

UNIVERSITY of ALASKA

Faculty Alliance

Friday, November 16, 2007, 10:30am – noon by video conference

Anchorage site: Admin. Building Room 204

Fairbanks site: Carter Conference Room, Butrovich Building

Juneau site: Egan Room 116

And by audio conference for those participants outside Anchorage, Fairbanks or Juneau, Bridge #1-800-893-8850, pin 2151251

Draft Minutes

1. Call to Order and Roll Call

Members present:

Bogdan Hoanca, President, UAA Faculty Senate
Jon Genetti, President, UAF Faculty Senate
Marsha Sousa, President-Elect, UAF Faculty Senate
Shirish Patil, Past Alliance Chair and Past President, UAF Faculty Senate
Jill Dumesnil, President-elect, UAS Faculty Senate
Chuck Craig, Past President, UAS Faculty Senate
Anne Bridges, 1st Vice President, UAA Faculty Senate
Genie Babb, Chair, UAA Faculty Senate Graduate Affairs Board

Executive Officer: Pat Ivey

Others present:

Fred Villa, Associate Vice President, Workforce Development
Rory O'Neill, Executive Director, Applications Services
David Bantz, Chief Information Architect

2. Adopt Agenda

MOTION - passed

“The Faculty Alliance moves to adopt the agenda for the November 16, 2007 meeting as amended to change title of Item 8.4 to “Information Technology Council. This action is effective November 16, 2007.”

3. Approve October 18, 2007 minutes
<http://gov.alaska.edu/faculty/minutes/2007/10-18.pdf>

Attachment 3.

MOTION - passed

"The Faculty Alliance moves to approve the minutes for the October 18, 2007 meeting. This action is effective November 16, 2007."

4. Report from the Chair – *Bogdan Hoanca*

Bogdan Hoanca reported that he attended the Board of Regents meeting a week ago. Board approved the operating and capital budgets. Bogdan Hoanca and Megan Carlson, Chair of the Staff Alliance testified. Hoanca's message was that many people at the MAUs think they are not involved in student success. He was pleased that Chancellor Pugh said that in Juneau they have mounted a campaign that student success is everybody's business. He spoke with Jim Johnsen about the ORP switch but there has been no progress yet within UA. Johnsen thought chances of getting the legislature to change it was less than one percent.

The student success steering committee has been established by Dan Julius. Hoanca looks forward to serving.

He received a message from Pat Tilsworth regarding prerequisites enforcement on an MAU by MAU basis in Banner. This would allow UAF to enforce the rule while UAA has chosen to opt out. One concern at UAA was that the UAA remote campuses would not have a choice or UAA would have to negotiate a compromise or allow them to choose or not choose enforcing prerequisites.

The second round of statewide review has been completed with site visits. In Anchorage, the public hearings with Terry MacTagart and Brian Rogers actually drew a crowd and there were many questions.

5. Vice President for Academic Affairs – *Dan Julius (tentative)*
<http://www.alaska.edu/research/staff.htm>

Dan Julius was not present so no report was given.

6. Old Business

- 6.1. External Administrative Review Status

The regents talked about on the external review on Nov 6 but did not reach a consensus. They will consider it at their retreat in January. Bogdan hopes they will take the current administrative review and build from there. The external review focuses on the needs of the state and not necessarily the inner workings of the university.

- 6.2. Student Success Attachment 6.2
<http://gov.alaska.edu/faculty/2007-11-08.studentsuccess-steeringcommittee.pdf>

UAA – UAA is still working on filling the last few seats on its task force and has a meeting of the task force scheduled for November 30.

UAS-Some faculty are serving on the statewide steering committee and on the local task forces, building on the work of the previous year.

UAF- UAF is still working on filling the committee through the UAF Coordinating committee and will include faculty, staff and students.

It was noted that none of the UAF Faculty Senate leadership was included on the statewide steering committee but it was generally felt that this was an oversight

6.3 Alliance Constitution and Bylaws Review

Mark ups for second reading:

<http://gov.alaska.edu/Faculty/Constitution/2007-11-16.const-amend.pdf>

<http://gov.alaska.edu/Faculty/Constitution/2007-11-16.bylaws-amend.pdf>

Governance Regulation

<http://gov.alaska.edu/Staff/2006-08-31.governancereg.pdf>

Current Constitution and Bylaws:

<http://gov.alaska.edu/Faculty/Constitution/constitution.pdf>

<http://gov.alaska.edu/Faculty/Constitution/bylaws.pdf>

Proposed Revisions

<http://gov.alaska.edu/Faculty/Constitution/2007-10-18.cons-bylaws-amendments.pdf>

The constitution and bylaws were presented for a second reading.

Chair-elect provision in Section E is new, was discussed and generally agreed upon.

The Alliance changed Article IX to strike the original and the amendment and replace it with "Review and transmittal of proposals is governed by University Regulation 03.01.01 Review and transmittal of proposals is governed by University Regulation 03.01.01."

ACTION: The constitution and bylaws amended to include the change in Article IX now go to the senates for information and input prior to Alliance action.

6.4 Other Old Business

There was no other old business.

7. New Business

7.1 Workforce Programs – Fred Villa

<http://www.alaska.edu/swacad/wp/>

<http://www.uaa.alaska.edu/ctc/advising/index.cfm>

Workforce development is very high profile in Alaska and very key to student success. The UA system goal is to double number of engineering graduates by 2012 and to get there, attract students to other aspects of engineering i.e., drafting etc and then have them go into engineering from there. It is significant in that 40 percent of freshmen entering engineering programs generally graduate in eight years. It is significant for the university to double graduates in next five years. The number of students enrolled with declared engineering major is very high.

Corporate programs group is working with community campuses and faculty and has new leadership in Dwayne Hymen, a former realtor, worked with Wedbush,

Commonwealth North et al and brings a high level of understanding in business, industry and the university.

MAPTS – opened up a discussion to move MAPTS out of Kenai to become a statewide organization. MAPTS is mostly non-credit, doing work similar to UA Corporate Programs... From the administrative side, it seems to make business sense. Villa is just now drafting a transitional plan which probably won't change the structure much.

Some concern throughout the system regarding implementing a **mandatory assessment for 11th graders** by ACT to place levels of academic attributes to students in relationship to the jobs that have been profiled in industry (13,000 jobs throughout the nation) in such areas reading for information, math and other areas. A level 3 would say that student would be eligible for about 20 percent of the jobs. A level 5 would make students eligible for 85 percent of jobs and college eligible. The State Board will decide Dec 7. Part of the program includes World Wide Interactive Network WWIN. The university and faculty and enrollment people should have a seat at the table regarding the development of this so we can start comparing it to student success at the university level. Asking the Department of Labor to give training on AKCIS, the Alaska Career Information System, so we have an understanding on how to navigate through the system to assist students in getting jobs. See AKCIS information at <http://www.uaa.alaska.edu/careerservices/resources/acis.cfm>.

Career Pathways and Career Clusters. Career Clusters started on the federal level. Several states including Alaska have adopted the career clusters concept, but Alaska hasn't done much. The national model has 16 career clusters. Alaska doesn't have or need to have programs in all those areas. Environmental Sciences fits well so we changed the national title to Agriculture, Natural Resources and Environmental Sciences. Career clusters allow students to spend time in system, get something they can use, go work and come back for more training later, and maybe eventually get a degree. The intention is to place the clusters on the UACP web site in December. Fred doesn't consider this web site listing an end product but is looking for faculty to vet this through their programs/departments and adjust and or develop new ones.

The Alaska Department of Labor Research and Analysis has all UA graduates over last ten years listed by category and career cluster and are they still in Alaska (as evidenced by PFD). Challenges are whether or not they are working in their field and how much they are making. This information will be openly shared so MAUs schools and colleges can decide how to use this information.

Shirish Patil asked if there was any effort to ask school districts and boards if they would allow UA faculty to teach high schoolers a pre-engineering course and provide an opportunity for students to get college credit and visit campus early.

Genie Babb asked why it took 8 years for engineering students to graduate and was directed to UAA's Dean Lang who did the research. Cost may be a factor and many may be taking courses while already working in the field so it takes longer. Lang is assessing further.

Chuck Craig asked if the 11th grade test would be mandatory. Fred said it would be mandatory across the state if implemented. The problem is it hasn't been vetted enough to raise enough interest to generate legislation to make it happen.

- 7.2 Oversight of Improvement to On-Line Resources for Instruction, Advising – *Rory O'Neill*
<http://gov.alaska.edu/faculty/2007-11-08.oversight-onlineresources.pdf>
<http://gov.alaska.edu/faculty/2007-11-08.eFAR-ChangeManagement-flow.pdf>
<http://gov.alaska.edu/faculty/2007-11-08.FacultyOversight-IS.pdf>

Rory O'Neill contributed the item to the agenda. Enterprise Applications put software in place that everybody uses including the Faculty Activity report and several areas. O'Neill was concerned that faculty are not included enough in the oversight and governance of these systems to tell IT what to change and when.

O'Neill said that for already deployed systems there are groups and if faculty send O'Neill a message and he will advise when meetings occur. Bogdan was pleased that O'Neill made the offer and the Alliance and senates need to do a better job of interacting with faculty users. Bogdan encouraged O'Neill to send meeting notices and any information he may wish to share with the Alliance to Pat Ivey for distribution to the Alliance listserve.

- 7.3 ETT-OIT Request to Expand Keys Server
<http://gov.alaska.edu/faculty/2007-11-02.ETT-expand-Keys-server.pdf>

OIT put items 7.3 and 7.4 forward to ETT and ETT is picking up on this to request funds for 7.3 and 7.4. Vice President Julius asked to send proposal directly to him.

MOTION – passed

“The Faculty Alliance moves to endorse ETT’s request to expand the Keys server. This action is effective November 16, 2007.”

- 7.4 ETT Proposal to Obtain Windows and Office Software for Students to Install at Home
<http://gov.alaska.edu/faculty/2007-11-02.ETT-studentWindows-Office.pdf>

The Alliance was very concerned about the \$385,000 per year annual cost and that, if implemented, absolutely should not come out of tuition or cause tuition to be increased. Microsoft Office offers student discounts now if the student can prove college affiliation. The question is whether or not the university wishes to underwrite the software as part of its licensing agreement with Microsoft to allow students to have the software at home and keep it. The motion was made and tabled but after subsequent discussion was reintroduced and passed and the Alliance chair was directed to find the funding source and make sure this did not cut any programs.

MOTION: moved by Patil, seconded by Genetti, passed with one objection

“The Faculty Alliance moves to endorse in principle the ETT proposal to obtain Windows and Office software for students to spend at home, and directs the Alliance chair to seek information from SAC on the funding source and possible impact, if any, on tuition rates and academic programs. The Alliance may reconsider

this proposal when the Alliance chair provides the funding information. This action is effective November 16, 2007.”

7.5 Other New Business

There was no other new business

8. Reports - Administrative Councils

No additional administrative reports were given other than those listed as attachments. Patil noted that no meetings of the Research Advisory Council had occurred since the last Alliance meeting.

8.1 Systemwide Academic Council

Meeting Notes

<http://www.alaska.edu/swacad/files/SACmeetings/SACSummary10-23-07.pdf>

SAC web page

<http://www.alaska.edu/swacad/sac.htm>

8.2 Human Resources Council

http://www.alaska.edu/hr/forms/hr_council_list_2007.pdf

<http://www.alaska.edu/hr/hractivities/index.xml>

8.3 Ed Tech Team – *See also 7.3 and 7.4 above*

ETT Faculty Input Committee

<http://gov.alaska.edu/faculty/2007-11-09.ETT-FacultyInputCommittee.pdf>

<http://www.alaska.edu/ett/meetings.xml>

8.4 Information Technology Council

<http://www.alaska.edu/itc/meetings/>

8.5 Research Advisory Council

No meeting held since last Alliance meeting

8.6 Business Council

Notes November 8, 2007 Meeting

<http://gov.alaska.edu/faculty/2007-11-07.CCnotes-BIZCouncilmeeting.pdf>

2008 Meetings

<http://gov.alaska.edu/Faculty/2008-BusinessCouncilMeetingDates.pdf>

8.7 Student Services Council

9. Senate Reports UAA UAF and UAS

UAS- No report was given.

UAF- The UAF Faculty Senate continues to deal with ramifications of changing to a plus-minus grading policy. The Senate passed a sense-of-the-senate resolution requesting that peer review committees for promotion, tenure and post-tenure be open to the public. That resolution is being forwarded on to the unions. The senate also passed a resolution for

graduate degrees that they not receive honors since they have to maintain honors status to stay in graduate programs anyway and graduation with honors would be redundant.

UAA – UAA Faculty Senate had a visit from Dan Julius, and interviewed a candidate for their top eMedia position, in charge of distance learning at UAA. The Faculty Association has been very active on campus advocating full funding of the regents' request to the governor. The senate continues its work on a new student evaluation form.

10. Agenda items for December 14, 2007 meeting, 10:30am-noon – videoconference

The Alliance will email the other Alliance members regarding their preferred meeting method, video conference or audio conference.

11. Other Items of Interest

There were no other items of interest.

12. Comments

Write to the governor to support the budget.

13. Adjourn – The meeting was adjourned at 12:15pm.

From: Daniel J. Julius [<mailto:sndjj@email.alaska.edu>] Sent: Thursday, November 08, 2007 12:39 PM
To: 'Tim Barnett'; Megan Carlson; 'Chuck Craig'; EVELYN DAVIDSON; Michael A Driscoll; 'Jill Dumesnil'; Patricia Grega; 'Susan Henrichs'; 'Bogdan Hoanca'; 'Bernice Joseph'; LINDA LAZZELL; 'Joe Nelson'; 'Roberta Stell'; 'Tim Stickel'; 'Dana Thomas'
Cc: 'Mark Hamilton'; 'Steve Jones _'; 'John Pugh'; Frances Ulmer; Michael A Driscoll; 'Susan Henrichs'; 'Roberta Stell'; 'Jim Johnsen'; 'Pat Pitney'; 'Wendy Redman'; 'Saichi Oba'; 'Dave Veazey'; 'Karen Perdue'; 'Fred Villa'; 'Kathy Gruenig'
Subject: Statewide Student Success Steering Committee

Please consider this request to serve on a Statewide Student Success Steering Committee to be convened this winter. It is my hope our goals will be broad and systemic in nature; more specifically, how to develop and implement the next phases of systemwide and MAU plans focusing on student success. Your involvement and input will be critical to the continued success of this effort. I will chair the committee, (Dave Veazey and Saichi Oba from Academic Affairs will attend) and expenses associated with meetings will be covered by the Statewide office. I anticipate we will convene on several occasions during the next few months, before determining who else might be involved in this endeavor.

As you are no doubt aware, many individuals and groups at the University of Alaska, including the Faculty and Staff Alliances, have made student success a priority. We appreciate and hope to build upon these fine efforts. Additionally, our system is moving forward on budget requests related to student success to the Alaska legislature. It is expected the steering committee will integrate prior work and ongoing activities in their deliberations.

With the above caveats in mind, I have attempted to set forth major overarching questions the steering committee might contemplate as the next phase of a systemwide approach is implemented. These are followed by questions concerning the development of an implementation plan. Lastly, I have tried to capture major campus based issues that might be reviewed as implementation strategies are assessed.

Overarching Questions on Student Success

- * What are the primary internal and external variables impacting retention and attrition rates? Responding to this question should include an analysis of the current programs directed at improving student success.
- * Do we know what "success" will look like? In other words, is there a consensus regarding "where" we want to be as a system and as MAUs? What measurable outputs do we seek to reflect? In this regard, is there consensus on the "data" which will be utilized? Have such data been collected? Have we taken into account alignment with current PBB metrics?
- * How will we best coordinate, integrate, and align our efforts as we develop and implement a plan? Another way to articulate this question might be, given where we are now and the accomplishments made to date, how will our plan build on our prior success and understandings of these issues?
- * Given our task, to coordinate, integrate and align our efforts, what might be the best approach considering current budget parameters? What are the most important student success activities/programs currently underway and what are the financial needs associated with them?
- * Will our plan (and those involved in assembling it) integrate both systemwide perspectives and distinctive MAU perspectives? Are we clear on our approaches to student success at the systemwide level and at MAUs, where distinctive institutional and demographic variables may impact student success?

Plan Design

What about the actual plan itself? I have tried to set forth the major questions

the steering committee might consider. For example,

- * Does the plan contain measurable goals and objectives? (Commonly agreed upon performance metrics and a timeline?) Are there data or experiences that might demonstrate the plan will succeed?
- * Will the plan identify critical intervention points to move the metrics in the right direction?
- * Does the plan articulate proven strategies and contain actionable items?
- * Does the plan assign appropriate tasks and strategies to responsible parties?
- * Does the plan take into account budgetary requests/appropriations?
- * Does the plan involve the right people and adequately assess why current retention and attrition rates are where they are? (Can we be reasonably certain the plan will be integrated with the views of all constituencies in the system, whose efforts and support are crucial to student success?)
- * How will integration with core technologies be accommodated and prioritized?
- * How can we best share existing best practices and adopt them for use at other MAU's?
- * Will the plan (and its implementation) take into account external environmental factors (political, financial, and demographic) as well as internal factors?
- * Is the plan realistic, have we made the right decisions, identified the right priorities; are we sure we know our perceptions of reality are, in fact, correct?

MAU Based Implementation Issues

What specific issues and areas should be addressed as we think about plan design and implementation? Might I suggest the following:

- * How do we engage all faculty? What about the impact of faculty mentor programs, workload, pedagogy, and the assessment of student needs;
- * K-12 UA integration; what needs to be done to enhance/support preparation and recruitment of students who enroll in the UA;
- * Advising, degree audits, orientation, advanced placement, supplemental instruction, transfer policies and the "path" to graduation;
- * The impact of a particular campus culture, geography, extra curricular activities, learning teacher centers, and identification of students at risk (student alert programs);
- * Enrollment management, student services and admissions policies/staff;
- * Availability of distance education courses;
- * Availability and strategic use of financial aid or other alternatives;
- * Graduation requirements, alignment of educational activities (internships) with work/careers during and subsequent to graduation;
- * Assessment of "unique" and "systemic" factors which affect retention/attrition at a particular MAU;

* Agreement on (and our ability to collect) data used to evaluate retention/attrition.

We might also ask, if there are structural (administrative) issues on campus which may hinder our ability to sufficiently address student success. Lastly, our plan and overall approach must result in the use of

"customized" best practices and, to the extent feasible, standardization in performance metrics.

Thank you for your consideration of joining this steering committee. I am aware that a great deal of work, and success I might add, has been accomplished. I am also aware of how many demands are already placed on your time and I will do my best to use our time together efficiently. Please respond to me regarding your willingness to participate in this initiative with a cc to Kathy Gruenig.

Daniel J. Julius
Vice President for Academic Affairs
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** Somewhere in the Constitution and Bylaws we should list the dates when the current document was approved by the Alliance, the President and the Board. We might also include a history of changes.

Changes to the UA Faculty Alliance Constitution October 15, 2007

Article II

** need period after II

Page 2, Line 2: "and recommending to the President of ~~of~~ and the Board of Regents the granting of degrees thus achieved."

Page 4, Article X.A: "The President of the University shall, in writing, approve, disapprove, or modify ~~an~~ Faculty Alliance action"

Page 5, Article X.C: "The President of the University shall inform the Faculty Alliance of the reasons for any disapproval or modification within one month of disapproving or modifying ~~an~~ Faculty Alliance action."

Page 5, Article XII: "The system governance executive officer shall maintain Alliance electronic communications and prepare system governance news for inclusion in ~~vax~~ and printed newsletters."

** What is "vax" – do we need it, can we replace or remove it?

Changes to the UA Faculty Alliance Bylaws October 15, 2007

I.C.1:

"The UAA, ~~and~~ UAF, and UAS faculty senates ~~and the UAS Faculty Council~~ shall nominate representatives to serve on Alliance task forces."

"Requests to the Alliance for nominations to task forces established by the Board of Regents, the President of the University, or others within the university community shall be relayed by the Alliance of the UAA, ~~and~~ UAF, and UAS Faculty Senates ~~and the UAS Faculty Council~~."

I.C.2:

"The task force charge should be clearly stated, shall accompany any requests to the Alliance or from or to the Alliance to its constituent groups for the appointment or nomination of faculty representatives, and should include, where known:"

II.A.

"Public meeting notices for regular meetings shall be distributed to the university community and posted on the Alliance web site ~~Internet bulletin board~~ at least ten days prior to the meeting. Notice shall be distributed and posted at least 24 hours in advance for special meetings ~~called for in an emergency.~~"

II.C. Para 2:

"The executive officer shall submit a written explanation to the Alliance members for any exception. The explanation shall be delivered within 48 hours after the meeting in question."

** this is just a suggestion. The Bylaws do not specify to whom this notice should be sent, nor why. We could elect to take out the requirement completely.

II.D.

"The Alliance and its committees and task forces shall record all meetings ~~on audio tape.~~"

** digital media also work ☺

** I suggest we include a statement about how long such recordings must or can be retained.

"The minutes of all meetings shall include all actions taken by the Alliance, shall be prepared and distributed no later than ~~thirty~~ seven days after the meeting, shall be made available to Alliance members and the public, and shall be posted on the ~~Internet~~ Alliance web site."

** Pat will hate me for this, but getting the minutes posted faster would be very helpful

II.E

This section is missing.

II.F.

This does not make sense, unless participating in the meeting involves more than being present there. Does this refer to voting?

II.G.

Sections following should be H and I, not E and F.

IV.B.

"No later than ten days after the meeting at which action is taken, the executive officer shall forward motions to the president of the university with a request for written

for approval, modification or disapproval ~~in writing~~ within 30 days. No later than ten days after the meeting at which action is taken, the executive officer shall forward resolutions to the president of the university with a request for written comment within 30 days."

** Following Section IV, we need to have Section V, not IV again (Page 4)

IV. D. (Should be V.D. on page 4)

"Within ten days after the meeting at which amendments were approved by the Alliance, the executive officer shall forward them to the President of the University with a request for ~~approval~~ a written response within 30 days."

IV. E. (Should be V.E. on page 4)

** This does not make much sense in view of the IV. B. (on Page 3). I suggest we get rid of it (the executive officer and not the chair will submit actions to the president).

Academic Application Software request:

UA currently licenses several applications for shared use.¹ UA's license manager² controls the total number of simultaneous uses of each application, enabling UA to purchase a relatively small number of licenses that the entire UA population can use. Reports from the server summarize usage of each application, enabling us to gauge how many licenses are needed to meet demand.

Additional applications pertinent to specific academic disciplines, if similarly available to faculty and students, would enhance instruction and facilitate research. In the recent past, we received requests for six different titles for use in research and instruction in numerous departments in just one domain (statistical analysis); these requests may indicate significant unmet demand and potential benefits of a regular program of licensing application software. There is no identified funding for additional applications.

Without this program, UA students and faculty will not reap many potential benefits from targeted use of application software to enhance research or instruction. Instructors may require students to purchase academic software where essential, increasing the "digital divide" between those who can afford software at hundreds of dollars and those who cannot. Existing measured savings from concurrent use licensing (*e.g.*, 100 Photoshop licenses have been used on over 4,000 UA computers, a 40:1 advantage over individual purchases) suggest such a program can leverage budgeted dollars for academic software by an order of magnitude.

We propose incremental funding to ETT specifically for application software licensing. An appropriate faculty / student peer committee appointed by the ETT will allocate funds acting on requests from faculty and students and technical feasibility evaluation and pricing of requests by OIT staff to the committee.

Student assistants under OIT supervision can use existing tools to create downloadable packages for faculty and student use and provide first-level assistance to faculty and students installing the software.

Proposed annual budget:

Application software licensing.....	\$100,000./year
Labor pool (students).....	\$ 25,000./year
Existing infrastructure support (application maintenance) ³	\$ 13,000./year
Existing infrastructure support (KeyServer software) ³	\$ 17,000./year
Existing infrastructure support (KeyServer hardware) ⁴	\$ 10,000./year
Existing infrastructure support (approx. staff salaries) ⁴	\$ 25,000./year
Total Cost	\$190,000./year

Net Increment Request.....\$155,000./year

¹ Adobe Acrobat Pro, Fireworks, Flash, Illustrator, InDesign, and Photoshop, meeting broad generic needs for electronic documents, images, and web sites

² KeyServer can monitor and/or enforce a wide range of license types

³ Maintenance of KeyServer and application software has no regular existing budget; requested increment includes budgeting these ongoing costs

⁴ KeyServer hardware and staff support absorbed by OIT; requested increment excludes these costs

Student option for Microsoft Windows and Office request:

UA has site-licensed Microsoft's Windows operating system and Office productivity tools for all University-owned computers and for employee "home" use since 1999. The "student option" offered by Microsoft allows students to use and update this software on their own computers; and when students graduate or leave the University, they retain the right to use this software on their own computers indefinitely.

Providing unfettered access to this software will help "level the playing field" for all students, and enable instructors to presume that all students who have a computer can use the same current version of Word or Excel or other applications. UA has unhesitatingly renewed its site license for eight years, which indicates its perceived value to departments and employees. This is evidence that providing the student option will provide value to students and enhance their experience at UA.

License costs are based on calculated FTE enrollment, defined by Microsoft for licensing purposes as full-time student headcount plus one-third of part-time student head count.

Proposed annual budget (based on a recent quote from an authorized reseller):

Student option addition to Microsoft Campus Agreement*
("Desktop" license**)..... \$315,000./year

* Using published data for Fall 2006 in UA in Review, and adjusting students who are also employees, the estimated UA FTE enrollment is just under 18,000.

** The **Campus Desktop** package includes:

Windows Vista Enterprise Upgrade

Microsoft Office Enterprise 2007

Microsoft Office for Mac 2004 Professional Edition (includes Virtual PC)

Microsoft Core CAL Suite – clients for Exchange, Sharepoint, and SMS