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Charles Keim Speaking to the Regents, 1/9/1970

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Dr. Kessel thanks Dr. Klein. Dr. Kessel says that her department has taken the initial steps to develop a program for a cooperative fishery unit similar to the wildlife unit that Dr. Klein just described. Another operation they are working to establish is a land resources research laboratory. Given the relatively poor environment in the colleges for research, the absence of an appropriate research unit and the extreme importance of Alaska's renewable resources, they are requesting the establishment of the research laboratory as a focal point for the research on Alaska's wild land resources. The proposed research laboratory would include forestry, watershed, range, recreation, land use and classification, and other aspects of applied ecology which are not already adequately represented on campus.

Dr. Kessel says that this year, for the second time in the budget request to the legislature, they are requesting seed money for the initiation of the laboratory. The proposed laboratory would be critical in the development of expertise at the university through both the development of knowledgeable faculty and as a training ground for graduate students.

Dr. Kessel finishes by discussing the different emphasis graduate teaching between the research institutes and the colleges. The research institutes here today have discussed the graduate teaching program as a part of their research while the colleges think of it as part of the academic program. In her presentation today, Dr. Kessel has discussed what she has just called "research" today, but she points out that it is actually teaching-related research. She adds that in the last three years, since 1966, her college has awarded 29 master's degrees and the theses are listed on page 29 and 30 on the publications list.

Dr. Kessel finishes her speech. The coffee break begins. The tape cuts out.

A man introduces some of the members of the college of business and government that are in attendance today: Professor Melba Pelosi who heads the Department of Office Administration, Professor Herman Slotnick of the Department of History, Professor Ron Chin(?) of the Department of Political Science, Harold Dinkins who is acting department head of the Department of Economics, Tom Schafer(?) who is acting department head of the Department of Business, and James Barger(?) who is the head of Department of Accounting.

The man continues speaking, saying that the main thrust in the College of Business, Economics and Government is teaching. Research is done but the main [research?] effort is through the sister institute of Social Economics and Government. The speaker looks forward to continued cooperation.

When he gave his presentation last year, the speaker solicited support for the following projects: a Master's degree in public administration, the resources to continue the Associate's degree in police administration, the resources to hire new personnel in order to increase the quality and depth of course offerings. Lastly he cautions that if a law school is to be at the University of Alaska, then the time is approaching when a concerted effort should be made in that direction for even if they had the resources and the mandate today, then it would still be five years before the university would enjoy an accredited law school.

The man relates these same issues he mentioned last year with the current situation. With reference to the Master's degree in public administration, an ongoing program has been implemented at Juneau Douglas, with about 60 part time students participating. With reference to the police administration degree, an $87,000 grant from Washington last year was unfortunately terminated due to congressional action. Fortunately, the program has been continued in Anchorage with about 65 students and on the main campus with about 50 students. With reference to new personnel, he says there is still a need for additional faculty in the areas of business, history, Asian studies, and development of economics. As for the law school, he says that with the assistance of the faculty at UCLA law school, we now have some reasonable alternatives to the establishment of a law school which he would like to speak about in more detail later.

Finally, he says that the college is not currently planning any new program but instead examining the ongoing programs for relevancy, effectiveness and for updating the quality so that the University of Alaska can continue to turn out first class graduates in these disciplines. He finishes his speech.

The next speaker is Dean Earl Beistline, from the college of Earth Science and Mineral Industries. Dr. Beistline thanks Don and acknowledges the Board of Regents, Dr. Wood, colleagues, and guests. Dr. Beistline thanks the board and administration for their support over the years. Dr. Beistline introduces some people from the college of earth science: Dr. Cook, who is the head of Department of Mineral Engineering, Dr. Benson(?) who is the acting head of Department of Geology, Dr. [Herbert H.] Rashe, who is the head of Department of Geography, Dr. [Ernest N.] Wolff of the mineral industry research laboratory, and Mr. [Lawrence E.] Heiner, assistant mineral engineer in the mineral industry research laboratory.

Dr. Beistline begins by reciting part of a poem by Kipling:

> I keep six honest serving-men
> (They taught me all I knew);
> Their names are What and Why and When
> And How and Where and Who.

He says his presentation is in three parts: 1) why research in the college of earth sciences and mineral industry, 2) what research has been and is being accomplished, 3) what problems exist and what is the research program for the future.

1) Why research in the college of earth sciences and mineral industry:

From the very beginning the objectives of the program have been to provide educational opportunities in earth sciences and mineral industries and to assist in the economic development of Alaska's mineral resources. The success of the program is attested to by the overall success of the graduates of the college.

After years of a dormant mineral industry in the state, activity has burst forth. Oil and gas discoveries have intensified mineral exploration. Now the college must react dynamically in its educational and research programs throughout the state. To effectively serve people who are interested in careers in the earth sciences and/or mineral industries, a number of programs approved as being a necessary part of the university's offerings on a statewide basis and having a general identity have been grouped together into an administrative unit. Dr. Beistline lists the degree programs with the help of a visual aid; he explains that blue indicates programs proposed for the future. Programs he lists include Bachelor of Arts in Geography, Bachelor of Science in Geography, Bachelor of Arts in Geology, Bachelor of Science in Geology, Master of Science in Geology, Doctorate in Geology, Associate in Petroleum Technology, Bachelor of Science in Mineral Engineering, Master of Science in Mineral Preparation Engineering and in Mineral Engineering Management as well as the professional degree of Engineer of Mines.

Dr. Beistline says that Dr. Theophilus said that research must be an important part of teaching programs, however, with due consideration for the individual and his contributions to teaching compared to research.

Dr. Beistline says that in his college, research is being conduct4ed and expanded in the areas where academic programs are offered. In these fields throughout the world, great bodies of knowledge have been and are being developed. Technological advances have been impressive. Challenging frontiers remain. Alaska, with its unique environments, resources, shorelines and continental shelf, the opportunities for study and research are great.

In line with these concepts, a research unit has been established in the college to assist in the development of human and mineral resources in Alaska. The unit is administered entirely with the college. It cooperates closely with the academic departments, other college and research units, private industry and government agencies. In this way a strong earth sciences and mineral industry oriented complex is being developed.

Cooperation is necessary among the various disciplines, both in research and in teaching. Dr. Beistline refers to fig. 2 in his visual aid, which illustrates some of the cooperative projects and programs which have existed or do exists between the administrative unit he previously described and other university units. Dr. Beistline explains the chart and cooperative ventures.

Dr. Beistline says that, all in all, balanced research and teaching programs are essential in the college in order for it to make contributions to student education, development of mineral resources, faculty development and stimulation and world knowledge.

2) What research has been and is being accomplished:

Research is conducted in the academic departments, mineral industry research laboratory, and research institutes through cooperative arrangements. The results for research are to be made known through publication if they are to be contributions to human knowledge. Publications of the college faculty are included in the booklet of publications of university faculty. In the packet, there is also a list of research grants that have been receives by college personnel and a list of graduate student publications. The wide variety of sources of funding and the wide variety of subject material is noteworthy.
The mineral industry research laboratory was established as part of the College of Earth Science and Mineral Industries by the 1963 legislature. The objectives of the laboratory are 1) to help expand and

diversify the mineral industries of the state through applied and basic research in coordination with state and federal mineral agencies, 2) to assist in education of Alaska's people, 3) to assist in service through industry, consultation and test work.

Currently the laboratory has three full time members; Mr. Heiner, Dr. [P. Dharma] Rao, an associate professor of coal technology, and Dr. Wolff, a geologist. The consultants work on specific projects as the need arises. An advisory committee review, consider and propose research projects.
The laboratory personnel are in full agreement with the original charge of the 1963 legislature and believe that the mineral industry provides the greatest potential growth for Alaska. It is a state responsibility to support research that potentially leads to mineral development.

With reference to state money, the people of the laboratory feel that there should be a certain foundational level established to give a stable organization. At this point the money should not be considered seed money; this would be additional. The fact that the laboratory is established and operation will tend to draw money. The laboratory is planning to solicit more funds and is not saying that the entire operation should be supported by state money.

Dr. Beistline refers so a figure that shows state appropriations to the laboratory for the past six years and the amount of funding has been obtained otherwise. Dr. Beistline expounds upon past amounts of funding and funding sources.

Dr. Beistline explains that the June 1969 annual report contains a review of the research completed in the previous year, a summary of the research in progress, and a general statement of the type of other services given to individuals and agencies. On page 9 is a list of publications. Every effort is made to do research that will be of some use in the not too distant future; this is clear by the titles of the publications, many of which Dr. Beistline reads out.

The presence of the laboratory in close physical association with the college allows students in geology and engineering to become familiar with the types of studies undertaken as contributions to the development of the mineral industry. The success of the laboratory may be indicated by the large number of requests for publications and by letters from government and industry commending the authors on the publications. Some of these letters may be seen in the information packet. Dr. Beistline gives examples of publications which were reprinted due to demand. The reception given the report on mineral resources of northern Alaska indicated a need for similar studies in other parts of Alaska. On this basis, a similar report was prepared for the Seward Peninsula and one is being prepared for Southeastern Alaska. The current contracts with federal and state mineral agencies are indicative of the cooperative programs being developed as well as the capability of laboratory personnel.

The Alaska Miners' Association, in its annual meeting in Anchorage on December 3rd, passed two resolutions pertaining to the college one was an endorsement of the minerals and marine facility that would provide space for advanced instruction in the college as well as facilities for the mineral industry research laboratory. Space in the facility is being planned for USGS, the Bureau of Mines, the Divisions of mines and geology, the US Coast and Geodetic Survey, the Institute of Water Resources, the Institute of Marine Science. The second resolution recommends an increase in state appropriations in funding for the laboratory. These resolutions are forwarded to the all-state administrators and the legislators of the state by the mining association. Industry has shown its endorsement of the reaching and research programs of the college.

As an example of the contributions made to the teaching effort of the university, the speaker refers to a chart which pertains to this year's operations. People in the laboratory are teaching various courses. There is a blending of the research people with the teaching function of the college.

3) What problems exist and what is the research program for the future:

The speaker begins with the topic of funding and facilities. Funding for teaching and research go hand in hand in the college. There never is sufficient money. Budgets are developed and justified on accomplishing the objectives of the program. Difficulties arise when opportunities that arise cannot be accepted for lack of funds or personnel to carry on a particular project.

The basic goal in funding is to establish a stable, full time core of teaching and research personnel. Peripheral to this core, would be appropriate personnel from other university units as and outside consultants who could be available to work on special projects beyond the capacity of the regular staff. Often suggested is the idea of reinvesting a portion of the state income derived from the mining industry to further develop industry through research.

With reference to facilities, space is lacking. In regard to the mineral and marine complex, Dr. Beistline appreciates the action that the administration and the board has taken in pushing this ahead and he hopes that this will be followed through with a great deal of vigor in the months to come.
The success of any organization is affected by the administrative atmosphere which surrounds the working unit. Because the university is not a large institution and because research and teaching are closely interwoven into the present parallel organizations and because the college is involved in both teach and research, then it is imperative that maximum communication and clear lines of operation should exist to allow harmonious relationships between the various units. In this respect the University of Alaska has recently reaffirmed its excellent policy to the Northwest Association of Secondary and Higher Schools that instructional programs will remain in the respective colleges as recommended by the accrediting association. This means graduate as well as undergraduate, teaching and the teaching research approach.

Serious study should be given to problems such as have been identified by Dr. Theophilus. Dr. Beistline says that one of these issues is delineating the scope of operations without excess rigidity. For example, what would be the scope of activity of the research in advanced study council with reference to action on academic programs and research proposals and programs? If one is discussed, then should not the other be discussed, if the entire university is involved?

Another example is, for the sake of homogenous operation, the placing of graduate student administration with undergraduate student administration in the area of, say, budget preparation. The preparation of the budget for all instruction is involved with the college, yet the program is involved with the research in advanced study with reference to graduate instruction.

These examples are not simple subjects. The means of handling them must be integrated into numerous facets of university operation. However, we must keep in mind that action at high levels has a direct bearing on personnel management and performance at the laboratory level. With reviews and appropriate implementation, distasteful actions such as occurred at the desert research institute may be prevented. There is a copy of a related article which appeared in the December 5th 1969 issue in the packet. In the final analysis, men who are dedicated to the University of Alaska and the state as well as

to their professions will make almost any system of organizational procedures operate beneficently for all people within and without the university.

Dr. Beistline continues, focusing on administrative organization. Research and institute in the college are based upon having programs with natural affiliations grouped together in order to support each other. The present grouping of the college of earth sciences and mineral industry was reviewed and strongly endorsed in 1959 in the Patty Report. University offerings must be periodically under review to make sure the university is responsive to times. This is being done presently by the University Assembly. The audience has received copies of the options under discussion.

The consensus of the college faculty in the December 1969 meeting was that if a reorganization of groupings is undertaken, the present programs should be continued and additional disciplines should be included in the administrative unit. Possible new programs include: geoscience, meteorology, oceanography, solid earth geophysics, metallurgy, petroleum refining and chemical engineering, and regional planning. The overall plan for college teaching in the future continues to be directed by, first, offering education programs in the earth sciences and mineral industries disciplines, second, contributing to recourse development in the state, third, contributing to faculty development and stimulation, and fourth, contributing to world knowledge. Cooperative projects with other university units, private companies and government mineral agencies will be further increased as conditions and needs require. He refers to a graphic aid that lays out the plans for research for the future.

Dr. Beistline closes with a quote from Ben Franklin, “Genius without education is like silver in the mine.” Dr. Beistline says their objective is to mine the silver and utilize it for mankind.

Next, Dean Charles Belke(?) of the college of mathematics, physical sciences and engineering speaks. The speaker greets the Board of Regents and the audience and says he plans to talk about his college, the people who are doing research in his college, why they are doing research in his college, his observations of the past four or five years and plans for the future.

He explains that the document that has been handed out to the audience tabulates research accomplishments of the people in the college over the past three years.

His college is wide department-wise if not student-wise. The departments and programs of the college are the electrical engineering department, the mechanical engineering department, the civil engineering department, the graduate level engineering management department, the chemistry department, the physics department, the mathematics department, the general science department, an electronic technology program, an environmental health engineering program, and an interdisciplinary program in oceanography and ocean engineering.

The speaker introduces the few department heads which are present: Larry Bennet(?) of engineering management, Warren Smith(?) of chemistry, Robert Brown of mathematics, Roger Sheraton(?) of physics, and Sage Murphy who is in charge of environmental health engineering program.

The speaker points put an article, “Paving the Airstrip at Point Barrow,” included in the handout’s section on publications of the faculty of his college on page 44. The article was written by John Birdie(?), the head of civil engineering department. The speaker points out that the results of this research (ie an airstrip) are much more substantial than the mere publication.

The speaker says that over the few years he has been here he has seen that faculty over all areas of the university, both research and teaching, has become considerably more competent. The University of Alaska is growing in competence and quality daily. As an example of how the faculty is better, he points out the achievements of Tom Head(?). Tom does a pencil and paper type research that he can do without traveling, funding, interns, or equipment. As a result he has managed to publish prolifically despite his full time teaching. He is an outstanding teacher. He is tough to keep because he is in demand. He is in demand not because other universities know what an excellent teacher he is but because his publications are known nationally. Publications and research make the University of Alaska's faculty competitive nationally. His college is attempting to publish quality paper at a reasonable rate consistent with good teaching. Active publishing researchers also help with recruitment.

The speaker says that it has sometimes appeared today as if there are two camps: a research institute camp and a camp of professors who are research oriented and who are trying to go it alone. The speaker explains that institutes are program oriented and within the program are various disciplines. Outside of the institutes are some disciplines, for example pure mathematics, which do not fit into any of the institutes. This is the reason Tom Head is doing his research by himself. Not because he isn't interested in working with and institute but because there isn't a program that is associated with pure mathematics. There are several of these are disciplines off by themselves and which are not associated with a specific institute.

This creates a problem. These researchers cannot go to an institute director and ask for funding for the summer. So these people must go it alone. The speaker heartily recommends to the Board of Regents that the university should "stump for" some money to be handled at the discretion of the vice president for research and advanced study for summer funding for college people who lie outside of these program areas.

Many principal investigators who would obtain money would be encouraged to find their own fund for future support, but the seed money is necessary for recently hired bright young people who are not yet established as researchers. The speaker thinks funding for two summers per person would be sufficient to allow them to get themselves established as researchers and in a position to find their own funding. When there is an institute where the discipline and the program fit, researchers are encouraged to work through the institutes. The speaker elaborates a little more on funding. Because, unlike federal dollars, state dollars are matchable, institute directors try to get as many state dollars as they can. The speaker says the, in his college, people are rational and want things to work out, so generally, they have.

He says with the organization of the university as it is today, with the institutes competing nationally and among themselves to an extent, and some competition between institutes and colleges, the university has seen health growth. He thinks the future is bright. His college, because of the large number of disciplines under it, is cooperating, doing research through or having teaching done by all of the institutes on campus. Generally this works very well. The speaker gives some examples of this cooperation with specific institutions.

The speaker finishes by saying that he did not mention plans as they don't have a program of research. Each individual member of the college mas his own plans and does his own research.