Education, and the Cooperative Extension Service with, perhaps, KUAC-AM/FM, Conferences and Special Events, the Marine Advisory Program and Summer School. While this agglomeration may stand scrutiny as a unit of UAF extension services, it diminishes the status and diffuses the rural focus that must be maintained within the proposed unit. The rural campuses existed for years as autonomous, separately accredited institutions and functioned well in regard to their academic, vocational, and community/regional service mission. They will continue to stand as an expression of that mission rather than as an instrument of outreach by the Fairbanks campus.

Therefore, this idea proposed among the Vice Chancellors Program Review Recommendations has been rejected as deleterious to rural initiatives. Nevertheless, given time for careful study and general discussion, it is possible that some combinations would emerge that would be useful to students and effective in

Model #2b

university terms. Indeed, some parts of SCCE and CES might be combined to good effect with the College of Rural Alaska, but such accommodations must be approached with mutual respect and recognition of the unique missions and potential compatibility of each entity.

## Charges

## OTHER CHARGES ADDRESSED

The second through the fifth charges are addressed in this section. Respectively, they relate to providing rural students with increased access to UAF resources, creating an advisory body, increasing rural campuses' ability to meet community and regional needs, and identifying other issues which require consideration.

## CHARGE 2

*Recommend a mechanism to provide rural students access to resources throughout UAF.*

Response: It is the feeling of the committee that most of the resources needed for meeting the basic instructional needs of students are already available within the College of Rural Alaska. What is lacking, however, is budget support at a level that makes access possible. Faculty and students can be in contact through audioconference and in student meetings. The academic progress of distant students is greatest when these approaches are combined. Currently, audioconferencing budgets are unable to provide students with equivalent Carnegie units of audioconference contact, and the idea of student meetings for work in developmental and core courses lingers only as a fond memory.

Furthermore, repair and replacement of broken, worn out, and obsolete equipment is years behind schedule and the purchase of state-of-the-art equipment such as Tele-graphics units seems out of the question. In our rhetoric, we discuss how we will remain at the cutting edge of distance education and leave the world stunned in the wake of our leadership and expertise. In reality, we are operating more like the MASH unit—with all the professional skills and dedication of Hawkeye and his friends but without some wily and parsimonious Radar to procure the technology needed for success.

An enhancement in the 400.0 range is sorely needed that will cover audioconferencing costs, an additional bridge so more sites may call in to classes, Tele-graphics technology, and replacement equipment.

With that said, there are some areas—particularly vocational—where it would be useful to be able to buy out faculty expertise from other schools and colleges. However, while many faculty are quite interested in working with rural students, it is generally perceived that this work will not add to—and may even detract from— one's promotion and tenure chances. So, two things would be necessary: money to fund buy-outs and some signal from the top administrators and faculty leaders that such involvement does indeed count usefully in tenure and promotion decisions.

## CHARGE 3

*Recommend mechanisms for the rural campuses and programs to relate to and get advice from rural communities—e.g., an advisory body.*

Response: Since restructure, the College of Rural Alaska has benefited from the advice of the CRA Council, which is authorized by Board of Regents' policy to

## Charges

provide insight and guidance with respect to community and regional needs, budget matters, program development, and related matters. Within the regions, each rural campus has its own advisory council with membership elected by specific constituencies. These councils are, likewise, highly effective in their provision of appropriate citizen input and advice. Further, at the rural campuses, certain programs—especially in the vocational areas—have their own program advisory groups, which are usually drawn from local practitioners and potential employers. As one may imagine, considerable informal guidance and advice is also available.

It is felt that campus links to communities and regions are sufficient. The chief difficulty is not getting advice, or sorting priorities, or clarifying goals or directions. Rather, the problem is the lack of resources and funding necessary to pursue and implement important programs.

### CHARGE 4

*Recommend curricula and governance mechanisms that will give rural campuses more autonomy in addressing community needs while ensuring that all certificates and degrees are an integral part of UAF.*

Response: This is an issue that relates to faculty and curriculum. The curriculum argument has to do with local control. Prior to restructure, each campus had a curriculum review process in place and working well enough to satisfy both internal faculty and external reviewers (such as NASC accreditation teams). Since restructure, rural campuses still employ earlier processes but are now subjected to additional levels of review before proposed courses and instructors are approved. This is galling when what is being requested is permission to offer a course at the zero, 100, or 200 level in a discipline such as math, science or English, especially when there is a cadre of eight math/science faculty and seven English faculty—some with terminal degrees—distributed among the rural campuses. Even in cases such as this, permission must be requested of the Fairbanks-based faculty in those departments.

The committee believes that the same local autonomy available to faculty at those former community college campuses now associated with UAA and UAS should be available to Rural campuses at CRA. Naturally, dialogue and involvement with Fairbanks-based disciplines is useful and appropriate, but it must be in the context of cooperation and coordination rather than direction and supervision.

The larger element of this issue relates to faculty, both as employees and as teaching resources. To serve rural Alaskan needs, which are many and diverse, the wisest decision is to advertise for and hire faculty who are generalists able to teach across a range of courses or disciplines. This has been the historical approach, and thus we have a faculty member who would teach, for example, developmental math, earth science, photography, gardening, and survival skills courses all in one semester. Another would teach business management, written composition, introduction to education, tourism, and world history courses in that same semester. Many other examples could be offered, because highly effective, generalist teachers were more the rule than the exception. Faculty fitting this profile have two master's degrees and considerable additional formal education more often than they have doctoral degrees. Also, it is typical for them to have little interest in carrying out academic research and

## Charges

even less formal training in research methodology or design. Nevertheless, in order to participate in the university system of faculty rank, tenure, and promotion, those teaching in core areas are required to accept tripartite work assignments. And, while expectations that they will actively research bind them, their teaching loads are reduced in compensation.

Faculty must be able to teach; students need more courses made available. Surely some accommodation can be made to improve an unworkable situation either through the faculty senate or through some other mechanism.

### CHARGE 5

*To identify other issues that need resolution or opportunities that should be addressed prior to implementing a reconfiguration and the steps that are needed.*

Response: Whichever decision is made about the structure of the College of Rural Alaska, there will be ideas to be debated, details to be stipulated, and issues to be resolved. At this point, however, there is only one significant issue that requires immediate attention: budget.

It is the belief of the committee that until the questions of structure and placement are resolved, CRA funding should neither be reduced nor reallocated but maintained at the FY92 continuation levels.

24 April 1992

To The Members of the House HESS Committee:

I am a student at U.A.A. who is strongly in favor of House Bill 562, the separation of the Community College from the University. If possible, please read the presentation I had prepared, but can not present.

Thank you ever-so-much for your consideration in this matter.

Sincerely,

Parula "Bambi" Moon  
7641 Snow View Dr.  
Anchorage AK 99507  
(907) 349-3138

In the beginning of the merger, the Community College was assured that its' goals and mission would be strongly supported in the new system. That is not true. The opposite has become reality. The community has effectively been alienated from receiving an education by various methods. If this trend continues, a portion of the community will be denied access to any form of higher learning.

One form of alienation has been achieved by priority registration. By the time the traditional community college student gets a chance to enroll, they find they can't. The class is full. By the time the older student gets a chance to sign up for a course to keep themselves active and their minds alert, they find they can't. The class is full. The door is closed. By the time the individual goes to enroll for a class just for the joy and pleasure of learning, they find they can't. The class is full. The door is closed.

Another effective method of alienation of the Community College student has been by changing many of the community classes to self-support status. Before the merger, many of the classes offered by the Community College were included in the 12 credit cap with the only additional expense being a \$10 to \$15 special fee or royalty charge. Now because these classes have been made self-support, the student must pay 700% to 1500% more for these courses. Is this how the goals and mission of the Community College is to be met? By discriminate pricing?

An additional method of alienation has been by elimination. The Vocational Technical Education was part of the heart of the Community College. Before the merger, Anchorage Community College Electronic Department in the summer 1987, offered 7 courses. In the summer of 1992, they are down to 4. Budget restraint is obvious here. Prior to the merger, Auto-Diesel offered 4 courses. This summer, they are offering none. In the summer of 1987, Aviation offered 22 courses. In the summer of 1992, they are offering 3. Prior to the merger,

Anchorage Community College offered courses leading to a certificate in Labor Studies. That entire program has been eliminated. How can the goals and mission of the Community College be met when so little is being offered.

Finally, the greatest method of alienation will be performed by denial. Deny access to higher education to a sector of the community with the greatest need. In the midst of drastic budget cuts, the University is SERIOUSLY considering closing the Adult Learning Center in Anchorage. This facility provides classes so individuals can get the education required to receive their GED. This facility provides the first step for high school drop-outs on the long and strenuous path of post-secondary education. By eliminating the first step, you eliminate the chance for women who were teen-age mothers to become self-sufficient instead of state funded. By eliminating the first step, you eliminate the chance for drop-outs to become contributors to society instead of recipients. This is being threatened under the guise of 'budget cuts'. This is being threatened at the same time Chancellor Behrend want the University to 'hard-fund' a new Multiculturalism program, per the advice of the National Advisory Committee. Why fund a new University program, when those it would benefit most, will be denied access. Why fund a new multiculturalism program, when the majority of the high school drop-outs are multicultural minorities.

On March 17, 1992; Dr. Komisar confirmed the merger is not saving money and I quote "The notion that the University can find substantial savings from administrative restructuring today is simply not true". His statement belies the reason why. The funding for University Administration will dramatically increase as the pre-merged faculty leave. The University is replacing them with individuals with Master Degrees and PHD's at a 100% to 300% increase in salary from the previous member and in some cases, up to a 40% decrease in their instruction workload.

The University continues to fund graduate courses which have less the 50% enrollment, without cancelling the course. The University still spends a tremendous amount of funds for upper-division programs which graduate only 5 to 15 students a year. The University is turning into an elitist organization with misplaced intentions and misguided purpose.

On April 22, 1992; in the Anchorage Daily News, Dr. Komisar is quoted as saying, "the legislature should let the regents decide how to allocate state funds". I beg you not to allow that to happen. The original model for the budget was based on student enrollment. Providing the most funding for the most students. But now, he wants to use the majority of the funds based on the aging buildings, which will leave less for the students, throughout the state. If the buildings are really that bad, why did the Board of Regents approve fundings for a schematic design and authority to bid and award a contract for a Yup'ik Museum/Consortium Library/Multipurpose Cultural Center? Why are they providing funding for a new building? Why not take care of the older ones first?

In the first week in April 1992, Time magazine correctly portrayed the path many of America's colleges and universities have started taking. The path is to educate and teach. That path is to move back to the area of instruction and less in the area of research, simply because of budget cuts. Educate the majority.

Without our Community Colleges, the student receives less from the educational budget. The Community receives less services, less course offerings, less opportunities and less of an education. Please bring the Community College back. Thank you.

*Pamela "Bambi" Moore*

4/31/92

Representative PAT CARNEY, Co-Chair  
Members of the Hess Committee

Dear Legislator:

PLEASE support HB #562 which provides for  
the separation of the Community Colleges from  
the University of Alaska.


In the five years since the restructuring of  
the University, the Community College mission  
has suffered enormous damage. The  
University system clearly does not value  
Community College programs nor student  
needs and is clearly eliminating (RAPIDLY)  
all vestiges of those programs.

Please understand that the University provided  
fiscal note is a blatant smokescreen. The  
fact is that Community Colleges serve  
more students, from more diverse backgrounds,  
FOR LESS MONEY. Community College  
faculty teach students in the classroom.  
University faculty divide their workload to  
include research and administrative work  
which take them out of the classroom.

Example: In my UAA department, 14 full-time faculty members offer 79 classes per academic year. The same number of teachers in the Community College would offer 112 classes per year.

In Summary, you get more bang for your buck with Community Colleges.

Please Support HB 562.

Thank you,  


DAVE DALL  
Professor of Psychology  
University of Alaska Anchorage  
3211 Providence Drive  
Anchorage, AK 99508



## UNIVERSITY OF ALASKA ANCHORAGE

COLLEGE OF CAREER AND VOCATIONAL EDUCATION  
3211 Providence Drive  
Anchorage, Alaska 99508-8341

DEPARTMENT OF HUMAN SERVICES  
(907) 786-1536

30, April, 1992

Representative Bettye Davis  
Alaska State Legislature  
PO Box V  
Gineau, Alaska 99811

Dear Representative Davis,

I urge your support of HB562. Since the University merger, commitment to the Community College mission appears to be continually declining. It is vital to the economic growth and development of Alaska that we maintain the Community College mission whose programs traditionally <sup>attend</sup> to the educational/training needs of single working mothers and other low income people.

Thank you for your consideration.  
Sincerely,

Cheryl Mann ASU  
Practicum Coordinator, Human Services