

Funding Proposal for Student Initiated Programs

Bear Down Camp was established in 1994 by a student involved in ASUA. This student brought 50 incoming freshmen to Mount Lemmon for a weekend camping retreat. After this student's graduation, there was no formalized plan for continuance of the camp. This year the camp is being brought back as a new tradition for U of A freshmen. Plans have made to make this camp a permanent program in ASUA with the expectation for growth and development in the future. The camp will be held at the Triangle Y Ranch Camp in Oracle, Arizona, on August 19-21, 1998. Plans have been made with Residence Life to allow participants to move in early to their residence halls. In addition, students will be notified of the necessity to attend an early Orientation in order to avoid conflict with the August 20-21 Orientation.

The success of this program is contingent upon the involvement and cooperation of various entities in the campus community. The involvement in this program will include the three main campus segments; students, faculty and administrators. Bear Down Camp will involve not only 100 incoming freshmen, but also 25 peer (junior and senior) counselors from diverse backgrounds and varied student populations. In addition, Faculty Fellows will play an integral part in the students' experience at this camp by providing two services. First, they will serve as mentors with the expectation of creating a meaningful relationship that will aid the student in their upcoming transition to the University of Arizona. Second, students will have the opportunity to participate in small breakout sessions, similar to Speaker's Series, in the faculty member's area of expertise. Finally, this program has been met with an extremely favorable response by campus administrators such as President Likins, Provost Paul Sypherd, Dr. Sandra Taylor, Dean Melissa Vito, and Assoc. Dean Lynne Tronsdal. These distinguished administrators have not only provided the program with substantial financial support, but also with the acknowledgment of the program's potential positive impact on the issue of student retention.

Bear Down Camp involves hundreds of current and incoming students and many members of the U of A faculty and staff who volunteer their time to empower, teach and aid a freshman's transition into the university community. Collaboration within this community has already been established with the following organizations on campus; First Year Center, ASUA, Arizona Ambassadors, Residence Life, and Student Alumni Association. These groups are providing financial and programming support as well as a strong pool of applicants for counselor positions.

In large campuses such as ours, freshman retention and success rates are important priorities. This camp has the potential to grow into an integral part of the orientation of each incoming freshman to the university experience. Bear Down Camp will not only provide necessary survival tools, but also give the students an opportunity to cultivate relationships with other students and faculty early in their college career. As ground breaking for the IIF building draws near, we believe that this camp will be a valuable component of the University of Arizona's solution to these pressing problems. The financial support of various campus entities is paramount to the success of the goals and mission for this program both in 1998 and into the next century.

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GENERAL FACULTY ELECTION RESULTS (FIRST ELECTION)

SPRING 1998

Secretary of the Faculty

Susan E. Heckler

Committee on Academic Freedom and Tenure

Victoria A. Mills

Marek R. Rychlik

Edward J. Williams

Amy Williamsen

Committee of Eleven

Roger L. Caldwell

John J. Marchalonis

Shitala P. Mishra

Jeffrey L. Warburton

Mariys Hearst Witte

Faculty Senate:

College of Agriculture:

Roger A. Dahlgran

Lynn A. Joens

Dennis L. Larson

C. John Maré

College of Architecture:

Robert W. Dvorak

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College of Education:

John S. Levin

College of Engineering and Mines:

Donald R. Davis

Juan C. Heinrich

College of Fine Arts:

Jeffrey L. Warburton

College of Humanities:

Peter E. Medine
Mary E. Voyatzis

College of Law:

Andrew Silverman

College of Medicine:

Thomas P. Davis
John J. Marchalonis
Martin E. Weinand

Non-College:

Jennifer L. Jenkins
Robert P. Mitchell

College of Science:

Christopher D. Impey
Timothy D. Swindle

College of Social and Behavioral Sciences:

Thomas D. Christiano
Charlie D. Hurt

Strategic Planning and Budget Advisory Committee

Christopher P. Puto
Soroosh Sorooshian

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3-19-98

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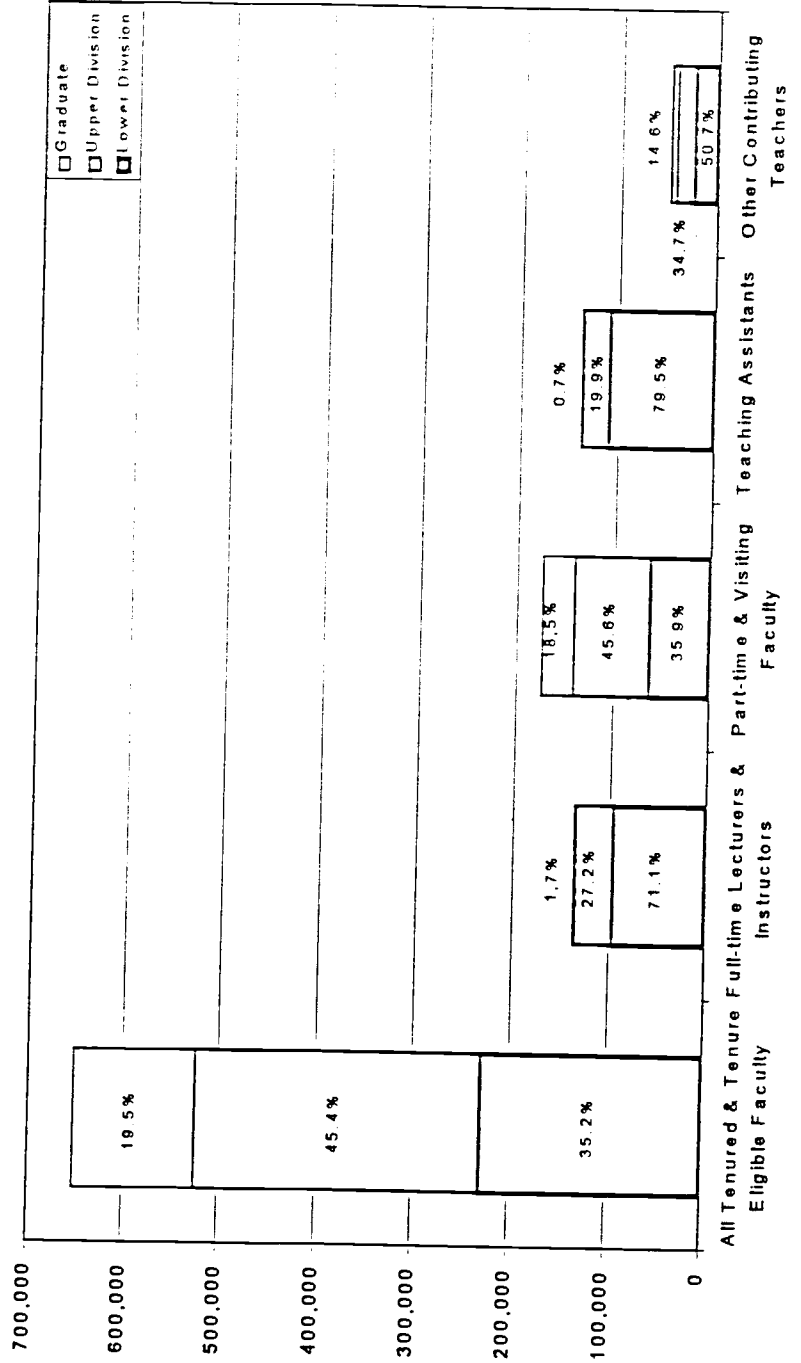
INTERPRETATION OF VOTING RULES

1/10/96 kg

BY-LAWS SECTION #	ELIGIBLE EMPLOYEES	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	
1-A	ASST-ASSOC-FULL PROF																				
1-A	LECTURERS - TENURED																				
1-A	MULTI-YEAR LECTURERS																				
1-A	SENIOR LECTURERS																				
1-A	LIBRARIANS-CE OR C																				
1-A	EXTENSION-CE OR C																				
1-B	DIRECTOR (ANY) WHOSE DUTIES																				
1-B	R.O.T.C. (MILITARY UNITS) NO SALARY																				
1-C	EMERIT FACULTY																				
1-D	PRESIDENT																				
1-D	VICE PRESIDENTS																				
1-D	DEANS																				
1-D	ASSOCIATE DEANS																				
1-D	REGISTRAR																				
1-D	ASSOCIATE REGISTRAR																				
1-D	ASSOCIATE VICE PRESIDENTS																				
1-D	HEAD COACHES																				
1-D	DIRECTOR, ATHLETICS																				
1-D	DIRECTOR, ECONOMIC & BUS RES																				
1-D	DIRECTOR, II OF A PRESS																				
1-D	DIRECTOR, PHYSICAL RESOURCES																				
1-D	DIRECTOR, WATER RESOURCES																				
1-D	DIRECTOR, ENVIRONMENTAL RESCTR																				
1-D	DIRECTOR, ANNUAL TECH CENTER																				
1-D	INCLUDE CHOICE OF CURRICULUM AND/OR FACULTY																				
* #1 - IF HIRED AFTER 7/1/87, NO LONGER GIVEN VOTING STATUS PER THE NEW RULES OF THE GENERAL FACULTY IF HIRED PRIOR TO THAT DATE, VOTING STATUS REMAINS GRANDFATHERED IN																					
* #2 - ON 9/4/91 CONSULT THE ON FACULTY MEMBERSHIP EXTENDED VOTING STATUS TO MULTI-YR LECTURERS BEYOND THEIR THREE-YEAR TERMS. IE: ONCE VOTING STATUS HAS BEEN EXTENDED TO SUCH INDIVIDUALS, THEY ARE GRANDFATHERED IN UNTIL EMPLOYER'S TERMINATION.																					

Student Credit Hours by Level of Instruction and Faculty Category

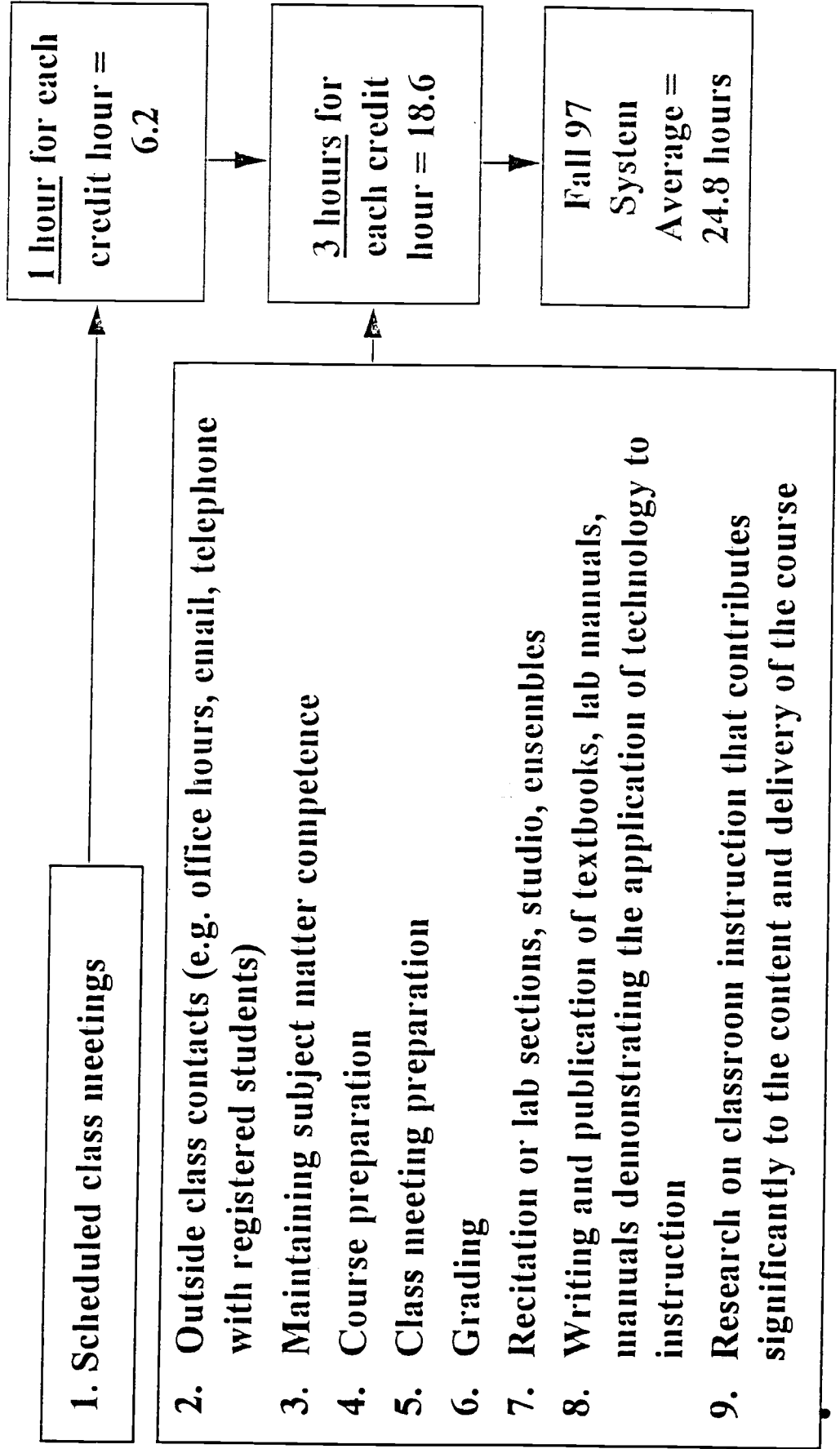
Arizona Universities—Fall 1997



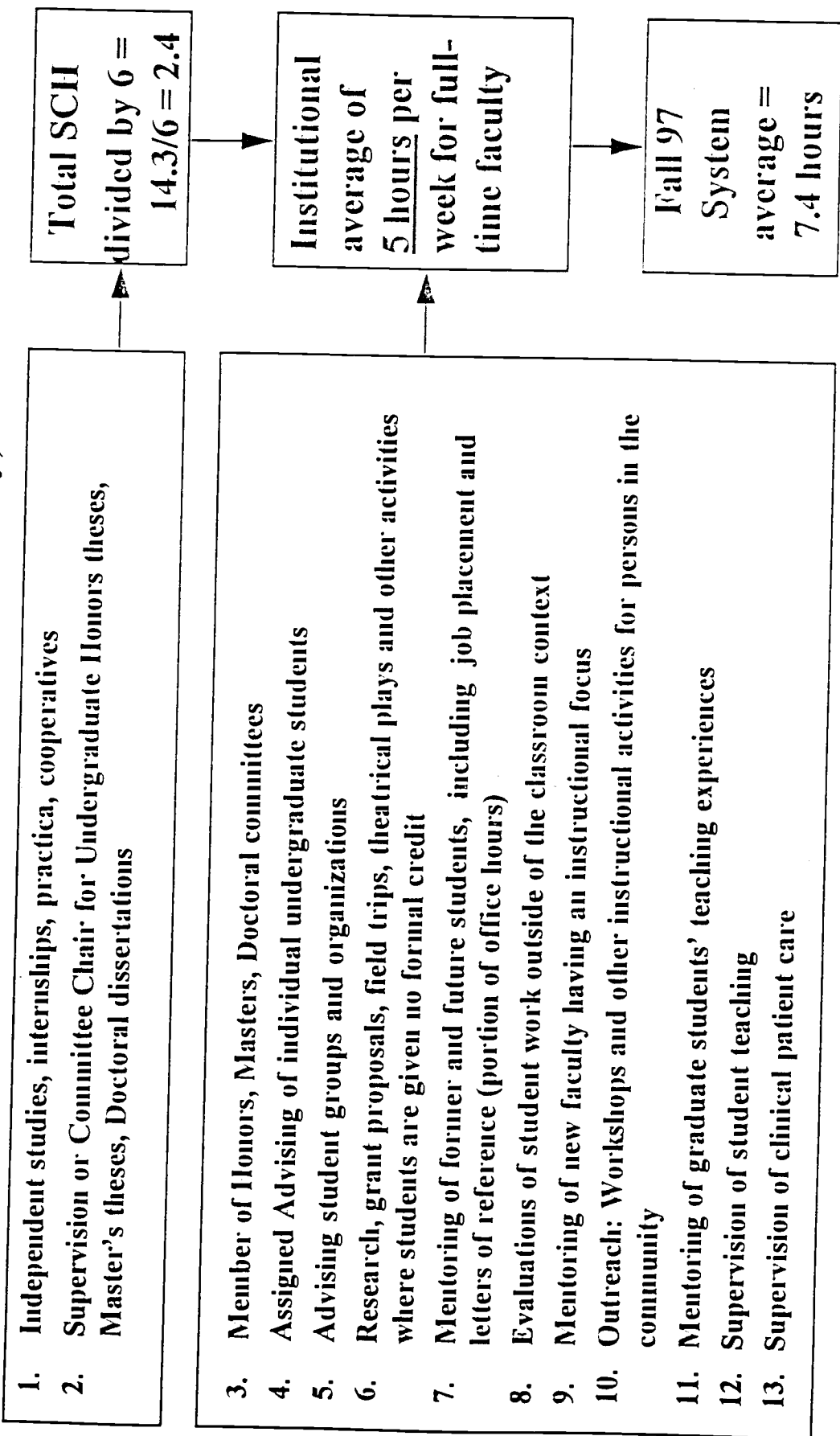
Time Required for Faculty Instructional Activities (Tenured & Tenure Eligible Faculty)

- Assigned Classes and Related Activities
- Individualized Instruction
- Instructional Innovation

Instructional Hours/Week for Assigned Classroom Teaching (Tenured & Tenure Eligible Faculty)



Instructional Hours/Week for Individualized Instruction (Tenured & Tenure Eligible Faculty)



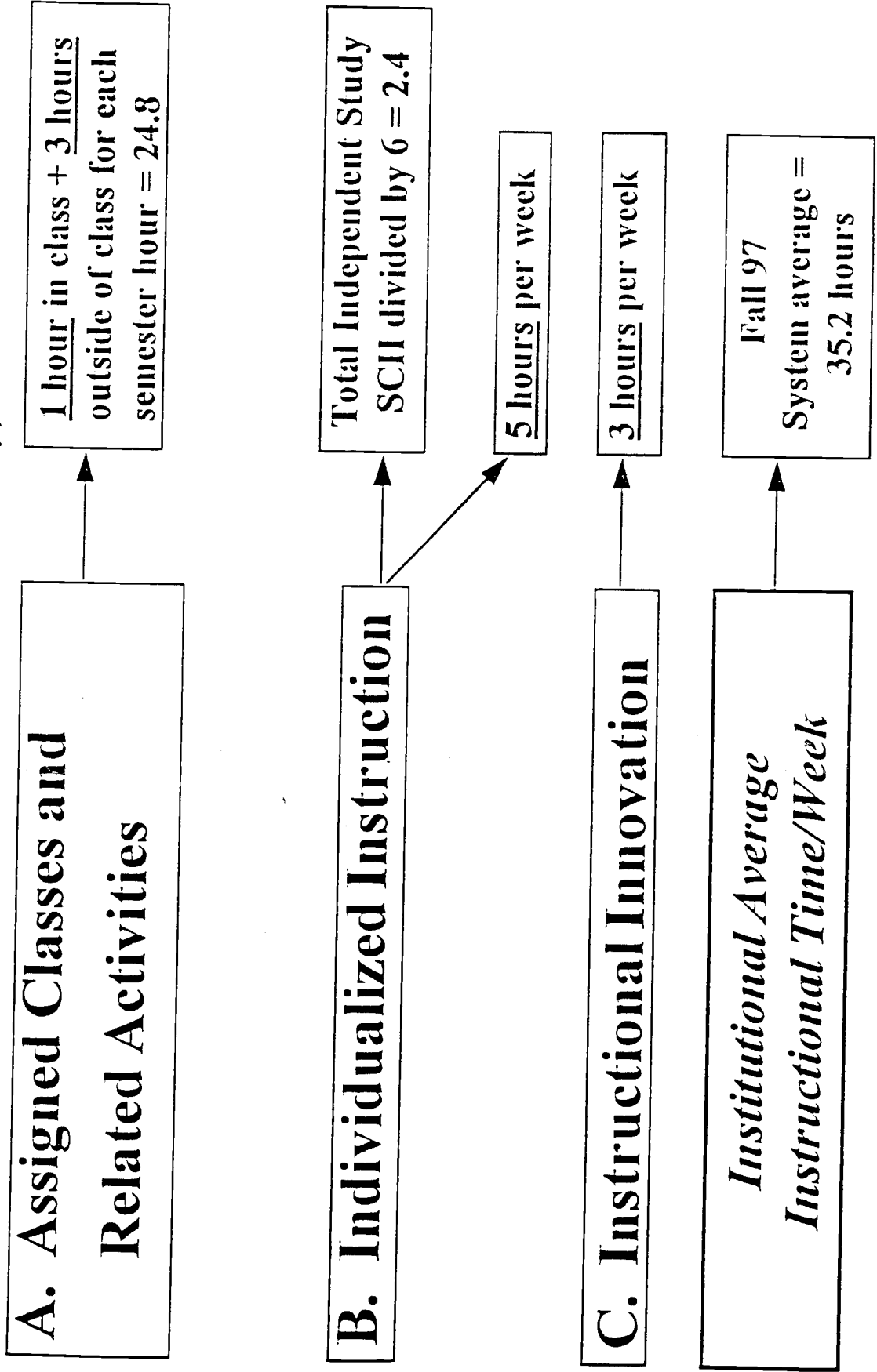
Instructional Hours/Week for Instructional Innovation (Tenured & Tenure Eligible Faculty)

1. **Work on instructional committees, such as curriculum, undergraduate studies, graduate studies, teaching task forces; undergraduate or graduate studies director**
2. **Creating a new course; first-time preparation of an established course; substantial revision of a course; adapting a course to new technology**
3. **Participation in faculty development having an instructional focus**
4. **The creation and development of new technology for instructional use**

Institutional
average of
3 hours per
week for full-
time faculty

Fall 97
System
average =
3.0 hours

Total Instructional Hours/Week
(Tenured & Tenure Eligible Faculty)



EXECUTIVE SUMMARY

→ The Board shall submit a proposed methodology for measuring the performance of university faculty and other employees to the Joint Legislative Budget Committee by July 1, 1998.

The award methodology shall incorporate standards of educational quality and productivity. These standards shall include measures of the percentage of students rating the quality of their education as excellent, and the percentage of faculty and other employees rating their institution as an excellent place to work. These standards shall include measures of faculty productivity. All full-time university employees shall be eligible for performance bonuses. Performance bonuses shall not be incorporated into employee base pay.

ASU main campus, ASU-West, ASU East, NAU, UA and the Arizona Health Sciences Center shall submit quarterly measurements of the percentage of students rating their education as excellent, and the percentage of faculty and other employees rating their institution as an excellent place to work to JLBC.”

The University Performance Bonus Program footnote must be approved by the full legislature and signed by the Governor before it becomes operational. However, the Council of Presidents and the Board Staff are beginning to develop a workplan for development and implementation, and will keep the board informed of their progress.

DISCUSSION:

The Board is asked to review the elements of the University Performance Bonus Program and offers its perspective and guidance.

RECOMMENDATION:

This update is provided for the information of the board.

Conciliation Agreement

Office of Federal Contract Compliance Programs

(Handout 1)

Impact Ratio Analysis Example

Table 1: Calculating the Selection Rates

	Number of Hires	Number of Applicants	Selection Rate
Males	12	40	30%
Females	4	20	20%

Table 2: Calculating the Impact Ratio

	Number of Hires	Number of Applicants	Selection Rate	Impact Ratio Analysis
Males	12	40	30%	
Females	4	20	20%	66.67%

Table 3: Calculating the Overall Selection Rate

	Number of Hires	Number of Applicants	Overall Selection Rate	Expected Number of Hires
Males	12	40		
Females	4	20		5.33
Total	16	60	26.7%	

4. Applying the Whole Person Rule
 The expected number of female hires is subtracted from the actual numbers of females selected. Because the shortfall is greater than one whole person, the OFCCP would probably require additional analysis.

Conciliation Agreement

Office of Federal Contract Compliance Programs

(Handout 2)

Standard Deviation Test

$$\text{Standard Deviations} = \frac{\left(\frac{X}{N_1}\right) - \left(\frac{Y}{N_2}\right)}{\sqrt{\left(\frac{N}{N-1}\right) \times \left(\frac{n}{N}\right) \times \left(1 - \frac{n}{N}\right) \times \left(\frac{1}{N_1} \times \frac{1}{N_2}\right)}$$

For Example,

If N_1	=	80 minority applicants
N_2	=	150 non-minority applicants
N	=	230 total applicants
X	=	6 minority hires
Y	=	12 minority hires
n	=	18 total hires,

then the Number of Standard Deviations

$$= \frac{\left(\frac{6}{80}\right) - \left(\frac{12}{150}\right)}{\sqrt{\left(\frac{230}{230-1}\right) \times \left(\frac{18}{230}\right) \times \left(1 - \frac{18}{230}\right) \times \left(\frac{1}{80} + \frac{1}{150}\right)}}$$

$$= \frac{\sqrt{1.0044 \times 0.0783 \times (1 - 0.0783) \times (0.0125 + 0.0067)}}{-0.0050}$$

$$= \frac{\sqrt{0.0014}}{-0.1337}$$

Because $-0.1337 > -2.00$, there is no indication of adverse impact.

Conciliation Agreement

Office of Federal Contract Compliance Programs

(Handout 3.1)

Fisher's Exact Probability Test

The Fisher's Exact Probability Test is employed when the number of applicants in the selection pool is less than 30 and when the number of hires of the protected group is less than 5. Like the Standard Deviation Test, the Fisher's Exact Probability Test takes into account the fact that if an employer paid no attention to race or sex when making employment selections, there would be some degree of departure from perfect parity, both above and below. Only extreme departures from parity should be construed as possible evidence of adverse impact, e.g., when the probability that the selections occurred by chance alone is ≤ 0.05 .

$$\text{Probability} = \frac{\sum_{x=x_0}^x \frac{N_1!}{x!(N_1 - x)!} \frac{N_2!}{(n - x)!(N_2 - n + x)!}}{N!}$$

where $X_0 = \max(0, n - N_2)$

For Example,

If	N_1	=	5	minority applicants
	N_2	=	6	non-minority applicants
	N	=	11	total applicants
	X	=	1	minority hire
	Y	=	3	non-minority hires
	n	=	4	total hires,

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(Handout 3.2)

Fisher's Exact Probability Test Continued

$$\begin{aligned} &= \frac{\sum_{x=1}^4 \frac{5!}{x!(5-x)!} \frac{6!}{(4-x)!(6-4+x)!}}{11!} \\ &= \frac{5!}{4!(11-4)!} + \frac{5!}{1!4!3!3!} \\ &= \frac{15+100}{330} \\ &\approx 0.348 \end{aligned}$$

The probability is doubled in order to conduct a two-tailed test, which in this case equals approximately 0.696. At a significance level of 0.05, no adverse impact is indicated.