


MEMORANDUM

THE UNIVERSITY OF
ARIZONA

Affirmative Action Office
1609 East Helen Street, 621-9439

Date: April 3, 1995
To: Faculty Senate
From: Janie L. Nuñez 
Re: Annual Affirmative Action Report

The attached documents serve as the Affirmative Action Office's annual report to the Faculty Senate. If senators would be interested in additional information other than that provided, please let us know.

Enc.

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THE UNIVERSITY OF ARIZONA
AFFIRMATIVE ACTION OFFICE
FACULTY SENATE REPORT
1994-95

**THE UNIVERSITY OF ARIZONA
AFFIRMATION ACTION OFFICE
FACULTY SENATE REPORT
1994-95**

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AFFIRMATIVE ACTION OFFICE
1994-95

The role of the Affirmative Action Office is continuing to change from compliance toward education and prevention. Although progress was slowed this year because of a federal audit, we expect to expand our efforts during the next fiscal year.

The following are examples of our efforts:

- Affirmative Action and the Provost's Offices sponsored a tenure, continuing status and promotion workshop for faculty and academic professionals during Fall Semester 1994. This program was targeted specifically for women and minorities in an effort to begin a comparative study to determine whether specialized programmatic efforts will increase the retention rates of candidates participating in such activities.
- Affirmative Action has implemented a procedure of requesting a meeting with search committees for appointed personnel positions. This procedure allows us to convey equal employment and affirmative action information to search committees, particularly for positions where there is underrepresentation.
- A pilot program was conducted with College of Agriculture faculty to identify ways that the Affirmative Action Office can better assist search committees with recruitment and selection. The group also provided information for modifying the Guidelines for Recruitment and Hiring.
- A pilot program was conducted on the application of the Guidelines for support staff responsible for assisting search committees and/or preparing and submitting appointment-related paperwork.
- An institutional self-study and transition plan were completed in 1994, in accordance with the Americans with Disabilities Act (ADA). An interim document, Policy and Procedures of Nondiscrimination on the Basis of Disability, was also prepared and serves as a guide for making or responding to requests for accommodation. (As an interim document, comment and feedback will be solicited through early fall at which time we hope to make final revisions and receive approval.) Additionally, ADA training has been implemented on a request basis.
- A draft sexual harassment policy submitted for Faculty Senate review was revised and minor changes are being finalized. It is hoped that this policy will be approved in May by the Senate. Sexual harassment training continues to be provided on a request basis.

Other points of interest include the following:

Office of Federal Contract Compliance Programs (OFCCP)

As a recipient of federal funds, the University must maintain an Affirmative Action Plan and implement measures to ensure compliance with equal opportunity and affirmative action. Audits such as the one occurring now are generally the result of a random selection and expected to occur on an occasional basis.

**Affirmative Action Office
1994-95**

We received notice of an OFCCP audit in August 1994. A desk audit occurred during the Fall Semester yielding a set of issues which serve as the foundation for the on-site survey being conducted during Spring 1995. In this regard the auditor will be visiting selected units to review pertinent documentation and clarify information. These meetings are being coordinated by the Affirmative Action Office.

The audit will produce a set of recommendations to address deficiencies identified by OFCCP. We have already implemented some changes as requested.

Consolidation of human resources

A CORE/Human Resources team has spent a considerable amount of effort in identifying changes that will strengthen this area of service for the campus community. This has resulted in consolidation of the Human Resources Department and Appointed Personnel Office under the Provost's umbrella. This area will be headed by Vice Provost Martha Gilliland. Affirmative Action will report to President Pacheco on policy issues and to the Vice Provost for operational matters. We are optimistic about this change because it fosters a collaborative relationship that we expect will yield significant benefits for the University community.

Data

As in previous years, we are submitting information on the employee workforce in general and the status of faculty employment, specifically, for Senate review. The following information provides a synopsis of the most salient points.

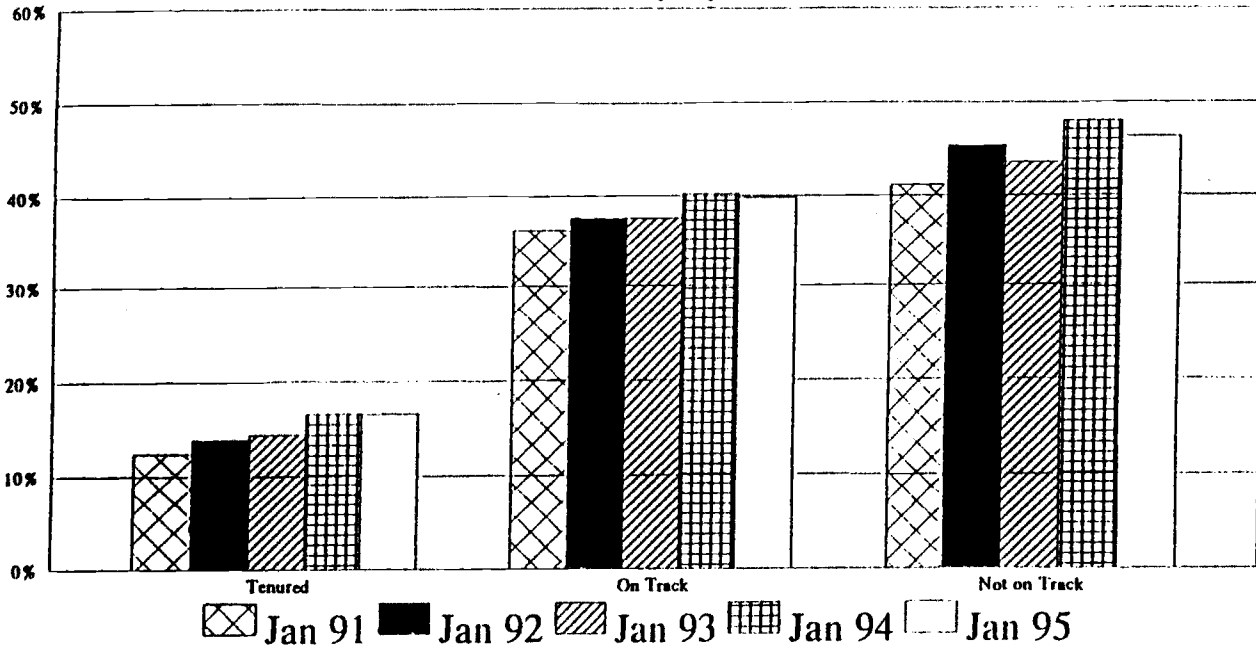
- The size of the permanent workforce increased during 1994
- The number of women and minorities in the workforce increased:
 - from 50.3% to 50.5% for women; and
 - from 21.0% to 22.0% for minorities.
- The hire and promotion rates for women and minorities exceed their termination rates:
 - women constitute 54.9% of new hires and promotions; minorities 27.1%;
 - women constitute 52.8% of terminations; minorities 21.1%.
- Affirmative action goals and results for women:
 - Goals were set for 82 of 122 job groups
 - Goals were met in 34.1% (28)
 - Progress was made in 30.5% (25)
 - No progress was made in 31.7% (26)
 - No hiring/promotion activity in 3.7% (3)
- Affirmative action goals and results for minorities:
 - Goals were set for 69 of 122 job groups
 - Goals were met in 39.1% (27)
 - Progress was made in 20.3% (14)
 - No progress was made in 37.7% (26)
 - No hiring/promotion activity in 2.9% (2)

**Affirmative Action Office
1994-95**

- The percentage of tenured women, Asian/Pacific Islander and Hispanic faculty remained stable over 1994 while the percentage of Black and Native American faculty increased
- The percentage of tenure track Black, Hispanic, Asian/Pacific Islander and Native American faculty increased over 1994 while the percentage of women faculty decreased
- The percentage of non-tenure track Hispanic and Native American faculty increased over 1994 while the percentage of women, Black, and Asian/Pacific Islander faculty decreased
- The number of formal discrimination complaints has dropped; the number of informal complaints has remained constant
- Respondents to the Appointed Personnel exit survey cite a better job or salary offer as the top reason for leaving the University; however, the top reason for women and minorities leaving the University is inadequate recognition of efforts

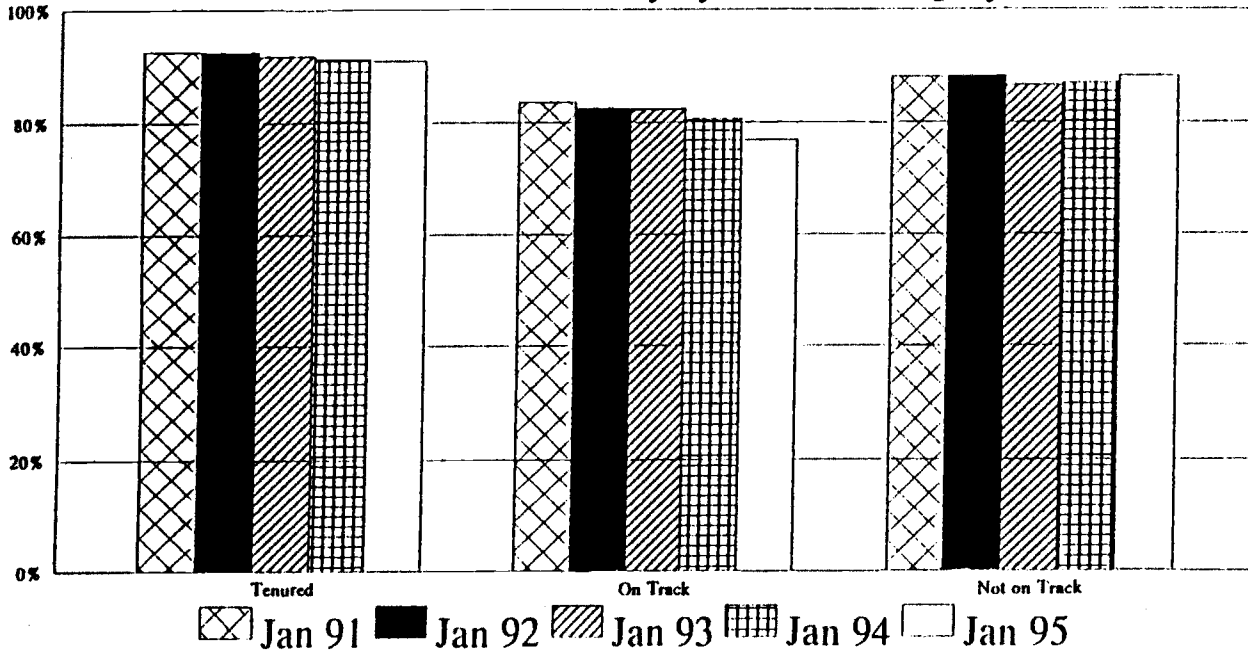
THE UNIVERSITY OF ARIZONA

Percent Female Faculty by Tenure Category



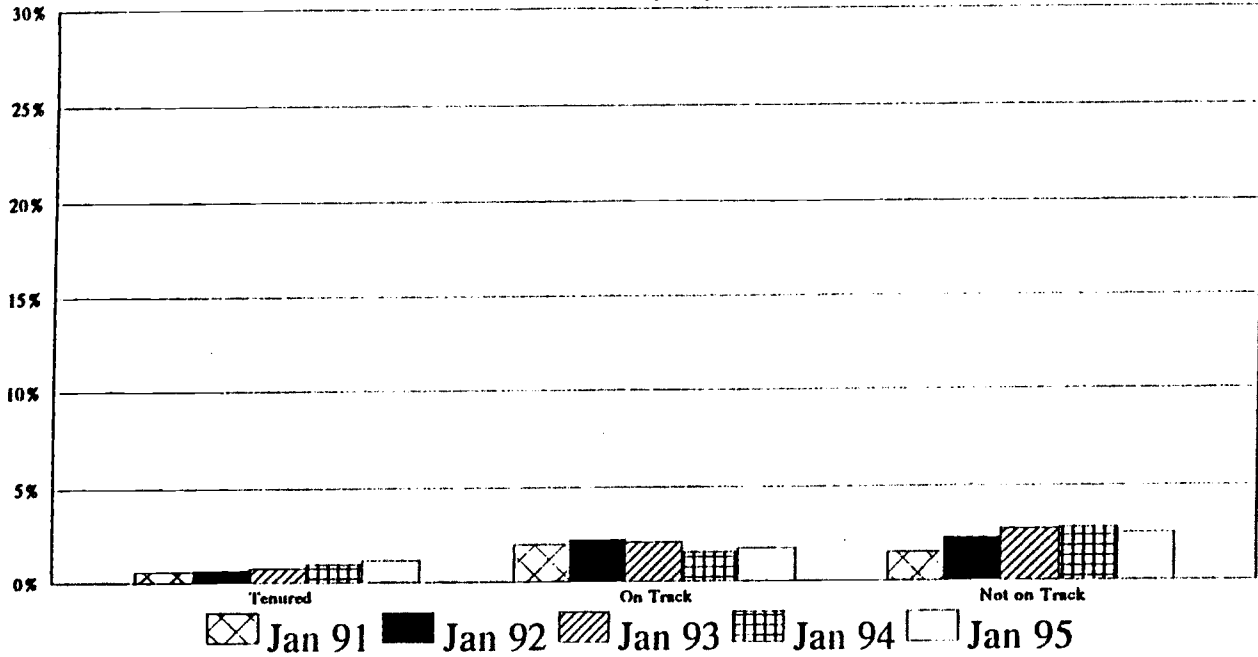
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Percent White Faculty by Tenure Category



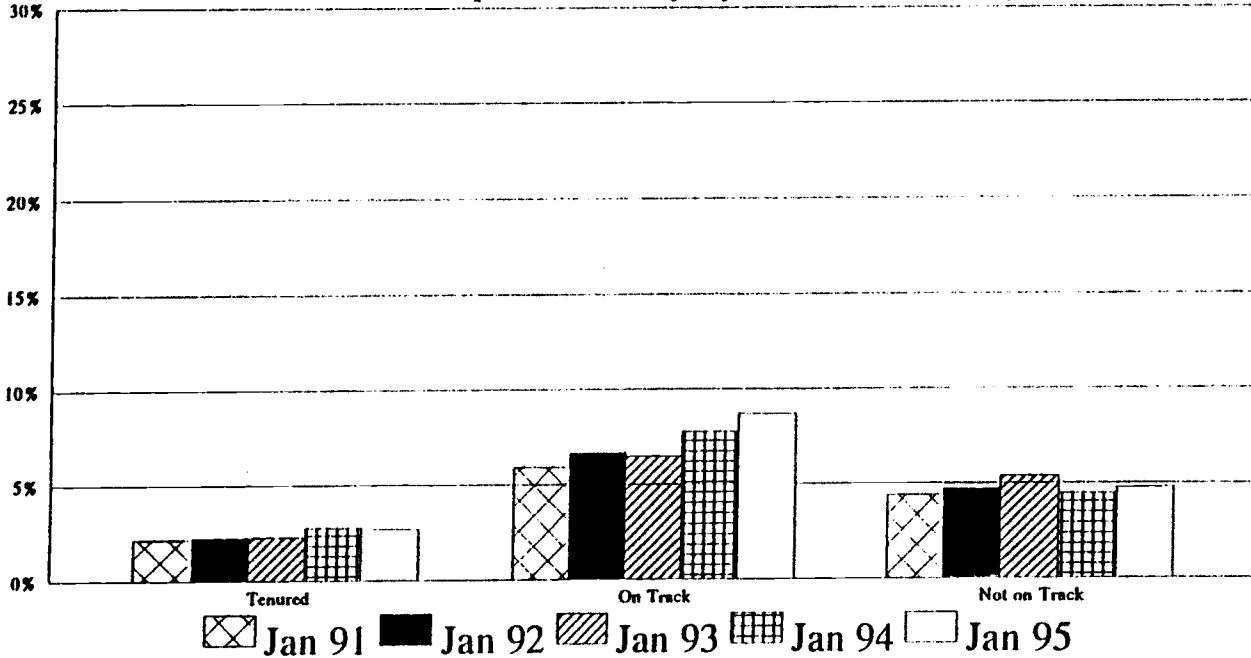
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Percent Black Faculty by Tenure Category



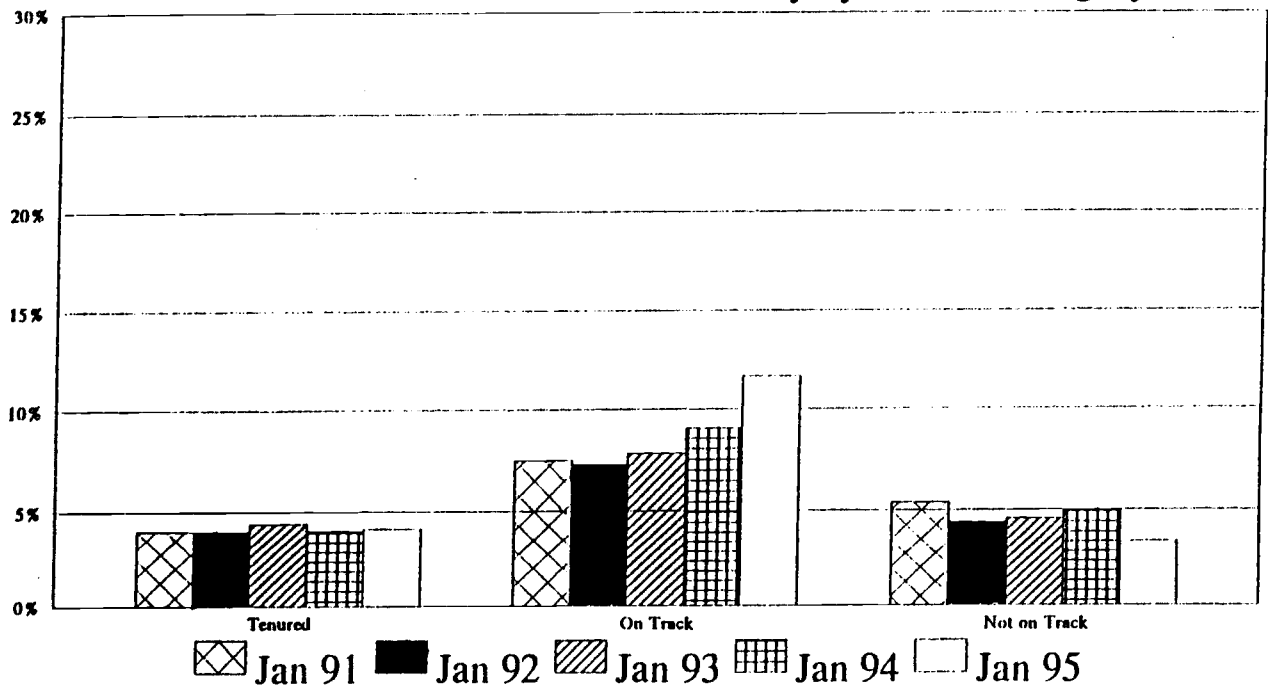
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Percent Hispanic Faculty by Tenure Category



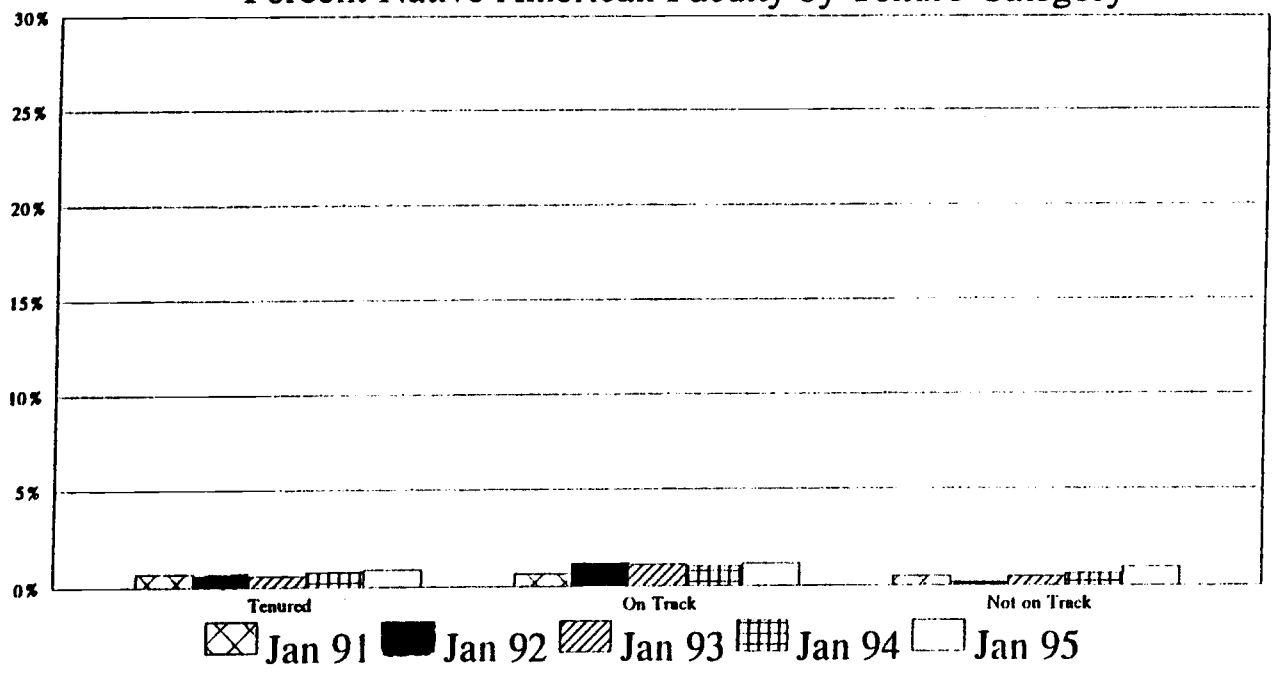
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Percent Asian/Pacific Islander Faculty by Tenure Category



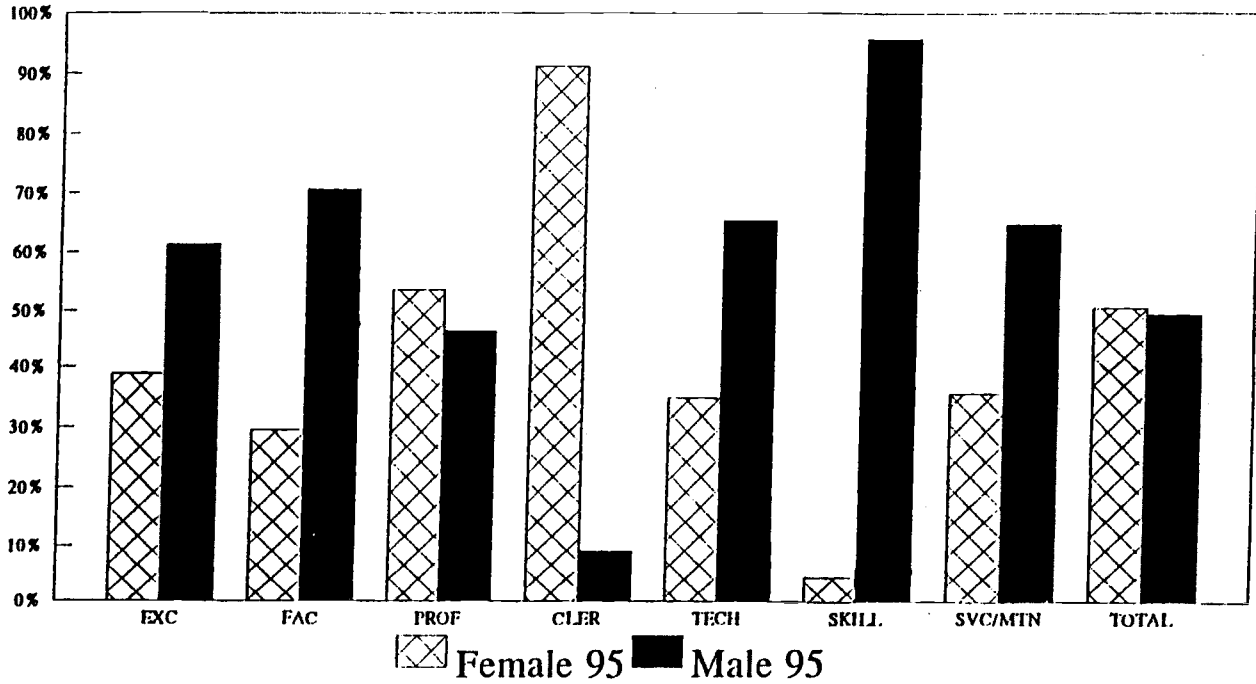
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Percent Native American Faculty by Tenure Category



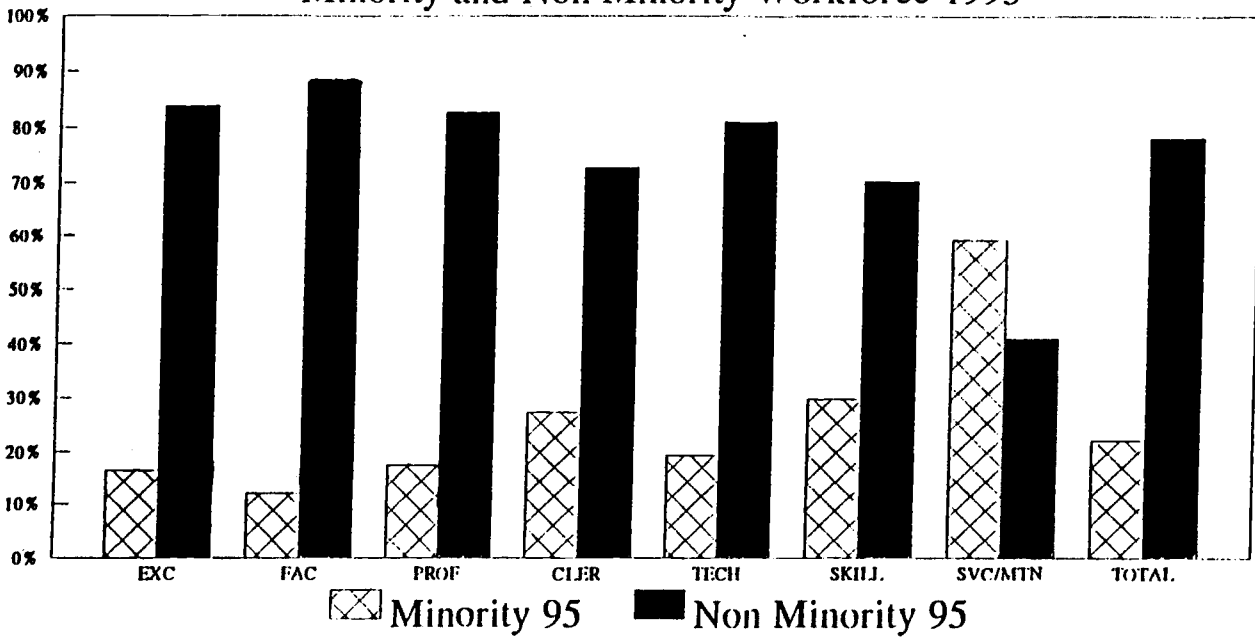
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Female and Male Workforce 1995



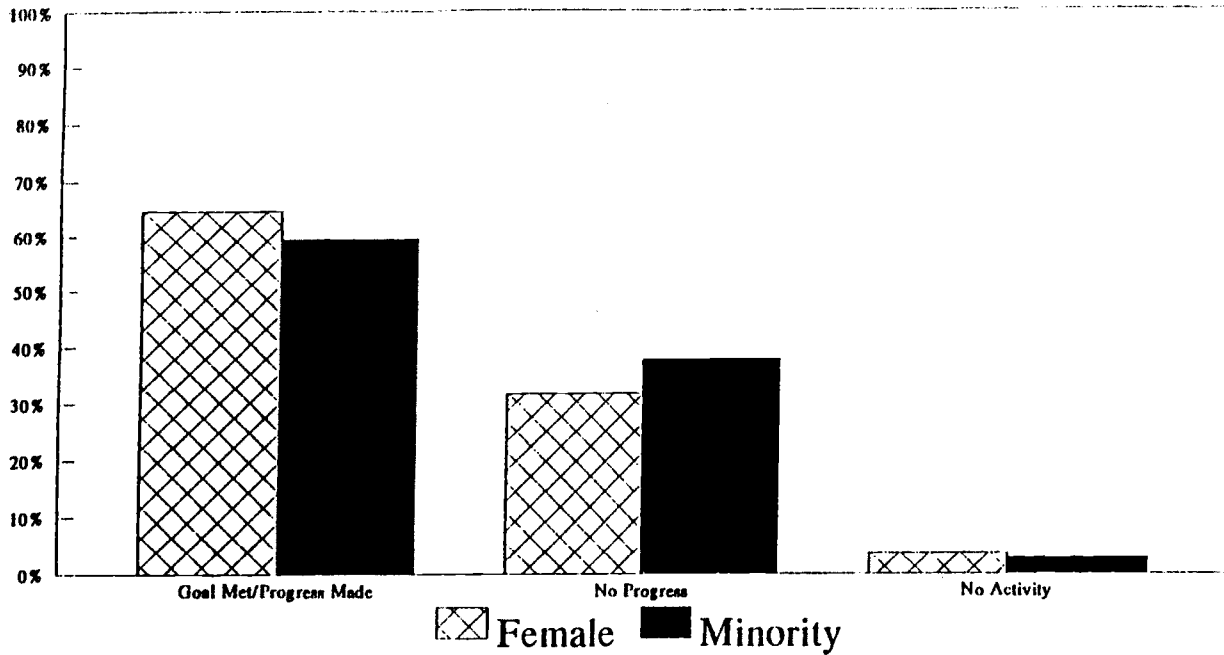
THE UNIVERSITY OF ARIZONA

Minority and Non Minority Workforce 1995



THE UNIVERSITY OF ARIZONA

Percent 1994 Goal Achievement



THE UNIVERSITY OF ARIZONA

Percent Faculty by Tenure Category 1995



THE UNIVERSITY OF ARIZONA
AFFIRMATIVE ACTION OFFICE
DISCRIMINATION COMPLAINTS RECORDED WITH THE AFFIRMATIVE ACTION OFFICE
BY FISCAL YEAR

FORMAL COMPLAINT BASIS	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95*
AGE	7	2	6	5	4	4	3	
RACE/COLOR	9	4	12	7	1	8	3	
DISABILITY	2		2	6	2	6	2	2
NATIONAL ORIGIN	6	4	8	4	1	5	3	3
RELIGION			4	1			3	
RETALIATION	1	1	3	3	3	1		1
GENDER	12	5	4	4	7	4	6	
SEXUAL HARASSMENT	8	2	7	10	3	8	4	
VIETNAM VET			1					
SEXUAL ORIENTATION					1			
N/A	7		1			2		
TOTAL FORMAL	52	18	48	40	22	38	24	6
TOTAL INFORMAL	60	85	77	82	125	108	109	72
TOTAL ADMINISTRATIVE REVIEW **					2	1	8	2
TOTAL	112	103	125	122	149	147	141	80

* Includes complaints filed up to end Jan 1995

** Administrative reviews were not tracked prior to 1991-92.

Formal complaints are those in which a written, signed Affirmative Action Discrimination Complaint Form is filed with the AAO.

Informal complaints are those in which a written, signed form is not filed with the AAO. A limited investigation and/or mediation may be conducted regarding the complainant's concerns, however there is no written report of findings issued by the office. Informal complaints also include telephone requests for assistance in discrimination complaints but not requests for general information.

Administrative reviews are investigations conducted at the request of an administrator or manager regarding an alleged discrimination issue.

Affirmative Action Office
March 2, 1995

EXIT SURVEY

From October 1991 through mid-April 1995, 208 exit surveys have been mailed out to appointed personnel. We mail the survey to those employees for whom we have received a termination report from the Office of Appointed Personnel. There have been 85 surveys returned, a 41% response rate.

The population that **received** the survey is:

Gender:	69% Male (144)	31% Female (64)
Ethnicity:	84% Non-Minority (174)	16% Minority (34)

General statistics on those who **return** the survey:

Gender:	73% Male (62)	27% Female (23)
Ethnicity:	89% Non Minority (76)	11% Minority (9)

The top three reasons for leaving the University of Arizona are:

- | | |
|---------------------------|--|
| All Respondents: | 1) Better job/salary offer, 2) inadequate recognition of efforts, 3) better promotional opportunities |
| Female Respondents: | 1) Inadequate recognition of efforts, 2) better job/salary offer, 3) four reasons tied for third: a) better living environment, b) more facilities, resources with new job, c) relocation with partner, d) other reasons not specified on survey |
| Male Respondents: | 1) Better job/salary offer, 2) inadequate recognition of efforts, 3) better promotional opportunities |
| Non-Minority Respondents: | 1) Better job/salary offer, 2) inadequate recognition of efforts, 3) two reasons tied for third: a) better promotional opportunities, and b) better living environment |
| Minority Respondents: | 1) Inadequate recognition of efforts, 2) better job/salary offer, 3) more facilities, resources with new job |

UNIVERSITY OF ARIZONA - OCTOBER 1994
 FACULTY BY COLLEGE AND DEPARTMENT

EX	PROFESSOR		PROFESSOR		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC	
	TOTAL	MINORITY	TOTAL	FEMALE	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY
GRAND TOTAL	PROF	PROFM	PROFF	PROFF FEMALE	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC
	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL
DEPARTMENT NO																		
INDIAN PROGRAMS	3				2	2	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL	3				2	2	1	1	1	1	1	1	1	1	1	1	1	1
HEALTH REL PROF																		
DEPARTMENT NO																		
EXER & SP SCI	11	3	1	1	7	7	2	2	1	1	1	1	1	1	1	1	1	1
TOTAL	11	3	1	1	7	7	2	2	1	1	1	1	1	1	1	1	1	1
OPTICAL SCIENCES																		
DEPARTMENT NO																		
OPTICAL SCI	28	20	1	1	2	2	6	6	2	2	2	2	2	2	2	2	2	2
TOTAL	28	20	1	1	2	2	6	6	2	2	2	2	2	2	2	2	2	2
X	1596	736	46	88	467	58	123	393	85	161								

FULL/PART TIME PROFESSOR, ASSOC PROF, ASST PROF TITLES ONLY

UNIVERSITY OF ARIZONA - OCTOBER 1994
 FACULTY BY COLLEGE AND DEPARTMENT - FULL TIME: >= .5 FTE

EX	PROFESSOR		PROFESSOR		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC	
	TOTAL	MINORITY	PROF	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY
GRAND TOTAL	PROF	PROFM	PROFF	PROFF	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC
GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL
COLLEGE																		
AGRICULTURE																		
DEPARTMENT NO	1		1															
VETERINARY SCI	14		3		8	2	6	3	3									3
FAM & CONS RES	4		4		3		1	1	1									
AG EDUCATION	10		4		6		1	1	1									
NATURAL RES	1		3		1	1	1	1	1									
AG/RES ECON	5		3		2	1	1	1	1									1
SOIL/WATER SCI	4		1		2		2	1	1									
NUTR/FOOD SCI	1		1		2		2	1	1									
ANIMAL SCI	1		1		1		1	1	1									
WATER RESOURCES	1		1		1		1	1	1									
FAM & CONS RES	1		1		1		1	1	1									
4-H	1		1		1		1	1	1									
ANIMAL SCIENCE	1		1		1		1	1	1									
PLANT SCIENCE	1		1		1		1	1	1									
VET-SCI AES	7		4		2		3	1	2									
PL/PATH AES	10		4		3		3	1	2									
FAM & CON RES	1		1		1		1	1	2									
RENEW NAT RES	12		6		4		4											1
AG/RES ECONOMIC	12		9		2		2		2									1
SOIL WATER SCI	8		4		2		2		2									1
AG/BIOSYST ENG	7		2		3		3	1	2									1
NUTRIT FOOD SCI	6		4		1		1		1									1
ANIMAL SCI-AES	13		8		4		4		1									1
PLANT SCI-AES	16		4		7		4		1									3
ENTOMOLOGY AES	10		6		2		2		2									
ARID LANDS	6		4		2		2		1									
TOTAL	153		73		55		55	5	16									10
ARCHITECTURE																		
DEPARTMENT NO	20		11		5		5		4									3
ARCHITECTURE																		
TOTAL	20		11		5		5		4									3
FINE ARTS																		

PROFESSOR, ASSOC PROF, ASST PROF TITLES ONLY

(continued)

UNIVERSITY OF ARIZONA - OCTOBER 1994
 FACULTY BY COLLEGE AND DEPARTMENT - FULL TIME: >= .5 FTE

EX	PROFESSOR		PROFESSOR		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC	
	GRANO	PROF	MINORITY	PROFF	GRANO	PROFF	MINORITY	PROFF	GRANO	PROFF	MINORITY	PROFF	GRANO	PROFF	MINORITY	PROFF	GRANO	PROFF	MINORITY	PROFF	GRANO	PROFF	MINORITY	PROFF

GRANO	TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	

DEPARTMENT NO																								
SCHOOL OF MUSIC																								
44	23	1	5	15	3	5	15	3	5	6	2	13	38	8	12	25	1	1	13					
39	15	1	6	14	2	4	10	2	4	8	2	6	14	2	4	10	2	4	8					
14	3	1	1	4	1	1	7	1	1	2	1	2	7	1	1	7	1	1	2					
9	2	1	1	5	2	2	5	2	2	2	2	5	2	2	2	5	1	1	2					
106	43	2	13	38	8	12	25	8	12	25	1	13	38	8	12	25	1	1	13					

HUMANITIES																								
DEPARTMENT NO																								
CLASSICS																								
9	3			4			4					4				4								
7	1			4			4					4				4								
9	5		1	2		1	2		2		2	2		1	2	2		2						
54	27	1	6	22	6	6	22	6	6	5	6	22	6	6	5	22	6	6	5					
11	4	3	1	2	2	2	4	2	2	1	2	4	2	2	1	4	2	2	1					
10	2	3	1	6	1	1	6	2	2	2	2	6	2	2	2	6	2	2	2					
16	7	3	1	4	1	1	4	2	2	2	2	4	2	2	2	4	2	2	2					
1	1	3	1	4	1	1	4	2	2	2	2	4	2	2	2	4	2	2	2					
117	50	7	11	44	5	16	23	5	16	23	6	17	44	5	16	23	6	17	44					

SCIENCE																								
DEPARTMENT NO																								
ATMOS SCI																								
2	2			1			1					1				1								
6	35	3		3		1	3		1		1	3		1	3	3		1						
40	5			4			4					4				4								
12	9		1	3			3					3				3								
13	4			4			4					4				4								
21	9			7		1	7		2		2	7		2	5	7		2						
5	4			1			4					1			4	1								
30	19	1	2	8	1	1	8	1	1	3	1	8	1	1	3	8	1	1	3					
2	2			18			2					18			2	18								
54	4			2			4					2			4	2								
6	4			4			4					4			4	4								
6	2			4			2					4			2	4								
28	20	2	1	5	2	2	20	2	2	3	2	20	2	2	3	20	2	2	3					
13	7			4			7					4			7	4								

PROFESSOR, ASSOC PROF, ASST PROF TITLES ONLY

(continued)

EX	PROFESSOR		PROFESSOR		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC	
	PROF	PROFM	PROFF	PROFF	PROF	PROF	PROF	PROF	PROF	PROF	PROF	PROF	PROF	PROF	PROF	PROF	PROF	PROF	PROF	PROF
GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL
STATISTICS	3	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1
SPEECH/HEARING	9	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL	263	157	8	8	67	3	11	39	11	39	11	39	11	39	11	39	11	39	11	15
SOC & BEH SCI																				
DEPARTMENT NO	27	12	1	1	7	1	3	8	3	8	1	3	8	1	3	1	3	8	1	2
POLITICAL SCI	32	22	1	7	3	1	1	7	1	7	1	1	7	1	1	1	1	7	1	3
ANTHROPOLOGY	25	10	1	1	7	1	1	8	1	8	1	1	8	1	1	1	1	8	1	5
HISTORY	10	5			2			3		3			3					3		2
NEAR EAST STDS	20	11	3	3	3	1	1	6	1	6	1	1	6	1	1	1	1	6	1	1
SOCIOLOGY	8	3	1	1	4	1	1	5	1	5	1	1	5	1	1	1	1	5	1	5
JOURNALISM	34	16	3	3	9	1	1	9	1	9	1	1	9	1	1	1	1	9	1	5
PSYCHOLOGY	13	9	2	2	4	1	1	3	2	3	1	1	3	2	2	2	2	3	2	5
PHILOSOPHY	10	3	1	1	4	1	1	5	1	5	1	1	5	1	1	1	1	5	1	5
LINGUISTICS	2	2			1			2		2			2					2		2
WOMENS STUDIES	2	2			2			2		2			2					2		2
AFRICAN AM STDS	9	5	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1
GEOG/REG DEV	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
LIBRARY SCIENCE	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
COMMUNICATION	8	3	1	1	5	1	1	3	1	3	1	1	3	1	1	1	1	3	1	1
TOTAL	203	101	4	21	51	7	16	51	7	51	7	16	51	7	16	51	7	51	7	24
BUS & PUB ADMIN																				
DEPARTMENT NO	8	3			2			3		3			3					3		3
PUB ADMIN SCH	9	1			2			3		3			3					3		1
FIN/REAL ESTATE	11	4			3			4		4			4					4		1
MGMT & POLICY	10	2	1	1	4		2	4		4		2	4				4		3	3
MARKETING	12	3			5		1	9		9		1	9				1	9		2
ACCOUNTING	26	13	1		4	2	2	8	2	8	2	2	8	2	2	2	2	8	2	1
ECONOMICS	16	4			4		2	6		6		2	6				2	6		3
MIS	92	30	2	1	18	2	5	44	2	44	2	5	44	2	5	44	2	44	2	14
TOTAL	92	30	2	1	18	2	5	44	2	44	2	5	44	2	5	44	2	44	2	14
EDUCATION																				

PROFESSOR, ASSOC PROF, ASST PROF TITLES ONLY (continued)

UNIVERSITY OF ARIZONA - OCTOBER 1994
 FACULTY BY COLLEGE AND DEPARTMENT - FULL TIME: >= .5 FTE

EX	DEPARTMENT NO	PROFESSOR		PROFESSOR		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC	
		TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY
GRAND TOTAL		PROF	PROFF	PROF	PROFF	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC
		GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL
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ENGIN & MINES																					
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LAW																					
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(continued)

UNIVERSITY OF ARIZONA - OCTOBER 1994
 FACULTY BY COLLEGE AND DEPARTMENT - FULL TIME: >= .5 FTE

EX	PROFESSOR		PROFESSOR		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC	
	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL
GRAND TOTAL	PROF	PROFM	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF	PROFF
DEPARTMENT NO																						
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TOTAL	3			2		2		1		1		1		1		1		1		1		1
HEALTH REL PROF																						
DEPARTMENT NO																						
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OPTICAL SCIENCES																						
DEPARTMENT NO																						
OPTICAL SCI	26		18	2		2		57		57		123		123		123		84		84		160
TOTAL	26		18	2		2		57		57		123		123		123		84		84		160
1.00	1579		727	463		463		87		87		389		389		389		84		84		160

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UNIVERSITY OF ARIZONA - OCTOBER 1994
 FACULTY BY COLLEGE AND DEPARTMENT - PART TIME: < .5 FTE

EX	PROFESSOR		PROFESSOR		PROFESSOR		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC	
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GRAND TOTAL	PROF	PROFM	PROFF	PROFF	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC
GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL
COLLEGE																				
MEDICINE																				
DEPARTMENT NO																				
SURGERY	2	1																		
PEDIATRICS	2	2		1																
MEDICINE	6	4	1		2															
ANESTHESIOLOGY	1																			
PSYCHIATRY	2				1															
PATHOLOGY	2				1															
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OPTICAL SCIENCES																				
DEPARTMENT NO																				
OPTICAL SCI	2	2																		
TOTAL	2	2																		
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UNIVERSITY OF ARIZONA - OCTOBER 1994
 FACULTY BY COLLEGE - FULL TIME: >= .5 FTE

EX	PROFESSOR		PROFESSOR		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		
	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	
GRAND	PROFM	PROFF	PROFM	PROFF	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	
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X	1.00	727	87	463	57	123	389	84	160	84	160	389	84	160	84	160	389	84	160	84	160

PROFESSOR, ASSOC PROF, ASST PROF TITLES ONLY

UNIVERSITY OF ARIZONA - OCTOBER 1994
 FACULTY BY COLLEGE - PART TIME: < .5 FTE

EX	PROFESSOR		PROFESSOR		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC		ASSOC	
	TOTAL	MINORITY	TOTAL	FEMALE	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY	TOTAL	MINORITY
GRAND TOTAL	PROF	PROFM	PROFF	PROFF	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC	ASSOC
	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL	GRAND TOTAL
COLLEGE	15	7	1	1	4	4	1	1	4	4	1	1	4	4	1	1	4	4	1	1
MEDICINE	2	2																		
OPTICAL SCIENCES	17	9	1	1	4	4	1	1	4	4	1	1	4	4	1	1	4	4	1	1
TOTAL	17	9	1	1	4	4	1	1	4	4	1	1	4	4	1	1	4	4	1	1
X	1.00																			

PROFESSOR, ASSOC PROF, ASST PROF TITLES ONLY

Faculty Budget and Strategic Planning Committee
Faculty Center
1400 East Mabel
621-1342 (Fax: 621-8844)

March 22, 1995

MEMORANDUM TO: The Faculty Senate
FROM: The Faculty Budget and Strategic Planning Committee
SUBJECT: Proposal for Reorganization of the Faculty Budget and Strategic Planning Committee

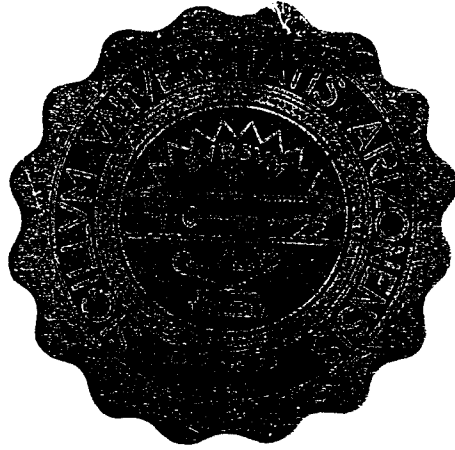
As you know, there are currently two committees which are assigned the same functions of strategic planning and budgeting for the University of Arizona:

The elected Faculty Budget and Strategic Planning Committee
and
The appointed Provost's Strategic Planning and Budget Advisory Committee

Although the specific tasks of these two committees have been somewhat different, their overall objectives are identical. Moreover, two of the members of the Faculty committee also serve on the Provost's committee. There is considerable duplication of efforts by these committees, and by the individuals and groups that are invited to meet with them. At our recent meeting, we discussed this problem, and concluded that the two committees should be restructured to better and more efficiently achieve their common goals. As a result of this discussion, the following proposal is submitted to the Faculty Senate:

PROPOSAL FOR REORGANIZATION

We propose that the Faculty Budget and Strategic Planning Committee, as elected by the General Faculty and the Faculty Senate, be combined with the Provost's Strategic Planning and Budget Advisory Committee. The Provost's committee is currently comprised of administrators, staff, faculty and students. The new combined committee would be drawn from the same groups concerned with these issues. However, the faculty members of this encompassing committee would be elected according to rules adopted by the Faculty Senate, and would comprise no less than 50% of the new combined committee. The other members would be selected on the same basis that they are now. If this proposal is adopted by the Faculty Senate, other details of the combined committee would be established through consultation with the Provost, and reported to the Senate. The reorganized committee would be activated as soon as possible.




The Faculty Senate Special Committee
on the Reorganization of
Exercise and Sport Sciences

FACULTY SENATE
UNIVERSITY OF ARIZONA

April 10, 1995

The Faculty Senate Special Committee
on the Reorganization of Exercise and Sports Science
January 18-April 10, 1995

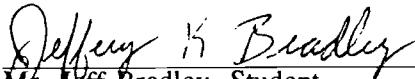
The members of the above Committee have read and approved the Report as submitted to President Manuel Pacheco on April 10, 1995:



Ms. Carol Beltran, Senior Business Manager
Exercise and Sport Sciences
Staff Advisory Council Appointee

4/10/95: Dr. McElroy in Bogota,
Colombia; phone call underway.

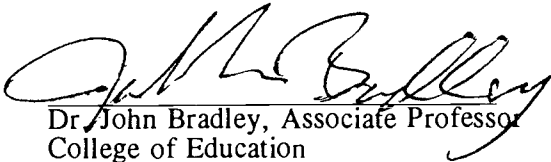
*Dr. John McElroy, Professor
Department of English
Member, Faculty Senate's Academic Personnel
Policy Committee



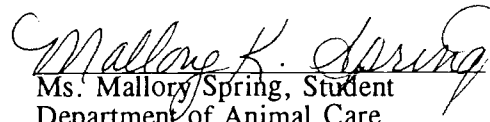
Mr. Jeff Bradley, Student
ASUA Appointee



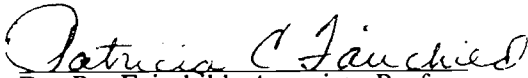
*Mr. Robert Mitchell, Librarian
Main Library
Member, Non-College Group



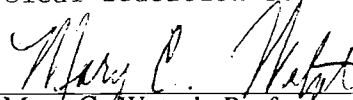
Dr. John Bradley, Associate Professor
College of Education
Member, Faculty Senate's Academic Personnel
Policy Committee



Ms. Mallory Spring, Student
Department of Animal Care
ASUA Representative
Physical Education Student



Dr. Pat Fairchild, Associate Professor
Representing Exercise and Sport Sciences
Elected from Physical Education



Dr. Mary C. Wetzel, Professor
Department of Psychology
Faculty not from Non-College

Dr. Ralph Fregosi, Associate Professor**
Exercise & Sport Sciences
Elected from Exercise Science



*Dr. L. Claire Parsons, Chair
College of Nursing
Faculty Senator At-Large

*Member, Faculty Senate

**Committee responsibilities terminated 3/20/95, following the Senate's approval of the merger of Exercise Science Faculty with the Department of Physiology.

April 10, 1995

Manuel T. Pacheco
President
Administration Bldg., Room 712
University of Arizona
Tucson, AZ 85721

Dear President Pacheco:

On January 18, 1995, Professor J.D. Garcia, Chair of the Faculty Senate met with the newly formed Faculty Senate Special Committee on the Reorganization of Exercise and Sport Sciences (FSSCRESS) and reviewed with us the two part charge to the Committee. Part 1 relative to the merger of the Exercise Science Program and its associated faculty members with the Department of Physiology, College of Medicine, was completed on March 20, 1995 when the Faculty Senate approved this merger.

Part 2 of our charge relates to the proposal to eliminate the Physical Education Program and transfer one faculty member to the College of Education to teach a two unit, multiple sections course on physical education to elementary education majors. This part of our charge is far more extensive and has consumed almost all of the committee's meeting time during the past three months. This committee has formally met 25 times consuming 60 contact hours. In addition, we have held three open forums which consumed 6 hours and have spent an equal work time of 66 hours or more performing the tasks necessary to carry out a comprehensive review required when considering the elimination of so vital a program as Physical Education.

The Committee has interviewed 41 persons from the University and Tucson communities as well as from other University communities in Arizona. Many of these persons brought reports and quantitative data which appear in Appendix A. All interviews were audiotaped, transcribed verbatim and appear in Appendix B. Appendix C contains supporting letters for the continuation of the Physical Education Program. Appendix D contains the Statement from the Physical Education Faculty and Appendix E comprises 642 signatures on petitions from faculty, students and community persons supporting the continuation of the Physical Education Program.

Following the Introduction the report addresses four areas: 1) Process used by Administration, 2) Centrality to University Mission, 3) Program Redundancy and 4) Economic Impact: University and Community. The recommendations are based upon the Committee's deliberation of what they believe is a fair and equitable solution to the Committee's Charge.

Manuel T. Pacheco
April 10, 1995
Page 2

We recognize the possible impact this report will make upon the University Faculty and Administration. Please rest assured that we have made a comprehensive evaluation of data presented to us and firmly believe that our findings, discussions and recommendations are made in the best interest of the Physical Education Program, the University and a supporting Community.

I will be available to assist you should you have questions about the report and material herein enclosed and attached.

Most Sincerely,

A handwritten signature in cursive script that reads "L. Claire Parsons".

L. Claire Parsons, Professor
and Chair of FSSCRESS

LCP/med

cc: Professor J.D. Garcia
Chair of Faculty Senate

Professor Dipankar Chakravarti
Chair of the Faculty Senate
Reorganization Committee

FSSCRESS Committee

**Report of the Faculty Senate Special Committee on the
Reorganization of the Exercise and Sport Sciences Department**

EXECUTIVE SUMMARY

April 10, 1995

The Faculty Senate Special Committee on the Reorganization of Exercise and Sport Sciences (FSSCRESS) interviewed 41 persons and held three public forums for UA students, faculty and staff and the Tucson community. In total, FSSCRESS listened to more than 200 concerned persons. In addition, FSSCRESS examined pertinent data from internal University Program Reviews of the Physical Education Program. FSSCRESS reviewed the recent program assessment conducted by SPBAC and the subsequent interpretation of that assessment by the Provost and the President. The findings and recommendations of FSSCRESS are presented below, along with the page number in the Report where the discussion can be found.

Process Used by Administrators

1. Program reviews used by Administrators to guide their decisions were incomplete, and at times, contained inaccurate data. Discussion on p. 6.
2. The Physical Education Program was targeted for closure despite the "meets criteria" designation of the University's PAIP review. Discussion on p. 8.
3. Procedural errors were committed by the University Administration, in that a dismantling of the Physical Education Program began before all Arizona Board of Regents (ABOR) mandated reviews had been completed. Discussion on p. 8.
4. The Provost blocked any possible transfer of the Physical Education Program to the College of Education by refusing to allow funded faculty lines to be moved. Discussion on p. 8.
5. The membership of SPBAC was disproportionately comprised of administrators, despite the fact that the design and management of curriculum is a faculty function. Discussion on p. 8.

Centrality of University Mission

The Physical Education Program is central to the land-grant mission of the University of Arizona. Its preparation of physical education teachers, coaches, and exercise specialists and the provision of athletic trainers have provided an invaluable service to the citizens of the state of Arizona. With the State identifying the increase of school-based physical education as its top health-related priority, the need for well-prepared physical educators is even greater. To view this unit as "not sufficiently central" to the mission of the University of Arizona is contrary to the stated focus of the State and places the University of Arizona out of step with the larger community it serves.

1. The Physical Education faculty have developed a strong academic program in undergraduate teacher preparation and at the graduate level in athletic training, sport psychology and sports administration for "preparing students for an increasingly diverse and technological world." Discussion on p. 9.
2. The Physical Education Program has served to improve "the quality of life for the people of Arizona and the Nation" and has developed one of the University's strongest links with the local and state community through its interaction with state professional organizations, community colleges, and in particular, with school districts in Southern Arizona. Discussion on p. 10.
3. Closure of the Physical Education Program will have a significant negative impact on Southern Arizona communities as indicated by administrators from every major Tucson-area school districts (TUSD, Catalina Foothills, Marana, Flowing Wells, Amphitheater, and Sunnyside). Discussion on p. 12.
4. The Department of Exercise and Sport Sciences supported a research emphasis for the exercise sciences and a teaching/service focus for physical education. Discussion on p. 14.
5. The scientific community and political, educational and medical leaders at national, regional and state levels recognize the critical importance of physical activity to the health of the Nation and the necessity of providing school physical education and appropriately trained physical educators for those programs. The "Arizona 2000: Plan for Healthy Tomorrow," developed by the Arizona Department of Health, identified increasing school-based physical activity as its number one lifestyle-related objective. Discussion on p. 16.
6. The instructional physical activity program offered by the Physical Education Program makes a significant contribution to the health and well-being of the university community. Discussion on p. 18.
7. The mission of the College of Education and the mission of the Physical Education Program are, for all practical purposes, identical and are congruent with the overall University Mission. Discussion on p. 19.

Program Redundancy

1. The University committees and the UA administrators who have suggested that other state institutions can provide teachers in physical education did not adequately examine this issue. Discussion on p. 20.
2. The other three universities (Arizona State University, Northern Arizona University and Grand Canyon University) cannot meet the additional demands in teacher preparation in physical education that will be placed on them should the UA Physical Education Program be closed. Discussion on p. 20.

3. The University of Arizona has a responsibility to the citizens of this state to provide the best prepared teachers it can to work with the young people of Arizona. It should not delegate this responsibility to other states. Discussion on p. 20.

Economic Impact

1. The cost-benefit ratio argues in favor of retaining the Physical Education Program. The benefits provided by the Physical Education Programs to the University community and to the Tucson community far exceed the minimal savings (i.e. \$588,000) that would accrue to the University. The resulting financial burden to the Tucson community has been estimated to be in excess of \$1,000,000. Discussion on p. 24.

RECOMMENDATIONS:

1. **That the Physical Education Program, to include the undergraduate teacher preparation program, the coaching minor, the for-credit physical activity instructional program, and the graduate concentration in sports administration be retained and moved to the College of Education, preferably as a department. Current and vacant faculty lines in Physical Education (12.75 FTE), operational costs (\$3,000 per FTE) and associated staff in the Physical Education Program should be maintained. This would make it possible for the Physical Education faculty to attain national prominence in pedagogical research. A national search should be conducted to recruit a person of outstanding reputation as a researcher and leader to serve as its Head. A review should be initiated after five years, i.e. January, 2001, to evaluate the progress in pedagogy research as well as other physical education research to determine if significant progress has been made. The suggested time line for implementation of the move to the College of Education is January, 1996.**
2. **That the graduate concentration in athletic training, currently housed in the Physical Education Program, be moved to the College of Medicine to become a component of an appropriate department, e.g., Emergency Medicine or Sports Medicine.**
3. **That the graduate concentration in sports psychology, currently housed in the Physical Education Program, be moved to the Department of Psychology in the College of Social and Behavioral Sciences.**

Faculty Senate Special Committee on the Reorganization of the Exercise and Sport Sciences Department:

Mrs. Carol Beltran
Mr. Jeff Bradley
Dr. John Bradley
Dr. Patricia Fairchild
Dr. John McElroy

Mr. Robert Mitchell
Ms. Mallory Spring
Dr. Mary Wetzel
Dr. Ed Williams (Non-voting)
Dr. L. Claire Parsons, Chair

REPORT OF THE FACULTY SENATE SPECIAL COMMITTEE

ON THE REORGANIZATION

OF THE EXERCISE AND SPORT SCIENCES DEPARTMENT

April 10, 1995

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- Appendix B: Transcriptions: Speakers and Open Forums
- Appendix C: Letters to SPBAC, President Pacheco and Provost Sypherd
- Appendix D: Statement of the Physical Education Faculty
- Appendix E: Petitions

INTRODUCTION

President Manuel T. Pacheco notified the Faculty Senate on November 30, 1994, that he had received a proposal from Provost Paul S. Sypherd^{A1} concerning the reorganization of the Department of Exercise and Sport Sciences (ExSS) which he was prepared to support. The proposal consisted of two parts:

1. The first part proposed a transfer of the Exercise Science Program, and its associated faculty members (with accompanying financial support), to the Department of Physiology in the College of Medicine. The memorandum from the Head of the Physiology Department indicated that this part of the proposal was acceptable to the affected faculty members in both units. While there was no requirement to address the transfer of units smaller than a department through the Reorganization Policy, the President thought it was appropriate for the Faculty Senate to consider this transfer.
2. The second part proposed to phase out the Physical Education Program by the end of academic year 1997-98, with the release of all remaining faculty members, save one. This single individual would move to the College of Education and assume responsibility for teaching the multiple-section, two-unit course that is required for all elementary education majors. The College of Education was prepared to accept this arrangement. No mention was made of the source of financial support for this faculty member.

In accordance with these instructions, the Chair of the Faculty Senate, Professor J. D. Garcia appointed a Faculty Senate Special Committee on the Reorganization of Exercise and Sport Sciences (FSSCRESS). The Committee selection procedure was that outlined according to the document entitled *Committee Structure for Reorganization for Financial Reasons*.^{A2} FSSCRESS was appointed by the Chair of the Faculty with the consent of the Senate Executive Committee to be comprised of:

1. a chair of the Committee, selected from those faculty holding campus-wide elected positions,
2. one (1) faculty member from the program to be terminated (elected by the faculty in the program),
3. one (1) member from the college or non-college group in which that program resides (selected with advice of Senators from the college).
4. one (1) member from the Senate Budget Committee or from the Academic Personnel Policy Committee,
5. two (2) Senators or other faculty not from the college affected.
6. two (2) students, selected by ASUA, one of whom is from the affected unit if there are any,
7. one (1) staff member, selected by the Staff Advisory Council, or a year-to-year academic professional.

A listing of the appointed FSSCRESS members appears in Appendix A-3.

The charge to FSSCRESS appears below as outlined in the Arizona Board of Regents (ABOR) Policy Manual.^{A4} Recall, that Provost Sypherd's proposal consisted of two parts: the Exercise Science Program, which was slated to merge with the Department of Physiology, and the Physical Education Program, which is proposed to be eliminated. According to ABOR policy, FSSCRESS was charged to submit a report to the President on the proposed reorganization within 90 days, beginning on January 12, 1995. During these 90 days, the policy calls for FSSCRESS to do the following:

1. provide an early opportunity for the affected faculty to present their views in person as well as in writing;
2. present the University community with a summary which includes a schedule for action and implementation date;
3. hold a public forum to solicit University community opinions and provide a mechanism to receive opinions from the community;
4. evaluate and make recommendations concerning the proposal. This evaluation should include an assessment of the impact upon students, faculty, staff, and the University as a whole, related activities outside the University and the interests of higher education within the State; and
5. submit a report to the President and simultaneously to the Faculty Senate.

FSSCRESS held its initial meeting on January 18, 1995. Subsequently, twenty-five (25) committee meetings and three (3) public forums were conducted which totaled more than 60 contact hours. The three (3) public forums were conducted on the dates of:

February 21, 1995 (Student Forum; 4:00 - 5:30 pm, Senior Ball Room).

February 28, 1995 (Faculty/Staff Forum; 4:00 - 5:30 pm, Harvill Auditorium) and

March 2, 1995 (Community Forum, 7:00 - 10:00 pm, Doubletree Inn).

METHOD

FSSCRESS systematically collected and analyzed data related to the President's charge. Qualitative data were obtained through interviews and forums with persons representing the Physical Education faculty, the Exercise Science faculty, University administrators, intercollegiate athletic directors, community leaders in education representing five school districts, Pima Community College faculty and affected students, concerned Tucson physicians, and administrators and faculty from Arizona State University (ASU), Northern Arizona University (NAU), and Grand Canyon University (GCU). These data were collected by personal interviews that were audio-taped and transcribed verbatim. These data were analyzed to identify certain recurring themes in the information provided to FSSCRESS. This analysis task was made easier because the recurring themes that emerged were repeated clearly without contradiction throughout the extensive collected testimony.

Quantitative and qualitative data were obtained through written reports and written verbal presentations respectively which documented the impact of the elimination of the Physical Education Program on the respective educational units within the Tucson community and Southern Arizona.

Over the course of the evaluation, a total of 41 persons were interviewed by FSSCRESS. A listing of those persons by category according to role in the University or community are shown in Appendix A-5. Approximately 300 students, faculty, staff and community persons attended and participated in the three (3) open forums. With few exceptions, all FSSCRESS meetings and forums were audio-taped and transcribed. The transcriptions of persons interviewed and the Open Forum speakers appear in Appendix B. In the body of the report, each superscript indicates the Appendix and document number of the relevant document.

Appendix A contains documents presented to FSSCRESS during the course of its evaluation; Appendix B, the transcriptions of meetings and forums; Appendix C, letters previously sent to SPBAC, President Pacheco, and Provost Sypherd; Appendix D, a statement by the Physical Education faculty; and Appendix E, petitions presented by individuals.

Out of the original eleven-person Committee, two members (a faculty member and student from Physical Education) were understandably inclined to support the continuation of the Physical Education Program from the outset of the Committee's work. Three others, the faculty, staff and student associated with the Exercise Sciences unit, had connections to the Physical Education Program, but no direct stake in its continuation. FSSCRESS approached its charge without prejudging the President's recommendations.

As even a cursory examination of the FSSCRESS report will attest, the Committee was very thorough in its search for information pertaining to its charge. FSSCRESS solicited testimony from a wide variety of sources, both inside and outside the University. The Committee held three open forums so that anyone, student, faculty, staff or members of the community with views on the future of the Physical Education Program could make them known to the Committee. No one, regardless of their views on the subject, was denied an opportunity to address the Committee.

FINDINGS AND DISCUSSION

PROCESS USED BY ADMINISTRATION

FSSCRESS offers the following observations regarding the process by which President Pacheco and Provost Sypherd arrived at their recommendation to eliminate the Physical Education Program.

The findings below all bear on the fact that for the past several years the University of Arizona (UA) has been involved in an intense, system-wide process of change. State officeholders, pointing to severe financial constraints, have demanded rapid University program reviews and quick solutions. As a result, UA administrators have frequently been under strong pressure to reach decisions quickly, on the basis of few guidelines and minimal, sometimes inaccurate, data.

The University's Mission Statement was not finalized until January, 1994, long after key decisions had been made to dismantle the Physical Education Program. The Mission Statement has not been in place long enough for any consensus to develop regarding its merits. The University community is still in the early stages of interpreting the various elements in its Mission; translating these elements into operating standards; and designing tests and indicators for monitoring and enhancing adherence to these standards. Until all these steps have been achieved, there are no reliable criteria for such important functions as closing departments and releasing tenured faculty.

FSSCRESS, having been charged with conducting a full review of the President's proposal, has had the advantage of a unique opportunity to examine the strengths and weaknesses of previous reviews of the Physical Education Program. These previous reviews included the Ad Hoc Academic Area Budget Advisory Committee (AABAC), the Program for the Assessment of Institutional Priorities (PAIP), and the Strategic Planning and Budget Advisory Committee (SPBAC), as well as the most recent assessments by the Provost and the President.

In some areas, the historical record and new data have revealed deficiencies in these earlier reviews. In many cases, the deficiencies are understandable in light of the rapidly changing context within which the earlier decisions were made. In a few instances, however, FSSCRESS believes that errors were made by University administrators.

Finding 1: Provost Sypherd acknowledged that the University's definition of centrality, as based on the changing Mission Statement, was "a moving target."^{B18} FSSCRESS believes that all three functions of faculty -- research, teaching, and service -- are equal and indivisible.

1.1 The current University's Mission statement indicates that "The University provides distinguished ... education; excels in basic and applied research and creative achievement and integrates these activities and achievements ... into everyday life."^{A11}

1.2 The University's status as a land grant institution carries with it a special responsibility to be responsive to the service component of its mission. The portion of the Mission Statement in which the University is declared responsible for "improving the quality of life for the people of Arizona" seems to have been ignored by those involved in formulating the recommendation to eliminate the Physical Education Program.

1.3 The diverse faculty in ExSS were judged by PAIP as having blended into a unit which met University expectations in the three areas: Research (in which the Exercise Science faculty excelled), teaching (in which both faculties were strong), and service (in which the Physical Education faculty excelled). Those evaluators who chose to look into a single department and separate those faculty whose primary work involves research from those whose primary work involves teaching and service are setting a dangerous precedent. There are other programs within the University (including Education, Medicine, Nursing and Pharmacy) which will be in a very precarious position if faculty whose primary function is not research are isolated from other components and viewed as expendable.

Finding 2: The Ad Hoc Academic Area Budget Advisory Committee (AABAC), in a key early review of the Physical Education Program, contained incomplete, and therefore sometimes inaccurate, data.^{A7}

2.1 AABAC was mistaken when it stated that the Physical Education Program's elective physical activity courses could be "accommodated in other more cost effective ways," and that it was "somewhat redundant with the Recreation Center's stated purpose." The issue of cost effectiveness has yet to be determined, but FSSCRESS notes that the physical activity courses are extremely popular and usually oversubscribed: thus they effectively pay for themselves. Further, it is known that there is a significant difference in quality between courses taken for credit and taught by academically qualified instructors, and the voluntary, mostly unsupervised activities available at the Recreation Center.

2.2 The AABAC suggested that ASU and NAU could assume the teaching mission of the Department of Exercise and Sport Sciences. The Committee's more recent information suggests that this is incorrect.

2.3 The AABAC report was also incomplete in that it failed to address other aspects of the Physical Education Program.

Finding 3: The Physical Education Program was targeted for closure despite satisfying the criteria of the University's PAIP review. Two other programs within the School of Health Related Professions were not targeted for elimination despite failing to meet PAIP criteria.

3.1 The PAIP report^{A8} stated that "In our review we established a uniform level of competence in the areas of research, teaching and service, albeit of somewhat different complexion for the two faculties." (The two faculties were Physical Education and Exercise Science.) A designation of "meets expectations " was given to the department.

3.2 The PAIP report identified Medical Technology and Community and Environmental Health as having failed to meet expectations. Nevertheless, these two divisions in the School of Health Related Professions were not targeted for elimination.

Finding 4: The membership of SPBAC was disproportionately comprised of administrators, despite the fact that the design and management of curriculum is a faculty function.

4.1 Of the twenty-one members of SPBAC, only eight were non-administrative faculty; and of those eight faculty, three were appointed by the UA Administration.^{B41}

4.2 In addition, the independence of SPBAC was compromised because it was chaired (at least nominally) by Provost Sypherd, the person to whom SPBAC was supposed to report. The de facto chair of SPBAC was Lynn Nadel, at that time an associate to the Provost.

Finding 5: The dismantling of the Physical Education Program began to be implemented well before all ABOR-mandated reviews had been completed (ABOR Guidelines, Chapter 6, Section J, Number 3.d, p. 27). Although the concern about alerting targeted personnel and potential students to the possible closure of the program was commendably open and humanitarian, FSSCRESS finds that proceeding further than that was inappropriate and contrary to all reasonable standards of due process.

5.1 The Provost took steps to insure that a merger between the Physical Education Program and the College of Education could not realistically be accomplished (a possibility raised in SPBAC's revised report) by refusing to permit funded faculty lines to be moved. This action had the predictable effect of blocking its transfer to the College of Education despite previous extensive good faith discussions between the Physical Education faculty and College of Education faculty and administrators.^{B13.D1}

5.2 The Provost issued a directive to begin closing admissions to new undergraduate major students in Physical Education and directed that the Instructional Physical Activity Program be closed by May, 1996 (Proposal to Eliminate the Physical Education Program).^{A1}

5.3 Regarding the release of tenured faculty, the Provost's rationale that by the proposed closure date of 1998 "almost all will be eligible to retire" loses some of its force when one realizes that some of these faculty will be in their mid-50s at the time and have no wish to end their careers.^{A1}

5.4 Negotiations between Dr. Jean Williams (faculty member in the Physical Education Program) and the Department of Psychology are underway to transfer the Physical Education graduate concentration in sport psychology, accompanied by the faculty line for Dr. Williams, to the Department of Psychology.

CENTRALITY TO UNIVERSITY MISSION

The primary efforts of the FSSCRESS focused on determining if, in fact, the Physical Education Program was "not sufficiently central to the University's mission to justify devoting substantial resources to its support during an extended period of constrained finances," as charged by President Pacheco. As a result of its research, FSSCRESS finds:

The Physical Education Program is central to the land-grant mission of the University of Arizona. Its preparation of physical education teachers, coaches, and exercise specialists and the provision of athletic trainers have provided an invaluable service to the citizens of the state of Arizona. With the State identifying the increase of school-based physical education as its top health-related priority, the need for well-prepared physical educators is even greater. To view this unit as "not sufficiently central" to the mission of the University of Arizona is contrary to the stated focus of the State and places the University of Arizona out of step with the larger community it serves.

FINDINGS:

Finding 1: The Physical Education faculty have developed a strong academic program in undergraduate teacher preparation and at the graduate level in athletic training, sport psychology and sports administration for "preparing students for an increasingly diverse and technological world."^{A11}

1.1 The UA Physical Education Program was recognized as an "outstanding program for the preparation of physical educators" when the National Association for Sport and Physical Education (NASPE) ruled that the program was in compliance with NASPE/NCATE guidelines on February 10, 1993, one of but 26 programs nationwide and the only physical education program in Arizona to receive such a designation. NASPE is the accrediting body for programs in teacher education in physical education.^{D8}

1.2 The March 19, 1993 Report of the PAIP Review Process indicated that the Exercise Science faculty were more oriented toward research and "the Physical Education faculty are more committed (necessarily) to service and teaching." The report continued with the statement "In our review we established a uniform level of competence in the areas of research, teaching and service, albeit of somewhat different complexion for the two faculties." A designation of "meets expectations" was given to the department.^{A8}

1.3 The quality of the UA undergraduate teacher preparation program and the caliber of students it attracts is underscored by the number of students hired by local school districts to teach physical education (50% of current Tucson-area physical educators are graduates of the UA program)^{D1} and the number of these same students who advance through the ranks to become local school administrators (superintendents, associate superintendents, athletic directors, and scores of principals).^{B7} A number of its graduates have received recognition at state and national levels as outstanding teachers and coaches.^{B32-33}

1.4 Over 165 of all current varsity head coaches and/or athletic administrators in the state of Arizona graduated from the UA program, either through the teacher preparation program, coaching minor, or sports administration program. Dr. Baker estimated that state-wide the UA program produces 25% of high school coaches. Not included in this figure are state community college coaches or those working as coaches at elementary or junior high schools.^{B7}

1.5 The statement by Darrel R. Marshall, UA Assistant Director for Education Career Services in the College of Education [regarding physical education] that "Southern Arizona depends on the University for their first choice in teachers"^{D11} is substantiated by the statements made to the FSSCRESS by school administrators from six major Tucson-area school districts (Marana, Flowing Wells, Amphitheater, Tucson Unified, Catalina Foothills, and Sunnyside) and by letters sent to the FSSCRESS by various professionals in the community.^{B30, B32-33, B35} According to the UA Education Career Services, of the 17 physical education graduates in 1991-92 who registered with that service, 14 had teaching positions in physical education, 12 of whom were located in Arizona; in 1992-93, of 15 graduates, 13 were teaching physical education, 12 in Arizona.^{D11}

1.6 The graduate athletic training program is currently one of 13 graduate-level programs in the US that is accredited by the National Athletic Trainers Association (NATA); it has been recognized nationally as a premier program.^C The graduates of this program have assumed major leadership positions in NATA, and a large percentage of athletic training professional educators in the US graduated from the UA program.^C Even though there is no formal ranking system, Dr. Perrin, NATA

Chairperson, Sub-Committee on Graduate Education, stated "I can say unequivocally that the Arizona program is one of the top programs in the country. By virtue of its high quality and national reputation, it is able to attract the best undergraduate students in our field."^C

1.7 The graduate sports administration program prepares individuals to take positions in a wide range of areas: Public schools, colleges and universities, recreation, and in the private sector in industry. The graduate students complete internships in multiple sites at UA and throughout the community. Nine graduates of this program have entered law school over the past seven years. The UA College of Law grants elective credit for a series of sport law courses offered through this program.^{B7}

1.8 The sports psychology program is nationally recognized for its faculty and graduates who have made significant contributions to the research literature in sports psychology. The students in sports psychology serve the UA community through several internship positions.^{B11}

Finding 2: The Physical Education Program has served to improve "the quality of life for the people of Arizona and the Nation."^{A11}

The faculty in the Physical Education Program have developed **one of the University's strongest links with the local and state community** through its interactions with state professional organizations, community colleges, and in particular, with school districts in Southern Arizona, and various programs for Tucson-area students.

2.1 The professional ties between the UA Physical Education Program and school districts throughout the state, but particularly in Southern Arizona, are very strong through a mutually beneficial interaction between the UA Program and the Southern Arizona educational community: UA physical education graduates are hired as physical educators, coaches, athletic trainers, and school administrators; student teachers are supervised by area physical educators; undergraduate students are hired to conduct after-school programs and coach sport teams; and graduate student athletic trainers are hired to provide health care for Tucson-area athletic teams and after-school programs.
A37-38, B7, B30-37, D11

2.2 Pima Community College (PCC) and the UA have developed a model collaborative program whereby students can begin their teacher preparation in physical education at PCC and then transfer to the UA without loss of credits. This matriculation in physical education does not occur anywhere else in Arizona. It allows Southern Arizonans to pursue career opportunities in teaching physical education that would not be available to them otherwise. Approximately 40 new students enter the PCC physical education program each year. Many of these students can not, because of financial and/or personal reasons, go to ASU or NAU to complete their degrees in physical education.^{B25-29}

2.2.1 As Mrs. Aguilar-Ortiz, PCC student, stated, "Because of the connection with Pima, it makes it possible for a lot of this to be able to happen [young Tucsonans pursuing a career in teaching physical education]. I have a brother that is teaching at Valencia Junior High in the physical education department. My younger sister will be graduating in two years, and if I can cram it in, I'll be doing it in the Spring of '98...that would make three native Hispanic Tucsonans be physical education teachers here in Tucson, from this college."^{B29}

2.3 Virtually every faculty member in the Physical Education Program has been actively involved, at different times, in the regional and state physical education associations by serving on the board of directors in all of the positions, serving on special committees for the Governor's office, making presentations at national, regional and state conferences, and presenting regional and local workshops to teaching professionals.^{A17}

2.4 Sports-O-Rama is a highly regarded motor-skill development program for children aged 4-12 which began in 1972. It is offered every summer by the department, and is very popular with young Tucsonans, including the children of many UA faculty and staff.^{A42}

Finding 3: Closure of the Physical Education Program will have a significant negative impact on Southern Arizona communities.

Administrators from every major Tucson-area school district (TUSD, Catalina Foothills, Marana, Flowing Wells, Amphitheater, and Sunnyside as well as Salpointe Catholic High School) provided their viewpoints on the closure. Without exception, they noted the negative impact and requested that the program not be closed. Some of the impact on the communities will be felt immediately; other effects will be long term.

3.1 A decrease in the pool of physical education teaching applicants (with closure of the UA Program) could force school districts to accept less-qualified teachers or, as indicated by several school administrators and medical professionals, could lead to a reduction in programs offered during school as well as athletic programs because of quality and safety concerns.^{B30, B32, B34, B36}

3.2 Administrators from three school districts (TUSD, Flowing Wells, Sunnyside), which represent the majority of students in Pima County, spoke specifically about their schools' extensive after-school programs that kept young people involved in wholesome activities as opposed to gang activities. Since many of these programs are supervised and run by physical educators and current UA undergraduate students, the loss of the UA program would negatively impact the school-based programs and the communities involved.^{B30, B35, B36}

3.2.1 Mr. Nido, Sunnyside High School Principal, indicated that of 1,946 students enrolled at Sunnyside High School, 1,100 were involved in sports and other extra-curricular activities. According to Mr. Nido, "If students are involved in athletics, it helps them feel like they 'belong' to a group, and they will be less likely to be involved in a gang."^{B36}

3.2.2 The Flowing Wells School District has an extensive after-school sport program for all levels (elementary through secondary). The physical education teachers are an integral part of that program. At the junior high level, 900 out of 1,400 students participate throughout the year. Part of the after-school program is funded by a RICO Racketeering grant from Pima County Attorney's Office. These county funds are earmarked to combat the influence of gangs.^{B35}

3.2.3 For TUSD, it's going to become harder to find physical educators to run extracurricular programs. "In Arizona and the nation, school districts now, again, because of the violence and the gang issue and some data on obesity and the health of individuals, are starting to relook at physical education requirements. There's a much bigger focus now to get money back to elementary school physical education and middle school physical education to help to combat the violence and drugs...because they have seen a direct link between those programs and what happens on school campuses."^{B30}

3.3 The school administrators reinforced the strength of a locally-based teacher population stating that UA physical education teachers have a greater sense of the community and remain in districts longer, thus saving the school districts in recruitment, training and retention expenses.

3.3.1 Mr. Nido, Sunnyside High School Principal, indicated that a number of young Hispanics look to the physical education teachers who have graduated from the UA (50% at Sunnyside High School) as role models. The youth see Hispanics attending college, returning to their own neighborhoods, and making a positive contribution to their own culture. This role will be diminished with the closure of the UA program.^{B36}

3.3.2 Dr. Frey, Associate Superintendent in Amphitheater SD, stated, "From a straight business point, we find that teachers who are tied to Tucson tend to stay. Teachers that don't have ties to Tucson tend to leave...We'll have people move back to New York or move back to California, back to Colorado. But we have several teachers that are graduates of the U of A that have been with us for 20 years. One of those was just named Arizona Elementary Physical Education Teacher of the Year. They do tend to build their programs. They tend to stay in the field, and we see that as real helpful to our children. We also see it helpful to us in terms of having a higher caliber of educators because they're not in a learning mode, they're in a continuing growth mode.

All of that does help us from the economic standpoint of reducing our hiring costs and our re-training costs...We can develop people rather than do the initial piece."^{B32}

3.4 The cost to offer athletic programs would also increase with the loss of the UA athletic trainers; fewer sport programs would be offered because a sufficient number of athletic trainers would not be available for coverage.^{B30-31, B37}

3.4.1 Mr. Nido, Sunnyside High School Principal, noted that if Sunnyside must now begin to pay substantially more for a trainer who also has teaching duties, they may have to charge money for participation in the programs, thus excluding students whose parents cannot afford to pay. At Sunnyside, the student population is 83% Hispanic, 2% native American, and 2.5% black. Sports then becomes an elitist activity. The other possibility is the elimination of some after-school activities and competitive sports.^{B36}

3.5 The local school districts would lose an opportunity to have an impact on the preparation of their teachers if they could no longer interact with the institution that prepares those teachers. Dr. Russell pointed out that, "School districts feel somewhat more comfortable when they know that they can have some influence and can communicate face to face with the people who supervise those teachers, with the people who prepare those teachers...I think the University would give up a presence, would give up a service, would give up an opportunity to be influential in the education process should one of its teacher preparation programs be disbanded."^{B2}

Finding 4: The Department of Exercise and Sport Sciences supported a research emphasis for the exercise sciences and a teaching/service focus for physical education.

4.1 In 1985, when Dr. Tipton became Head of the Exercise and Sport Sciences Department, one of his first initiatives was the development of a research base in the department. To that end, Dr. Tipton negotiated with former Provost Hasselmo the hiring of five exercise physiologists. Prior to 1985 those five positions had been designated primarily for teaching physical education required courses.^{B14} As a result of this changed emphasis, the remaining faculty had to assume more of the teaching and service responsibilities of the department. This "departmental balance" evidently was recognized by the PAIP Review Process when it gave a "meets expectation" designation to the department and stated "the Physical Education faculty are more committed (necessarily) to service and teaching."^{A8}

4.1.1 In Spring, 1992, when representatives of the Physical Education faculty met with the Dean of the College of Medicine, Dr. Dalen indicated "balanced units" in which faculty assumed different responsibilities, some more in research and others more in clinical areas, much like the physical education faculty, were wide-spread in the College of Medicine as well as in other areas on the campus.

4.1.2 The 1991 Report of the Internal Academic Review Committee for the School of Health-Related Professions recognized that in ExSS, the Physical Education faculty, "clearly concentrated their activities in the teaching and service areas, particularly carrying very large undergraduate teaching loads." The Review Committee recommended that efforts be made to resolve the issue related to divisiveness between the Exercise Science faculty and Physical Education faculty, "including the allocation of equitable teaching loads, encouragement and support for scholarly activities for all members of the Department. There is an opportunity to fill several positions in the physical education area in the next few years, and this must be done with PhD level individuals interested in having active research programs." The assessment section on the Department ended with "...recognize and support the somewhat diverse mission of the Department, which by its very nature must provide extensive undergraduate teaching."^{D6}

4.1.3 The Annual Load Responsibilities Report^{A16} indicates quite clearly those individuals who were given significant research release time each year (46% to 83%) were able to devote their energies toward research endeavors. These included 8 exercise physiologists, 1 sport psychologist, and 1 physical educator. Individuals who devoted significant effort for major administrative responsibilities (sometimes overlapping with what is normally considered to be teaching) received release time for the "Other" category (25% to 83%), but because of the extensive time required to fulfill their responsibilities, were not able to develop extensive research programs. These included 9 physical educators and 3 exercise physiologists.

4.1.4 Once the exercise science research program developed its "critical mass," the Departmental Administration turned its attention to the physical education research program. In 1991, the first physical education faculty member to receive significant research release time was hired. Unfortunately, the hiring freeze and budget cuts prevented further efforts in hiring tenure-track faculty in the department.

4.2 Scholarly effort by the Physical Education faculty, primarily by four physical education faculty, is evidenced by a number of peer-reviewed research publications, published abstracts, articles in national professional journals, book chapters, and major presentations at regional, national and international conferences.^{A17}

4.3 With adequate departmental administrative support, in terms of additional faculty positions designated for research activities and research release time for current faculty, the Physical Education Program could make great strides toward developing a pedagogical research program that would receive national recognition within five years. Nationally, very few research programs focus on improvements in teacher education in physical education, thus the primary research focus of the faculty in the pedagogy areas would fill a critical void. Research completed by the UA Physical Education faculty in the improvement of teacher education programs has already received national recognition. Additional resources would allow this effort to continue with a much broader scope.^{A14}

4.3.1 According to Dr. Russell, to make significant strides in this area. "We would need to be able to replace the faculty that we have not been able to replace since 1989...There, too, I think we feel the University wants to put faculty members and professors into teaching undergraduate students. People, we've been doing that. We've been teaching. But I believe that we would need to have the opportunity to regroup what we have lost. And I think we need to bring people in and give them more than lip service to the need to do research. I don't think we can ask them to teach four and five classes a semester and do research."^{B2}

Finding 5: Contrary to President Pacheco's statement that physical education was "not sufficiently central" for the University to continue to invest resources in that area, the scientific community and political, educational and medical leaders at national, regional, and state levels recognize the critical importance of physical activity to the health of the Nation and the necessity of providing school physical education and appropriately trained physical educators for those programs.

5.1 The scientific and medical community has documented the importance of physical activity to the physical, mental, and social well-being of the Nation.^{A40(1-24)}

5.1.1 Regular physical activity provides multiple health benefits related to the prevention and management of coronary heart disease, hypertension, non insulin-dependent diabetes, osteoporosis, obesity, and depression and anxiety. It appears to be associated with lower rates of colon cancer, stroke, and back injury.

5.1.2 Girls and women may receive specific benefits from participation in physical activities including reduction in unwanted pregnancies, decreased drug use, increased graduation rate; higher grades; lower lifetime risk of breast cancer; greater confidence, self-esteem and pride.

5.1.3 The "lack of involvement and training as children" was ranked as the biggest barrier to increased participation by 45% of the female respondents in The Miller Lite Report. If girls do not participate in sports and physical activity by the time they are 10 years of age, there is only a 10% chance they will participate when they are 25.

5.2 National agencies stress the importance of school physical education programs.

5.2.1 Several national agencies support the inclusion of physical education as a central part of the mission of the nation's schools: *Goals 2000: Educate America Act*, bill passed by Congress; National Education Association Assembly, 1991; Center for Disease Control: American College of Sports Medicine.

5.2.2 DHHS Publication 91-50212 *Healthy People 2000. National Health Promotion and Disease Prevention Objectives* identified one of the objectives related to physical activity: "Increase to at least 50 percent the proportion of children and adolescents in 1st through 12th grade who participate in daily school physical education" in order to increase physical activity levels for health and to encourage extracurricular activity by children and continued participation in physical activity into adulthood.^{D40(24)}

5.3 The Arizona Department of Health Services developed the "Arizona 2000: Plan for a Healthy Tomorrow," a statewide plan for improving health.^{A18}

5.3.1 In the report, "sedentary life style" was identified as the number one health risk factor in Arizona.

5.3.2 "Arizona 2000" indicated that "school-based physical education, in particular, provides critical health-related information and an opportunity for physical exercise during formative years."

5.3.3 Dr. Jack Dillenberg, Director of the Arizona Department of Health Services, sent a copy of the "Arizona 2000: Plan for a Healthy Tomorrow" to the FSSCRESS. In his cover letter, Dr. Dillenberg stated that **"Our statewide plan for improving health, includes increasing daily physical activity among K-12 students as the number one priority health objective among lifestyle-related objectives."**^{A18}

5.4 The Arizona Governor's Council on Health, Physical Fitness and Sports stated that the elimination of the UA physical education training program, "would be a devastating blow to the entire physical education and wellness programs in the State," citing the effect not only on elementary and secondary school levels but also on the UA campus.^{A36}

5.5 The Arizona Department of Education, in its document entitled *The Comprehensive Health Essential Skills*, includes physical education as part of the health component in public school education.^{D1}

5.6 The North Central Association Policies and Standards, the accreditation organization for public schools, stated that physical education is a component of a broad curriculum that meets the needs of students at all levels of public education.^{A20}

5.7 The National Children and Youth Fitness Study I^{A40(20)} and Study II,^{A40(17,21)} the only two large scale studies in this area, suggested that quality school physical education programs conducted by well-trained physical educators have a significant effect on the health-related fitness of children.

5.8 At the Public Open Forum held March 2, 1995, with approximately 200 individuals attending, a number of perspectives were presented, all in support of retaining the UA Physical Education Program.^{B40} Approximately 50 students attended the Student Open Forum on February 21, 1995. A number of students indicated their support for the for-credit instructional physical activities classes. The students indicated that the Campus Recreation Center was over crowded and would not motivate them to exercise. Others spoke to keeping the teacher preparation program and coaching minor.^{B38} The Faculty and Staff Open Forum, with approximately 50 individuals attending, focused on the role of the University of Arizona, a land-grant institution.^{B39}

5.9 At the ASUA Undergraduate Senate meeting of 3/7/95, the ASUA senators issued a resolution to "support the preservation of the Physical Education Programs."^{A41}

Finding 6: The instructional physical activity program offered by the Physical Education Program makes a significant contribution to the health and well-being of the university community.

6.1 Student interest in the elective for-credit instructional physical activity program is evident by the over 4,500 students from across the campus (representing 140 majors) who elect to enroll in this program every year.^{B4} These students acquire knowledges and skills that enhance the quality of their lives and promotes a life-long active lifestyle.^{D1}

6.1.1 Of the 34 land-grant Research I institutions, all offer credit for instructional courses in physical activities. Should the UA eliminate the for-credit instructional physical activities program, it will be the sole exception among land-grant Research I institutions.^{D1}

6.2 It is illogical for the University to spend large sums of money on athletic facilities for a few athletes and be unwilling to support a program that impacts positively on thousands of students.^{B21}

6.2.1 The physical activity program, taught primarily by graduate teaching assistants and faculty lecturers, has a cost effective budget of only \$96,000.^{A19}

6.3 Dr. Grant Smith, Director of the Recreation Department, disagreed with the Provost's statement that the needs of the students can be met through intramurals, student recreation, and athletics.^{B21}

6.3.1 Approximately 4,000 students use the Recreation Center every day. It is operating at full capacity and can not absorb many more students without additional facilities and staff (i.e., additional funds). Even at that, the education needs of the students are not being met.

6.3.2 Less than 1% of the students at the UA actively participate in intercollegiate athletics.

6.3.3 There are 14,000 to 15,000 participants a year in intramurals, but these are multiple-user counts, i.e., not 15,000 different participants. Intramurals discriminates against students who must work, students with families and students with low income. Students must pay an entry fee to participate in intramural events.

6.4 Contrary to Provost Sypherd's position, Dr. Murray DeArmond, Director of Student Health and Supervisor for the Department of Recreation and Campus Disability Services, stated "I don't see what PE does and what I am responsible for through the Health Center and the Wellness Programs as duplicative. I don't see these as substituting one for the other. I see these as collaborative. I see these as important. If we believe that recreation and fitness and health and youth are important to us as an institution and us as a community and us as a nation, then I think this is a terribly important decision that we are about."^{B20}

Finding 7: The mission of the College of Education and the mission of the Physical Education Program are, for all practical purposes, identical and are congruent with the overall University Mission.

7.1 Both the College of Education and the Physical Education Program strive to prepare individuals for professional roles in education, conduct research and scholarly effort related to educational concerns, provide professional leadership at all levels of education, and provide service to local, state, national and international educational agencies.^{D1}

PROGRAM REDUNDANCY

SPBAC/P recommended that the Provost discuss with the Dean of the College of Education "the necessity for the undergraduate physical education major in the context of whether or not the other two state universities can meet state-wide needs in this area."^{A10} As a result of its investigation, FSSCRESS finds that:

The various University committees, primarily comprised of UA Administrators, that have suggested that other state institutions can provide teachers in physical education have not adequately examined this issue. Clearly, the other two state universities and Grand Canyon University can not provide Southern Arizona with a sufficient number of physical educators or coaches to meet its needs. Should the UA close the teacher preparation program in physical education, the southern half of the state will be harmed. The University of Arizona has a responsibility to the citizens of this state to provide the best prepared teachers it can to work with the young people of Arizona. It should not delegate this responsibility to other states.

Finding 1: Indications are that while the Provost and the Dean of the College of Education did discuss the future of the Physical Education Program, apparently there were no attempts by the UA Administration to seriously examine the issue of meeting the state-wide needs in teacher preparation in physical education.

1.1 Provost Sypherd acknowledged that, "The four universities in Arizona, three state universities and Grand Canyon University, provide something around a half or just over 50% [It is slightly less than 50%.] of the instructors that are needed in the K-12 systems." He then referred to other workforces in the state that depend on immigration and implied that physical education should get its teachers from out of state.^{B18}

1.2 When Provost Sypherd was questioned about how he had determined there was no need for teacher preparation in physical education in the state of Arizona, he replied:

"I determined that the slack would be picked up by the marketplace. If there is a marketplace for instructors in physical education, there will be individuals presenting themselves for those positions. I don't have the data, but I've looked at the number of unemployed teachers. I would like to see a break out of the number of unemployed teachers and see where they fall. We also know that with the rapid (you know our population in Arizona grew by a million people since 1989-90) a dramatic increase in our population, there is a tremendous immigration. I'm assuming that people move in because they take jobs here, and so I may be wrong, I guess I'll pay the price for it. But I believe that if there is a market, if there's a demand of teachers of physical education, the marketplace will take up the slack. Just as it has for physicians and nurses."^{B18}

1.3 Dr. Pedicone, Assistant Superintendent for Administrative Services, Flowing Wells SD, indicated that relying on the marketplace for physical education teachers may not be productive. Currently, UA students make up a significant portion of the physical education applicants in the Flowing Wells SD, but that will change if the UA program is closed. The applicants coming from other states may or may not be physical education teachers. He continued by stating "You can get a lot of applications and have a small percentage of them that you feel are qualified." Flowing Wells SD will still try to find the most qualified even though there are a high number of applicants.^{B34}

1.4 With the exceptions noted below, there is no evidence to suggest the UA Administration discussed the issue with any administrator or faculty from ASU, NAU, or GCU or with any of the administrators from the school programs that will be affected by such a closure:

1.4.1 President's Open Forum in October, 1994: President Pacheco and Provost Sypherd heard from several community educational leaders and students regarding the closure of the Physical Education Program.

1.4.2 President Pacheco met with Dr. George Garcia, Superintendent of TUSD, about the loss of athletic trainers.

Finding 2: The other three universities in Arizona (ASU, NAU and GCU) cannot meet the additional demands in teacher preparation in physical education that will be placed on them should the UA Physical Education Program be closed.

The FSSCRESS met with two faculty members from ASU, conducted a telephone conference call with one administrator and two faculty members from NAU, received a memorandum from the Chair of the Department Health, Physical Education, Exercise Science, and Nutrition (HPEN) at NAU, and received a written statement from the Chair of Health and Physical Education at GCU regarding their schools' ability to pick up the slack in teacher preparation should the UA program be closed. Note that subsequent testimony refers to student admissions (5 at ASU, 8 at NAU and 4 at GCU) i.e. 17 admissions as opposed to graduation numbers. The 17 available admission slots would not accommodate the more than 100 students in the UA physical education program.

2.1 William Stone, Ph.D., Chair of Exercise Science and Physical Education, and Lee Burkett, Ph.D, ASU faculty in Exercise Science, told the Committee that the ASU program could not accommodate more than a few additional students in physical education (less than 5).^{B22-23}

2.1.1 As a result of previous "downsizing" at ASU, two people comprise the pedagogy faculty in physical education; others are "borrowed" from other concentrations in the department, including Dr. Burkett and one visiting professor. Reduced faculty resources have forced the ASU physical education program to use PhD students as supervisors of student teachers, a practice they prefer to avoid.

2.1.2 Dr. Stone indicated that "My bottom line is that we're not in a good position to accommodate growth at this point. We have other internal factors that are also pressuring us...we gained 166 new students as of the fall semester." The pedagogy program comprises 25% of the departmental enrollments. There are no faculty to teach any additional classes in pedagogy. He added that "additional students might eventually get into the classes, but it would be a long time before they did."

2.1.3 Dr Burkett pointed out that while both ASU and UA prepare physical education teachers for K-12, the emphasis at ASU is placed on the elementary school level and at the UA on the secondary level. Therefore, students coming from Tucson would not be adequately prepared to teach in the Tucson area where there is a greater secondary emphasis. Further, ASU does not offer a coaching minor.

2.1.4 Dr. Burkett indicated that even with their primary emphasis at the elementary school level, ASU cannot meet the need for elementary school physical education teachers in the Phoenix area, much less begin to provide teachers for Southern Arizona.

2.2 Dr. Flitcraft and Dr. Hammond, faculty members in physical education at NAU and Dean Haberlack, Associate Dean of the College of Health Professions (Physical Education is housed in Health Professions) conversed with the FSSCRESS via a telephone conference call. As with the other two state universities, the NAU Department of HPEN provides several programs. i.e. physical education, exercise science, health, and nutrition.^{B24}

2.2.1 Currently NAU is at 92-93% maximum enrollment (given available faculty and resources) for the total program. Dean Haberlack indicated that the College of Health Professions is "strapped for positions." Because of the college-wide program demands, he does not foresee any new positions in physical education in the near future and, therefore, would not be able to increase the capacity of the program.^{B24}

2.2.2 Dean Haberlack indicated his surprise on learning that the UA was considering dropping physical education, especially since he was aware that the program had over 200 students. He added, "I think even a Research I institution has an obligation to the state of Arizona...I think we look at this as being an obligation we have here in providing teachers and other majors within our college for students of the state of Arizona...I would think it would be detrimental to discontinue programs, especially when we don't meet the needs of the state of Arizona and part of that goes elsewhere."^{B24}

2.2.3 Dr. Flitcraft's reaction to the statement that the state could get its teachers from out-of-state was:

"My first opinion is that it's okay to bringing other people from other states. They have some fine programs over there, but I sure hate for us to cut an excellent program that we have here when we know the quantity and quality of students that we turn out. I think we're doing a disservice to our in-state students who would like to get into the profession. We will be limiting their potential for getting a degree in this area."^{B24}

2.2.4 Dean Haberlack indicated that the UA program provided a vital degree in athletic training at the masters level. He added, "I would look at athletic training and physical education in the same light. They are both needed...I would hate to see the program at the University of Arizona disappear."^{B24}

2.2.5 Dr. Paul Brynteson, Chair of HPEN at NAU, sent comments to the FSSCRESS on March 1, 1995, in preparation for the telephone conference to be held on March 8. He stated that "Since our physical education program is approximately 25% of our department in terms of students and faculty, our need to expand this program must be considered within the context of the needs of the department." The department's semester's credit hour production has increased 40% since 1990; one additional line, in health, has been added during that time span. Indicating a 93% enrollment in all classes in HPEN, he concluded that "with **maximum efficiency** of every class we teach being full to capacity, we could accommodate a total of 32 more PE majors at NAU. With the projected enrollment increases anticipated in the near future at NAU, we will have a sufficient challenge meeting the needs of northern Arizona students without new faculty lines." [NOTE: The reference to the 32 PE majors, refers to all majors (i.e., exercise science, health, nutrition, and physical education), of which physical education comprises 25%---that represents an increase of 8 teacher preparation students.]^{A30}

2.3 William Kuehl, Chair of Health and Physical Education at GCU, provided four reasons why the UA Physical Education Program should not be eliminated:^{A28}

2.3.1 It is one of the finest in the Southwest and has an exemplary reputation among the school districts in Arizona.

2.3.2 Because the UA curriculum is so outstanding, several changes in GCU's curriculum was made to mirror that of the UA.

2.3.3 The UA produces most of the physical educators for the southern half of the state.

2.3.4 GCU could perhaps accommodate 3-4 additional students per year, but the limitation is in student teacher supervision. All full-time faculty are currently teaching overloads; in the foreseeable future, GCU will not be able to add faculty.

2.4 The recommendation made by the Ad Hoc Academic Area Budget Advisory Committee on May 20, 1992, made a recommendation based on a misunderstanding regarding the Department: "In the case of the teaching mission, undergraduates can pursue similar science based pre-med programs through other departments or pursue this profession at more established programs at our sister institutions."^{A7}

2.4.1 The Exercise Science major focuses on biological sciences and includes many courses that are part of the program taken by students with an interest in a "pre-med" curriculum; this major is being transferred to the Department of Physiology in the College of Medicine. The Physical Education major is a teacher preparation program, not a pre-med program.

2.4.2 The more established program in physical education teacher preparation does not exist at any of our sister institutions. The established program is at the University of Arizona. Even if that were not the case, neither ASU nor NAU could accommodate the UA undergraduates.

ECONOMIC IMPACT: UNIVERSITY AND COMMUNITY

The cost-benefit ratio argues in favor of retaining the Physical Education Program. The benefits provided by the Physical Education Programs to the University community and to the Tucson community far exceed the minimal savings (i.e. \$588,000) that would accrue to the University. The resulting financial burden to the Tucson community has been estimated to be in excess of \$1,000,000.

Finding 1: Closure of the Physical Education would save a minimal amount of money, at best, within the University, and will have a negative impact on University students, the intercollegiate athletics program and the community.

1.1 The savings to the University represent \$569,000 in salaries (14.87 FTE) and \$19,000 in operational cost, totalling \$588,000. The 1993-1994 budget of \$588,000 is allocated approximately as follows: \$96,000 to the Physical Activity Program, \$354,000 to the Undergraduate Teaching Major, and \$138,000 to the Graduate Program.^{A19}

These amounts appear very efficient and cost effective for a program serving five thousand college students, both directly and indirectly, through the instructional activity program, approximately 200 undergraduate students and over 50 graduate students.

1.2 Much evidence was given to argue against cost-saving by closing the Physical Education Instructional Activities Program and instituting a "non-credit use fee" (e.g., at the Recreation Center) to be absorbed by students. Such a fee is discriminatory for those who cannot pay. Little money will be saved as the activities programs can only survive if they are for credit.^{B21} The need and demands are too great already at the Recreation Center. One student commented that "the lines are already insane."^{B38} The fact remains that the students take the physical activities courses because they want the benefit of instruction and guidance provided by the physical education instructors mediated through a course for credit mode.

1.3 Intercollegiate athletics will be affected adversely.

1.3.1 Recruiting will be "devastated"^{B15} as networking contacts with former students for recruits may be lost, and potential recruits may not choose the UA where Physical Education and allied functions and resources have been eliminated.

1.3.2 The Athletic Department hires twelve intern students from the Physical Education Program at a cost of about \$74,000. These students are used as trainers, and trainers are needed at every sporting event. Losing these students would require the Athletic Department to hire full time people in these positions. Hiring eight full time people would cost about \$225,000, a significant increase in their budget.^{B15,B17} There is a "saturation point" beyond which raising ticket prices becomes counterproductive.

Finding 2: Essential costs would be passed along to other state, county and municipal agencies. Taxpayers would eventually pay more for the same services that they view as a responsibility of a land-grant institution, i.e., services many believe they have already paid for through taxes.

2.1 The estimated annual cost to the community school system for replacement of non-UA Physical Education teachers, coaches and athletic trainers would exceed \$1,000,000. This could lead to the elimination of some physical activities programs at the junior high and high school levels in the instructional programs as well as the extra-curricular programs. A fee-based system, which may have to be imposed, has been described as being ineffective and discriminatory against the socio-economically deprived student.

2.1.1 Cutting the Physical Education program was estimated to increase TUSD's budget by approximately \$450,000, as just one example for one district in the Tucson area.^{B30}

2.1.2 Risk and safety raise costly legal issues. Well-trained teachers and coaches are important because "students are always at risk" in activity and sports programs.^{B16} Athletic trainers are critical since they serve as the "first line of triage" for injuries that occur in sports programs and athletics.^{B37} If only to avoid lawsuits, additional funds would need to be found by school districts to retain the current level of support provided by the UA Physical Education Program, or valuable programs may have to be closed.

2.2 The cost of health care is, and will continue to be, one of the major social issues of our time. It is an issue in which the UA has a direct stake. Tax monies (at both the federal and state levels) that are spent on health care will not be available to fund higher education. Further, there is universal agreement that prevention is cheaper than cure. Physical activity is just as much a part of prevention as are immunization and proper nutrition.

2.3 The community's citizens are our customers. The UA exists for the "people of Arizona."^{B40} UA Physical Education students provide services of high quality but at reasonable cost to the community schools that also train them. This two-way street has built a powerful bond between the University and the community.

2.4 Viable alternatives for consumers do not exist.

2.4.1 The demand and job opportunities are there for physical education students, without question. The need for physical educators in the state is not being met even when four universities are producing graduates.^{B32} Many graduates remain in Arizona to return their earnings to the larger economy; it is notable that physical education teachers tend to stay with their jobs over the years. Importing physical education teachers from other states on an even larger scale than is now necessary -- with the implication of more temporary employees who would be less committed to our communities -- might well have an unfavorable impact on Arizona's overall economy in retention and rehiring costs (e.g., additional training) alone, beyond its disservice to our own graduates.

2.4.2 Private providers do not appear to offer a viable option, and no evidence of unfair competition by the UA has been brought forward.^{B20,B21} To the contrary, Physical Education's closure would add financial hardships for students in other institutions, as well as UA students. PCC's physical education program has a nearly perfect union with the UA program. Many PCC students are making just enough money to get by now, and they would not be able to continue their education if forced to move.

RECOMMENDATIONS

The following recommendations are based upon the extensive oral and written data collected and the findings generated by those data. One of the major conclusions reached by FSSCRESS is that if the University of Arizona is to continue to significantly contribute to the health goals and objectives of the 21st century in Arizona and the United States, every feasible method for ensuring a healthy population must be retained, built upon and expanded. In its investigation of this matter, FSSCRESS found that effective physical education contributes significantly to the health and general well being of our citizens. Therefore, FSSCRESS recommends:

- 1. That the Physical Education Program, to include the undergraduate teacher preparation program, the coaching minor, the for-credit physical activity instructional program and the graduate concentration in sports administration, be retained and moved to the College of Education, preferably as a department. Current and vacant faculty lines in Physical Education (12.75 FTE), operational costs (\$3,000 per FTE) and associated staff in the Physical Education Program should be maintained. This would make it possible for the Physical Education faculty to attain national prominence in pedagogical research. A national search should be conducted to recruit a person of outstanding reputation as a researcher and leader to serve as its Head. A review should be initiated after five years, i.e. January, 2001, to evaluate the progress in pedagogy research as well as other physical education research to determine if significant progress has been made. The suggested time line for implementation of the move to the College of Education is January, 1996.**
- 2. That the graduate concentration in athletic training, currently housed in the Physical Education Program, be moved to the College of Medicine to become a component of an appropriate department, e.g., Emergency Medicine or Sports Medicine.**
- 3. That the graduate concentration in sports psychology, currently housed in the Physical Education Program, be moved to the Department of Psychology in the College of Social and Behavioral Sciences.**

A listing of the titles of Appendices A and B are attached for use in identifying supporting materials for this document. The reports, transcriptions, letters, statements and petitions contained as Appendices are housed in the Faculty Center under each Appendix referred in the text of the report. All current Faculty Senators who received a copy of this report are entitled to use the Appendices for this document.

The Faculty Center is located at 1400 E. Mabel, University of Arizona, Tucson, Arizona

Appendix A

- A1 President Pacheco's Letter to Faculty Senate with Provost Sypherd's proposal
Re: a) Transfer of Exercise Science Program to Department of Physiology, College of Medicine. b) Proposal to phase out Physical Education Program
- A2 Committee Structure for Reorganization for Financial Reasons
- A3 Faculty Senate Special Committee on the Reorganization of Exercise and Sports Sciences (FSSCRESS) membership list
- A4 Arizona Board of Regents Policy Manual Chapter VI: Release of Faculty for Reorganization Caused by Budgetary Reasons or Programmatic Changes
- A5 Persons Interviewed by FSSCRESS by category
- A6 Persons Interviewed by FSSCRESS by chronology
- A7 Ad Hoc Academic Area Budget Advisory Committee Report
- A8 Preliminary Report of the PAIP Review Process
- A9 Preliminary Report of the Strategic Planning and Budget Advisory Committee (P/SPBAC)
- A10 Final Report of the Strategic Planning and Budget Advisory Committee (SPBAC)
- A11 University of Arizona Mission Statement Dated 1/13/94
- A12 Chronology: School of Health Related Professions Department of Exercise and Sport Sciences
- A13 Exercise and Sport Sciences Document Submitted to PAIP
- A14 Strategic Directions: a) Exercise Sciences Program, b) Future Directions of the Physical Education Program
- A15 University of Arizona Administrative Intended Organization July 1, 1992
- A16 Department of Exercise and Sport Sciences: Tenure status for Physical Education and Exercise Science
- A17 Physical Education Faculty Scholarship/Creative Activity/Service 1988-1992

- A18 Arizona Department of Health Services Director's Office: a) A Report of the Arizona Adolescent Health Coalition May, 1994
b) Arizona 2000- Plan for a Healthy Tomorrow November, 1993
- A19 1993-1994 Expenditures for Physical Education Academic Year
- A20 Policies and Standards for Schools. Elementary, Middle Level, Secondary, Unit, Vocational and Adult: North Central Association, 1992
- A21 Department of Exercise and Sport Sciences Proposal to the College of Education
- A22 We Are Needed: A Historical Perspective
- A23 Presentation to FSSCRESS by Judy Sorensen, 2-8-95
- A24 Department of Exercise and Sport Sciences: Master of Science/Athletic Training. Dr. Gary Delforge
- A25 Presentation to FSSCRESS by Boyd Baker 2-22-95
- A26 Department of Intercollegiate Athletics Administration's statement to President Pacheco. Re: Impact of the Elimination of Physical Education Program
- A27 Report to FSSCRESS from Arizona State University (ASU) Department of Exercise Science/Physical Education, Dr. William Stone. Chairman of Department.
- A28 Report to FSSCRESS from Grand Canyon University, Dr. William A. Kuehl. Department Chair of Exercise
- A29 Report to FSSCRESS from Pima Community College. Maureen Murphy, Department Chair of Fitness and Sport Sciences
- A30 Report to FSSCRESS from Northern Arizona University (NAU) Department of Health, Physical Education, Exercise Science, and Nutrition (HPEN)
- A31 Report to FSSCRESS from Tucson Unified School District (TUSD), Drs. Sheila Baize and Larry Williams
- A32 Report to FSSCRESS from Amphitheater Public School District (APSD), Dr. Katie Frey
- A33 Statements from Catalina Foothills School District (CFSD), Tracy Benson
- A34 Report to FSSCRESS from Flowing Wells School District (FWSD), Dr. John Pedicone and Mrs. Karen Blair

- A35 Report to Arizona Board of Regents (George Amos) from Tucson Orthopaedic Physicians:
Dr. Ernest Gradillas
- A36 Letter to FSSCRESS: Arizona Governor's Council on Health, Physical Fitness, and
Sports, Boardmember Terry Roach, and Executive Director Andy Dzurinko
- A37: Letter to FSSCRESS: Salpointe Catholic High School, Director of Athletics Eleanor
Birmingham
- A38: Letter to FSSCRESS: Mountain View High School, Associate Principal/Athletic Director
Roger Milner
- A39 Letter to President Pacheco: Sunnyside High School, Superintendent Dr. Mary Garcia
- A40 References: The Effects of Exercise on Health and Well Being
- A41 ASUA Undergraduate Senate Resolution on the Proposed Elimination of the Physical
Education Programs
- A42 UA Sports-O-Rama Brochure

Appendix B

Persons Interviewed by Faculty Senate Special Committee on Reorganization of Exercise and Sport Sciences

Time Frame of: January 25 to March 31, 1995

Faculty Teaching in Physical Education Program (PEP)

- B1 Dr. Pat Fairchild, Associate Professor, January 25, 1995, and January 27, 1995
- B2 Dr. Kathryn Russell, Professor and Director of Undergraduate Program in PEP. February 3, 1995
- B3 Dr. Darrell Simko, Associate Professor, February 8, 1995
- B4 Mr. Michael Haddow, Lecturer, February 8, 1995
- B5 Ms. Judy Sorensen, Lecturer (Tenured) February 8, 1995
- B6 Dr. Gary Delforge, Associate Professor and Former Director of Athletic Trainer Masters Program, February 17, 1995
- B7 Dr. Boyd Baker, Associate Professor, February 22, 1995
- B8 Ms. Barbara Scarber, Teaching Associate, March 3, 1995
- B9 Ms. Mary Anne Winslow, Adjunct Instructor. March 3, 1995
- B10 Mr. Bruce A. Larson, Associate Professor, March 10, 1995
- B11 Dr. Jean Williams, Professor, March 22, 1995

Faculty Exercise Sciences (ExS)

- B12 Dr. Ralph Fregosi, Associate Professor, January 27, 1995 and February 1, 1995
- B13 Dr. Anne E. Atwater, Professor and Interim Director of Exercise and Sport Sciences, February 1, 1995
- B14 Dr. Charles Tipton, Professor and Former Director of School of Health Related Professions, February 3, 1995

Intercollegiate Athletics, University of Arizona

- B15 Ms. Kathleen (Rocky) La Rose. Associate Director, March 8, 1995
- B16 Mr. Michael Fisher, Intercollegiate Academic Advisor March 8, 1995
- B17 Ms. Sue Hillman, Head Trainer. March 8, 1995

Administrators, University of Arizona

- B18 Provost Paul S. Sypherd, March 1, 1995
- B19 Dean John Taylor. College of Education. March 7, 1995
- B20 Dr. Murraray De Armond, M.D., Director of Student Health. University of Arizona, March 7, 1995
- B21 Dr. Grant Smith. Director of Recreation. University of Arizona. March 7, 1995
Faculty and Administrators, Other Universities in Arizona
- B22 Dr. William Stone. Professor and Head. Department of Exercise and Sport Sciences, Arizona State University February 15, 1995
- B23 Dr. Lee Burkett. Professor, Department of Exercise and Sport Sciences, Arizona State University, February 15, 1995
- B24 Dr. Al Flitcraft. Professor. Department of Health. Physical Education and Nutrition, Northern Arizona University. Telephone Conference. March 8, 1995

Dr. Leo Haberlack. Associate Dean. College of Health Professions. Northern Arizona University, Telephone Conference. March 8, 1995

Faculty and Students, Pima Community College

- B25 Ms. Maureen Murphy, Chair, Fitness and Sport Sciences. February 22, 1995.
- B26 Mr. Jeff Johnson, Student in Pre-Physical Education
- B27 Mr. Kevin Kramber, Student in Pre-Physical Education
- B28 Ms. Janelle Livingston. Student in Pre-Physical Education

- B29 Ms. Marie Aguilar-Ortiz, Student in Pre-Phys. Education
Primary and Secondary Educators and Administrators in Tucson and Pima County
- B30 Dr. Shelia Baize, Tucson Unified School District (TUSD), Director of Athletic and
Fine Arts Interscholastic
Program, February 17, 1995
- B31 Dr. Larry Williams, TUSD, Assistant Superintendent of High Schools: TUSD,
February 17, 1995
- B32 Dr. Katie Frey, Amphitheater District, Associate Superintendent of Schools,
February 17, 1995
- B33 Ms. Tracy Benson, Assistant Principal, Orange Grove Jr. High School, in Catalina
Foothills District.
March 3, 1995
- B34 Dr. John Pedicone, Flowing Wells School District, Assistant Superintendent,
March 10, 1995
- B35 Mrs. Karen Blair, Principal of Flowing Wells Jr. High School, March 10, 1995
- B36 Mr. Raul Nido, Sunnyside School District, Principal of Sunnyside High School,
March 22, 1995

Medical and/or Health Care Professionals in the Community

- B37 Dr. Ernest Gradillas, M.D., Tucson Orthopedic Institute, March 9, 1995:
represented the Physicians listed below:
- Dr. James Hudson, M.D.
 - Dr. John P. Utz, M.D.
 - Dr. John M. Larson, M.D.
 - Dr. Karen C. Larson, M.D.
 - Dr. Jon Wang, M.D.
 - Dr. Jon Maltry, M.D.
 - Dr. Michael Hamant, M.D.
 - Dr. John Wilson, M.D,
 - Dr. John Abbott, M.D.
 - Dr. R.L. Goedecke, D.O.
 - Dr. J.R. Sowers, D.O.

Student, Faculty/Staff and Community Forums

- B38 Student Forum, Senior Ballroom, Student Union, University of Arizona. February 21, 1995, 4:00 to 5:30 pm
- B39 Faculty/Staff Forum, Harvill Auditorium, 150 Harvill Bld. University of Arizona, February 28, 1995, 4:00 to 5:30 pm
- B40 Community Forum, Doubletree Hotel, March 2, 1995, 7:00 to 10:00 pm

Other Persons Interviewed

- B41 Dr. J.D. Garcia, Chair of the Faculty Senate, January 18, 1995, and March 27, 1995

Faculty Senate
April 17, 1995

Verbatim Transcript of the
Discussion and Action on the Report of the Faculty Senate Special
Committee on the Reorganization of Exercise and Sport Sciences

Presiding Officer Zwolinski: Item number fourteen is the

End tape one, side one

Presiding Officer Zwolinski: He will briefly describe the process. That is the committee that is an oversight committee that looks at all three of the reorganization committees that are currently functioning. And then Dr. Chakravarti will introduce Dr. Parsons, Senator Parsons, who is the chair of this specific reorganization committee. Some of the ground rules that we have established: we will recognize senators and non-senators, and the non-senators that have served on the review committee itself, for this discussion. This is a report that is coming to the Senate and it is the Senate's responsibility to discuss this particular report. The report cannot be changed, amended or modified in any of the recommendations in any way. The report cannot be sent back to committee, cannot be sent back to review committee. I think that's the last thing they would want at this point in time. What are the options that the Senate has? The options, you can endorse or reject any or all of the recommendations, can endorse or reject the whole report. Whatever action is taken here on the Senate floor will be conveyed to both the President and to the Arizona Board of Regents. So with that, particularly with those preliminary remarks I'd like to call upon Dr. Chakravarti to lead us in this discussion and then to introduce Dr. Parsons.

Senator Chakravarti: On November 20, 1994, President Pacheco forwarded a proposal to Professor J.D. Garcia, Chair of the Faculty, regarding the reorganization of the Exercise and Sports Science Department. The proposal, as was pointed out by Dr. Pacheco in his transmittal letter, has two parts to it. The first part proposes transfer of the exercise science program and associated faculty members and the merger of the Department of Physiology in the College of Medicine. This part of the proposal was reviewed by the Senate Review Committee on the Reorganization of the Exercise and Sport Science Department and it was recorded that the new committee unanimously approved recommendation of this proposal and the Faculty Senate received and acted on this proposal, I believe, two senate meetings ago. That proposal, I believe, carried pretty much unanimously, if my recollection is correct. The second part of this proposal was a proposal to phase out the Department of Physical Education by the end of the academic year of 1997-98 which would release the remaining faculty members, save one. There were details concerning the remaining faculty member and other aspects of the proposal, which were again documented in the attachments to the letter from President Pacheco of November 30th. The second part, this second part of the proposal was once again reviewed by the Senate Review Committee, chaired by Dr. Claire Parsons, and the report of this committee, the second part of the proposal, follows a very complex procedure that the committee implemented and followed, based on certain agreed upon principles between the Faculty Senate and the administration of this university set forth at the review about two years

ago. I would now like to call on Dr. Parsons to please present a final review to the Senate.

Senator Parsons: I would like to take this opportunity to thank the committee and I would like to name those people: Carol Beltran, Staff of Exercise and Sports Sciences; Mr. Jeff Bradley, ASUA and Exercise and Sports Sciences. Jeff could not be with us; he's studying for MCAT's; Dr. John Bradley, Senate's representative to the APPC and also a member of the Faculty of the College of Education; Sue Brichler, who served with us for approximately a month or six weeks; Dr. Patricia Fairchild, from the Faculty of Exercise and Sports Science; Dr. Ralph Fregosi, from the Faculty of Exercise and Sports Science, who served through the term of the merger of Physiology and Exercise Science group and ... continuing to advise us for several meetings after that; Dr. John McElroy, represented the Senate from Humanities, and Dr. McElroy is in Bogota, Columbia; Mr. Robert Mitchell, representing the Senate from the non-college component. Mr. Mitchell is a librarian. Miss Mallory Spring is a student representative from Exercise and Sports Science; Dr. Mary Wetzell, who's at the back of the room, is representing the non-senate component and is a professor in the Department of Psychology; Dr. Ed Williams, a non-voting representative from the Committee on Reorganization. Ed, thank you. And yours truly, as Chair of the committee. What I want to do this afternoon is simply go through some of the highlights of this report, and share with you some of our findings and in some situations to emphasize some other points. Can you see this?

Affirmative answers

Senator Parsons: Okay. You might want to move around if you're at an angle. As Dr. Chakravarti indicated, the proposal of the second part of the reorganization of Exercise and Sports Science dealt with the phasing out of the physical education program by the end of the academic year, 1997-98, with the release of all remaining faculty members, save one. And that person would be transferred to the College of Education to teach a multiple section course to elementary education majors about physical education for primary grades. The methods that we used were both qualitative and quantitative, and the data we obtained included data from forty-one interviews, three forums, and various documents obtained from the physical education faculty, from exercise science faculty, university administrators, intercollegiate athletic directors, educators from six school districts, Tucson physicians, Pima Community College faculty and affected students, faculty and administrators from ASU, NAU, Grand Canyon College and assistants, and data provided by the Chair of the Faculty Senate, Dr. J.D. Garcia. This committee known as FSSCRESS, had really many, many advantages in that we had access to the reports and previous reviews of the physical education program. We had the reviews of the Ad Hoc Academic Budget Advisory Committee. We had reports from the Program for Assessment of Institutional Priorities. Reports from Strategic Planning and Budget Advisory Committee and assessments from the Provost and from the President. Our findings, with respect to the process used by administration, included incomplete and inaccurate data, which we believe, unfortunately, helped guide the decisions. You must keep in mind, that at this point in time that the collection of data was initiated, there was no university mission in place, that had been accepted. What happened was that many things had to go on in parallel, when they should have been going on in series. And so it's understandable that inaccuracies were made and incomplete data were collected. The Physical Education Program, getting back to the issue, was targeted for closure, despite the fact that it met criteria by the PAIP

committee. Administration began dismantling the program before the Arizona Board of Regents mandated reviews had been completed. And the Provost blocked transfer of the program to the College of Education by not allowing funded faculty lines to be moved. Additional concerns: a dangerous precedent, we feel, is being set if faculty that are primarily involved in research and teaching are separated from faculty whose primary work is teaching and service. There are other programs in the university including education, medicine, nursing and pharmacy, which would be in a very precarious situation and position if the practice faculties on these colleges are separated from the research faculty and viewed as expendable. Reviewing the issue of centrality of mission, you may recall that the issue we have been confronting is that the Physical Education Program is not central to the mission of the University of Arizona. We have found that the Physical Education Program is central to the land grant mission of the University of Arizona. It provides invaluable service to the citizens of Arizona through the preparation of physical education teachers, through coaches, through exercise specialist, athletic directors, sports psychologists and sports administrators. School-based physical education identified by the state of Arizona has been listed as a top, health related priority. And we have this information directly, of course, from the State Department of Health Services. The faculty in Physical Education Program have developed one of the university's strongest links with the local and state community. To sever this relationship would result in negative political consequences. The mission of the College of Education and the mission of the Physical Education Program are for all practical purposes identical and they're congruent with the overall University of Arizona mission. We now have to address the issue of program redundancy. Our committee found that university administrators have suggested that other state institutions can provide teachers in physical education. Our committee found that the University of Arizona administration had made no attempt, as far as we can tell, and that is based on communication with people at the individual universities in the state, to examine the issue of meeting the statewide needs in teacher preparation in physical education. ASU, NAU, GCU, could only be able to admit seventeen students into their programs. This would clearly not accommodate the one hundred students that we have, at least one hundred students, in the University of Arizona Physical Education Program. ASU's Physical Education Program does not articulate community college programs. In other words, they do not admit students into their programs as, for example, as juniors. Thus, Pima Community College students would not have an option in Southern Arizona, in terms of seeking a degree in physical education. Redundancy is not the problem. Scarcity of physical educators and coaches is the problem. ASU, NAU, UofA and GCU combined, produce less than fifty percent of the needed physical educators and coaches for Arizona. If the University of Arizona program in physical education were to be cut, the other three universities could provide less than one third of the entire need for these particular teachers. I now want to move on and talk about the economic impact that would result from the elimination of this program. The current budget for physical education program is \$588,000. I want to walk you through this to show you where we think that the physical education program pays for itself. For credit physical activities program, over the course of a year, has five thousand students enrolled and if we use, at one unit per year, and if we use a figure of \$58.00 per unit, and that's based on a full-time load of fourteen hours, we come up with the generation of \$340,000. Approximately one hundred and forty undergraduate physical education students, assuming that they are involved in the physical education program at seventy-five percent of the tuition dollar, which would be for a year, would be \$1,420.50, you multiply that out and you get a figure of \$256,000. Continuing on that line, and looking

at more figures, the three hundred credit hours that the faculty of Physical Education teach in the College of Education would generate \$20,000. The athletic training program amounts, collected from intercollegiate athletics, amounts to \$74,000. And approximately \$79,000 is collected from Southern Arizona school districts, who use our students through various programs, after school programs, as trainers and physical education directors in after school programs. The total funds produced by the physical education program, according to the calculations we've made, is \$769,000. The cost of operating the physical education program is \$588,000. Meaning that in essence there is a net return to the university, from the physical education program, of \$181,000. Continuing with the economic impact, the University of Arizona Athletic Department, and I should say, Intercollegiate Athletics, hires twelve intern students from the Physical Education Program at a cost of \$74,000. Losing these students would require that the Intercollegiate Athletic Department would have to hire eight FTE trainers at the cost of \$225,000. Closing the physical education instructional activities program and instituting a non-credit use fee, to be absorbed by the students, would be discriminatory against those who could not afford to pay and who are, in essence, many on scholarships and on limited budgets. It is estimated that the annual cost to the community school system for replacement of non-University of Arizona physical educators, teachers and coaches, as well as trainers, would exceed \$1,000,000. The intangible cost would be breaking the powerful bond that exists between the university and the community. Our recommendations are as follows: The physical education program be moved to the College of Education, preferably as a department, current and vacant faculty lines in the amount of 12.7 FTE, operational costs at 3,000 per FTE and associated staff be maintained. Conduct a national search for a department head with expertise in pedagogical research. Continuing, the graduate concentration in athletic training be moved to the College of Medicine, and become a component of either emergency medicine or sports medicine and the graduate concentration in sports psychology be moved to the Department of Psychology in the College of Social and Behavioral Sciences. Mr. Chairman, I've completed my report, but I cannot leave without saying how much I appreciate the staff in the Faculty Center, that gave us, many times, the needed facilities and encouragement to continue our pursuit. We are indeed grateful, Emily.

Senator Chakravarti: (drowned out by overhead projector) Committee on Reorganizations to stay in touch with the special committee on reorganization reviews, as we reported, and the Senate Select Committee was able to work with them and see the reports as this process unfolded. The first order of business on behalf of the Senate Select Committee is to thank the Special Committee on the Reorganization of Physical Education, on a truly commendable level of effort....to follow through on the extremely complex but thorough procedures to prepare this review report. So thank you very much for that. The report has, of course, been transmitted to all Senators, with a two page executive summary, preceding the body of the report which lays out the details and the reason that underlies each of the conclusions that have been reached and the recommendation that has been presented. First of all, in that box in front of you is a voluminous set of appendices that are supposed to be attached this report which we create and duplicate, but they're available to any of you to examine, essentially to make sure that the university community, that its administrators, faculty, students and staff have the opportunity to provide input to the committee in great detail, and that these opportunities are many fold and the community as a whole participated strongly in this process. Also, there were a number of opportunities through public forums and so on for the

community at large to provide input into the review committee's work, and documents and evidence pertaining to that, are also in that box for you to examine, if you so choose. We have completed our examination of this report and are pleased to note that the processes mandated have been followed in excruciating detail, and with enormous effort as I noted before. You also checked for the linkages between the evidence presented, the findings of the committee as well as the recommendations that were made in the report. Based on this assessment and on behalf of the Senate Select Committee, I therefore would like to make a motion which asks the Senate to proceed to the three next essential steps in this process. First, I move that the Senate receive and accept the report from the Special Review Committee on the Reorganization of Physical Education, so that is the first part of my motion. The second part of the motion is that the Senate Select Committee strongly endorses the recommendations made by the Special Review Committee on Physical Education and the Reorganization of Physical Education. The third part of the motion from the Senate Select Committee is that the Senate strongly urge the residents to implement the recommendations that have been by the Senate Special Committee on the reorganization of physical education. So this is the motion in three parts and I'm going to turn the floor over now to Dr. Zwolinski.

Several voices: I second the motion

Presiding Officer Zwolinski: The motion has been made and seconded. At this time we're going to open for discussion and I'd like to call upon President Pacheco to have some comments.

President Pacheco: What I'd like to do this afternoon is to establish a context within which to discuss this proposal and others which will be coming. This is one of those rare occasions when the Senate discusses a proposal to close down an active program. And of course, this will set the stage for next month when a second such proposal will be on our agenda. The very idea of program elimination is contrary to all our instincts and of course all our experience. It means disrupting the academy, upsetting part of the general public, inconveniencing present and future students and of course, altering the career path of colleagues. It represents, perhaps, the most difficult topic that any Faculty Senate could address. That's why today is such an important day for the concept of shared governance. I wanted to begin the discussion by saying something about the essential background of our debates. Long before I became President, seven mid-year budget recisions removed approximately \$40 million in purchasing power from this University. Those were temporary but painful losses. Then, in the first three years of my presidency, we lost roughly another \$40 million to permanent losses that continue to hurt us. It seems fair to suggest that virtually everyone on campus came out of those experiences having learned one clear lesson: no more across-the-board cuts! This is what I was told vehemently and repeatedly when I arrived, and I continue to be reminded of it. During three and one-half years, no one has ever spoken in favor of across-the-board cuts. Preparations to avoid the need for such cuts in the future were under way before I became president. You may remember, before I got here, the report of the Advisory Budget Priorities Task Force. In 1991 this group identified four tiers of possible budget cuts, and spoke of the need for criteria by which to target programs for elimination, suspension or reduction. Ladies and gentlemen, we are at Tier 4 today. This was the report that propelled the University along the four year path that led, via PAIP, which is the Program for the Assessment of Institutional Priorities, and the Strategic Planning and

Budgeting Advisory Committee, to the specific proposals that include the idea of phasing out Physical Education. You may not like the way we got here. You, like me, may well have chosen different arrangements. You might have preferred to see a different Strategic Planning and Budgetary Advisory Committee, with a different procedure, a different membership and a different charge. That is now all irrelevant. The Senate and the Administration developed a process, we formally agreed on that process, and now we are talking about the results. I think that there may be a tendency in some quarters to assume that, with somewhat better budgets this year and next year, our financial troubles have subsided and our situations has changed. If this is the case, then I must disillusion you. For example, the vice presidents and deans have proposed allocating about \$14 million dollars next year to priority activities that move us forward along our strategic directions. Well, if there are no unexpected major emergencies, and if the Regents agreed to the maximum likely tuition increase, we might have about \$1 million dollars available to meet that \$14 million dollars in priority expenses. We are still in a very precarious financial situation, and I don't think any of us expect the Legislature to come to our rescue. If the Senate is truly interested in progress and improved quality, then we can look only to resource reallocation, and that includes program eliminations. There are only two ways to make resources available for reallocation, visible changes and invisible changes. Visible changes mean the conscious and open targeting of programs for merger, reduction or elimination. This is what we have been doing by cutting back on several graduate programs and looking at program mergers. I remind you, however, that large savings come not through reductions and mergers, but only from program elimination. Invisible changes involve freeing up resources through a gradual and continuous whittling away at many budgets. This amounts to across-the-board cuts, or something perilously close to the across-the-board cuts that all of us oppose. So, to summarize the situation, if the Senate wants the University to preserve equality and move forward, then we have to free up substantial resources for reallocation. If the Senate favors substantial reallocations but wants to avoid across-the-board cuts then the only practical alternative involves visible changes; particularly program eliminations. Let me remind everyone that, in these circumstances, a decision not to cut any particular program becomes, in effect, a decision that we are going to cut just about every program. Visible changes, in any good land grant university, always produce an opposed constituency. In our case, this will be true whatever program we consider for elimination. We simply have no bad programs to cut. All our programs were established for good reason. All involve good people doing their best to do a good job. And all have supporters among the alumni and the general public. Perhaps I should add, in light of the Physical Education report, that every program is part of our land grant mission and that all could do an even better job if they had more money. When it comes to elimination, they're just simply are no easy choices. Roughly thirty years ago, my predecessors as presidents began to make conscious decisions in favor of quality. Those decisions moved this institution to the first rank among the nation's universities. Over those years, implicitly and explicitly, this Senate supported that drive towards excellence. In a sense, those decisions were relatively easy to make because they were made during relatively prosperous times. Now we face a more difficult question. We have to decide whether this University wants to improve during hard times, and is willing to make the selective cuts that will make progress possible. It's not a matter of whether a cut will offend and inconvenience some part of the general public. Of course it will. The question is whether the University, as a whole, makes progress or whether we accept overall deterioration. Standing still is just simply not an

available option. It's no longer productive to look at proposed changes and suggest that someone else should have done something different, way back when. It's no longer sufficient to suggest that we spend another two or three years reconsidering the situation. This is all the more the case if, at the end of the day, we are not prepared to make the hard decisions. As I see it, the University and the Senate are presented with a clear choice. We can continue to behave like victims, content to blame others, content to support paper financial recommendations that cannot be met, and see the institution slide into mediocrity as a result of across-the-board cuts. In the alternative, we can take control of our own future, accept regrettable cuts and manage our resources in ways that assure continued excellence. Other universities have had the courage to do just that. Recently, when reviewing the budgetary history of his own institution, the president of the University of Missouri system said that talking about program cuts turned out to be acceptable, acting on them was not. Now we're going to see whether this University and this Senate measure up to that particular challenge. You know the situation we face. We have a \$90 million dollar deferred maintenance bill, salaries that badly need improving, an outdated technology infrastructure, aging equipment, inadequate classrooms and non-competitive scholarships. All these exist in the face of increasingly inadequate support from the state, that in my opinion is not about to change. Today's Faculty Senate can either demonstrate its grasp of the constraints that we face, and a willingness to act in favor of improvement, or it can ignore reality and seek an easy way out. You are here as the elected representatives of the faculty, and you are, in effect, the guardians of thirty years of progress. Talking is one thing, acting is another, and you have to make a choice. Thank you Mr. Chairman.

Presiding Officer Zwolinski: The floor is now open for discussion. Senator Garcia.

Chair Garcia: I think I agree with most of what the President had to say concerning the hard choices. Those hard choices are important. I think that the faculty here are very comparable to the faculty at the University of Maryland. The University of Maryland, less than two years ago, was faced with a \$45 million dollar budget shortfall. They turned the process completely over to their Faculty Senate. The Faculty Senate went through a very long and elaborate process, which caused a community to coalesce behind that which was happening. It is that...necessary in order to gain community acceptance of the hard things that had to be done. When that process was over at the University of Maryland, nobody liked the results. They eliminated not one, not two, not three, but seven departments, twenty-one degree granting programs, an entire college. They probably didn't save their \$25 million dollars, but they saved one hell of a lot more than we're going to save, a lot. They accepted those cuts, because the process that was used was one which built community around the hard actions that needed to happen. That process has not occurred on this campus. The depth of feeling of the community, the coalescing of the need, the coalescing of the proper things to do even if it's hard, can be done by faculty, faculty just like ours, faculty at an institution very comparable to ours. They can be and have been done, not just at that example, but in other examples across the country. And process is all important in doing this. It matters a lot. A statement was made that the Senate approved a process that was used here, that is absolutely not correct. In fact, it is not correct. The faculty governess leadership agreed to participate in somebody else's process. They talked down appointed process because there was no choice. The Senate, however, did not

approve that process. Okay, so that's not an active statement. We have not yet moved away from the top-down management style here, which would permit us then to coalesce an opinion around these tough decisions. I think the tough decisions have to be made, we haven't done it right yet.

Presiding Officer Zwolinski: Senator Pacheco.

President Pacheco: I take it, in retrospect, that there are a lot of things that we would have wanted to do differently. I insisted on a process, at that time, that would be representative of the entire University that would include staff, would include professional staff, it would include faculty, that would be gender and ethic representative at the institution and we got that kind of a process. And I guess that I would differ with my colleague that, from my prospective, it was an agreed-upon process. I think all of us would agree that, perhaps in retrospective, we would have wanted to do it differently. The fact of the matter is that we are faced with a situation today that did follow that process that was participation from a large number of people, including the Chair of this Faculty, including many members of this Senate, so it's not a process that was run in any kind of isolation or in any kind of a vacuum. To propose that there was not an accepted mission, I would certainly clarify that this University has been operating under a mission that was approved in 1989 by the Board of Regents. We are in the process of reviewing that mission and trying to change the Strategic Plan. We were operating under a mission statement. But perhaps more important than that, this University was operating under a mission of excellence. It has been operating under a mission of excellence, and I know that there's perhaps another word that I can use, because that unfortunately is a trigger word,

End tape one, side two

Senator Silverman: I have some questions and comments about the substance of the report, but I would like to address a couple of things, one is concerning President Pacheco's remarks. The process that we do have now, at least it's my understanding, is that the President makes a preliminary kind of recommendation to go forward with the elimination of a department and then that triggers the creation of the Faculty Senate Committee. The Faculty Senate then reports back to the President, who makes a final decision. What I'm hearing today is that the President's made a final decision. At last that's the way I interpret remarks, which makes me feel like what the Faculty Senate did didn't make any difference. And that's the process that even the Board of Regents has approved and I presume President Pacheco also agrees to, but it seems to me that at least this report and whatever happens today is not really going back to President Pacheco with some open mind to decide what he is going to do as far as going forward to the Board of Regents. The other thing that upsets me, that I'm outraged about, is something that we read in the paper, from our own Regent who has, I presume, not even seen the report yet to the Faculty Senate, who made the statement that, "Well, what do you expect from the faculty anyway? They're not going to vote for, they're not going to recommend the elimination of faculty members" and I presume that statement was made even before he saw the report. What does that say about our Board of Regents, as far their own process that they set up saying that part of the process is to have a Faculty Senate Committee that will report to them and it sounds like at least one Regent doesn't now have an open mind, even before he sees the report.

Presiding Officer Zwolinski: Senator Ewbank.

Senator Ewbank: Your inspective seems to me of an agreed upon or not agreed upon process. I see no wrongs with any process which relies on erroneous or unsubstantiated data, which have been corrected and later documented, as long as there is still the opportunity to consider a decision and it is not final. President Pacheco said that perhaps every program is part of our mission, as a land grant institution, or as an excellent institution, and that seems to me to have been challenged by the administrative pronouncement, that somehow physical education was not central to the mission. That, I think, is a point which needs to be well born into life, to the extent that as the information presented by the committee is accurate, and I have no grounds on which to doubt it, if the unit is not covering, or is not only covering it's cost, but is returning a hundred thousand dollars to the institution, it seems to me why in the face of reality and economy to eliminate that program and eliminate the hundred thousand dollars that is coming in for use and support of other programs, presumably. In addition, if community support is eroded, the legislative support is predictably further eroded and thereby creating even harder times, so while standing still is not productive, going in the negative direction seems to me to be even more counterproductive, and I urge the affirmative vote on the recommendation as presented by Professor Chakravarti.

Presiding Officer Zwolinski: Senator Gruener.

Senator Gruener: I was going to ask a few comments in reverse chronological order to the speakers that presented ideas here, but I think I'll just sum it up more briefly because I would like to speak to the proposal itself. I agree very much with J.D. that, in fact, we need to build a community here. And what we're doing now is destroying a community, it seems to me, and not building one. I'm not quite sure how we go about building a community without going through perhaps even some destructive steps, but I think the idea behind the principle is extremely important. I think, also, that we need to listen to the fact, and I hear it every single day, that the situation at the University is absolutely reaching rock bottom as far as our financial outlays and our income. And that in fact, we have situations where extremely important programs are being curtailed, where students don't have access to classes in English and to classes in Physics and to other classes and so on and so forth. And I have to examine my own conscience in prioritizing things what we have to do, and I would submit to you, with all due respect, that in my opinion, for a research one university to rely on the existence of the program whose at least fifty percent effort has to do with offering for credit courses in hiking, in badminton and other such activities, simply is no longer possible. It's not that they are bad activities. They are very important activities, but I think they are no longer possible in the structure of the university. Now, I would like also to suggest that some of the ways that the committee presented information is somewhat, in my opinion, inflammatory. The committee has done an incredibly good job, I believe, really incredibly job, in gathering information and analyzing the situation. But I think, to suggest that, for example, the elimination of this particular program will result in the deterioration of the help of this community is ludicrous. I think that people will find ways to exercise and to teach kids about how to keep their bodies intact. I'm particularly incensed by one particular reference that suggest that the existence of this department is linked to teenage pregnancy and that teenage pregnancy will now suddenly rise because of the downside effects of this situation. So I think that while the committee has done a very, very

good job, it has, for whatever reason, gotten into the politics of this situation, which I think take us away from the main issue. And in my opinion, the main issue is that we have to prioritize. I'm going to ask the Senators to sit here and think about what is going to happen when we bring to the table the Department of Journalism and the Department of Statistics, and I'm going to ask you to think now about keeping these three programs in mind and really thinking whether or not we can keep all of them and have across-the-board cuts, as President Pacheco suggested or can we bite the bullet. And finally I would like to say that nothing that we do or recommend should be irreversible. In five years time the golden era will come back, we'll have all the money that we want. Let's re-establish the Department of Physical Education.

President Pacheco: Just two points of clarification. When I spoke earlier, I did not wish for that to be interpreted as my having decided anything with respect to this proposal. I will pay attention to what the Faculty Senate says. I agreed to a process. I have always tried to pay attention to those processes. and so if I misled anybody into believing that I had made up my mind about what recommendation will move forward, let me state unequivocally that is not the case. The second point that I would make, that I wish to make, is that the analysis of the funding that comes into the institution does not take into account the fact that between twenty and thirty-three percent of the funds come in the form of, well, they are not funds, they are waivers. So that means that I didn't see any evidence in the report that was taken into account. So that there, in fact, is not income coming into the institution, at least twenty to thirty-three percent of the cases in which students are registered for classes. Those are simply waived, they are a cost to the institution, that there is no income that comes in.

Presiding Officer Zwolinski: Senator Witte.

Senator Witte: I would like to follow through on Senator Silverman's and Senator Ewbank's comments and Senator Garcia's, with which I completely agree, in parts, the high quality of the report and how it is corrected, effective content and effective process. In addition, I want to add that none of these were undertaken presumably because of financial exigency. So for the moment, there is no financial emergency we still think. However, I do take personal umbrage and personal offense, and I think this Faculty should take an unkindly suggestion by President Pacheco that when we vote here, our vote is going to be: yes, that we're continuing to behave like victims and sliding into mediocrity, that's a direct quote that I just heard here. Or, on the other hand, if we vote with you, we are continuing to promote excellence. That is not our choice. Our choice is to decide whether an incorrect decision has been made and whether it should be righted based upon additional evidence. It is not that we are promoting mediocrity verses we are promoting excellence. I think that's a very unfair choice to present to the Senate and to put our vote in that light. And I take personal offense at it, and I think the Senate should.

Presiding Officer Zwolinski: Senator Spece.

Senator Spece: I want to speak in favor of the report. I think it has intelligence, it has creativity, it has integrity, it has thoroughness. I see no hint of politics. It makes me proud to be a member of the faculty that has such talent that it can put together a group that can do a report like this. And for anybody to attack it, and hint that it has descended into politics, I

think is absurd. Secondly, I too take umbrage at this straw man that's been created, that if we vote in favor of this report, we vote in favor of mediocrity. And the way to build community, I think, is to open our eyes, admit that a mistake has been made and grieve. This report shows what kind of talent there is on this faculty. And if the faculty is brought into the process, and if we join hands with the administration and we make a commitment to make cuts where we have to, because I too agree with the President, we have to make some cuts. We have to prioritize. But, we cannot give up our values. We cannot give up our integrity. We cannot deny our colleagues the rights that they have under external procedures and internal procedures. And I think Senator Gruener is absolutely ready to throw out our rights, and to make utilitarian judgement that maybe we won't have few physics courses, and that is to be all, end all. What does the report say? Externally we are governed by the Board of Regents policy. It says that demands dismantling the physical education began well before ABOR mandated reviews. That's just the start. So we're ignoring the Board of Regents policies. Then it goes on to say, proceeding further was inappropriate and contrary to all reasonable standards of due process. That's the finding of our colleagues. Are we going to go ahead and ignore that, and say just for utilitarian reasons, we've got to stand behind what some committee said, that wasn't even picked in the proper manner. And then, let's talk about the procedure that was set up to PAIP. Well, this report says, two other programs within the school of health related profession were not targeted for elimination, despite failing to meet PAIP criteria. Well, if you set up a program and then you find that one's doing okay and two aren't, then I guess you should focus on the one that isn't, instead of taking the one that's meeting the criteria, where it makes the whole thing a farce. And then, the report also says, that this program makes unique links with the community. Physical education in the mind and body, that are influenced by this physical education is just as important as astronomy and physics. They're not creating a false ghost here. This will have a very detrimental impact on our links with the community. The very criteria by which we are to be judged as faculty members, and the administrators are to be judged, includes drawing links to the community. There is a profound link there, so in many different levels, not just the policy. This is bad policy. Secondly, it didn't follow the procedures that were set up. And thirdly, the procedures that were set up didn't follow the Regent's policies. And for all these reasons, I support the report. I'm very proud of it. I'm proud to be on a faculty that has people who do this. I also think that we need to then look at that and reach out and get together and have this Faculty Senate start eliminating programs. Of course, we're going to have to say the buck stops her. We should be the ones that are involved in this process, and we haven't done that. I think there's probably a consensus that we need to do that.

Male voice: I call a question.

Presiding Officer Zwolinski: Is there a second for the motion?

Male voice: Second.

Presiding Officer Zwolinski: The motion has been seconded. It will take a two-thirds vote to close debate. All those in favor of the motion to close debate, signify by saying "Aye".

Voices: Aye

Dr. Zwolinski: All those opposed?

Voices: Nay

Presiding Officer Zwolinski: The Chair is in doubt. Would all those in favor of the motion please raise your hands. All those opposed. The motion fails. Debate will continue. Senator O'Brien.

Senator O'Brien: I found the report compelling and I'm proud too. It reminds me of those long afternoons, I think a year ago February, of core PAIP committees, and I was on one of them. We assembled quickly with guidelines and it was faculty based, I think a hundred and twenty people. I had great skepticism about the procedure, but when my committee met, I realized these people were dedicated. We came together and we really looked at our departments wholeheartedly. It was really a reaffirmation of the faculty process. What I'm curious about in this report is if we have a department that met criteria, and if I recall, in our committee, we had maybe two or three that did not, and I don't know what the reports were of the other committees, but if we had two or three and the other committees had two or three, that might have been twelve departments that did not meet criteria. It would seem to me they'd be on the pipeline first. Now I'm just curious of the history of this. Why should they be on the pipeline first?

Presiding Officer Zwolinski: Do you want to respond, Senator?

President Pacheco: Just, very simply. I believe it is possible to have a department that is so central to the mission of the university, that does not meet criteria, that it should be strengthened. I believe that is what happened in some of these areas, that simply, they did not meet criteria that was so important to the university.

Presiding Officer Zwolinski: Senator Gruener.

Senator Gruener: I would like to ask a question of the committee, whether or not you evaluated the position of our university with respect to other faculty and universities? We keep talking in the last two issues that we discussed at today's agenda, refers always to the University of Maryland, as J. D. suggested, and to other universities, who particularly refer to our sister institutions, the Pac 10 institutions. Have you taken into consideration the picture, with respect to the existence of the physical education programming at these other institutions?

Senator Parsons: Excuse me, I think I can address that issue, that question, and that is that if we were to eliminate this physical education program, we would be the only university, land grant university, that would be doing so.

Senator Gruener: I don't agree with the statistics. As far I know, of the ten institutions that are part of the Pac 10, only six have physical education programs as departments. As a matter of fact, of the remaining four, ASU and UofA are the two, in other words, we in the state of Arizona constitute fifty percent of all such programs. And the question that came up in my mind is in these very difficult times, whether or not we need to represent fifty percent of the entire Pac 10 system with the existence of such a department.

Presiding Officer Zwolinski: Senator Troth.

Senator Troth: It's really two different ends. He's talking about Pac 10. She's talking about land grants universities, so you should clarify that.

Presiding Officer Zwolinski: Senator Mitchell, did you have a

Senator Mitchell: I have a couple of questions. I, personally, I'm on the committee, so that you know what my viewpoint about the report is. I would like to respond personally to Senator Gruener's assertion that any link between the closure of the physical education program and deterioration of health of the community in Pima County is ludicrous. We reached that conclusion based on testimony from professional educators in Southern Arizona, including principals of schools and school board administrators. It's amazing that all those people are fools, but my guess is, and I believe that in regards to the committee, that we were prone to accept their expertise in the matter. They believe that this would have a serious and immediate impact on the health of Southern Arizona. One more point relating to a comment that President Pacheco made. With regard to the legislature coming to our rescue, I share his opinion that the legislature is increasingly unlikely to come to the University of Arizona's rescue. I believe, however, that the reason for this is that the University of Arizona has consistently alienated many of it's constituents, especially in this part of the state. We heard, this committee heard, person after person voicing their outrage at the way the University of Arizona ignores the local community. Some of that relates directly to this issue as well as some of it is long standing distrust of the University built up for years and years. It often seems to them, it seems to me as well, that we are so intent on impressing our colleagues in Berkley and Ann Arbour and similar places, that we forget that those folks don't pay our bills. We have a responsibility to the citizens of the State of Arizona. The Physical Education Program here is one of the most significant links to the population of the state. There may be some others, but there aren't very many of them. The Physical Education Program here reaches literally thousands of people everyday through the teachers and officials, etc. that we have produced. And there will be outrage if that link is severed. The people who are outraged have learned in recent years that they have recourse. They can do more than simply grumble about the UofA. They can vote. They can elect politicians to the state legislature who will communicate their displeasure about cutting our budget. I believe that we will be committing suicide if we continue to ignore the links that we have with the community and focus exclusively on the research one machine. I'm not saying we should abandon that, I'm simply saying we have both a research one and a land grant institution mission. If we try to ignore the land grant institution mission, we'll be cutting our throats.

Presiding Officer Zwolinski: Senator Pacheco, I think you can respond.

President Pacheco: You know a lot of what I've been hearing here this afternoon, I agree with. I think it really is too bad that we have this kind of a situation before us. I believe that physical education is important for the well being of our population. I believe that it is a link to the community. There are a lot of the arguments that are being made that I agree with. I think the fundamental issue, however, is that we simply can't do everything that we want to do and that needs to be done. In the period of having to set priorities, and contrary to what Senator Witte said a little while ago, this is about money. I don't see any, why in the world would we be involved in this kind of a process

if it weren't because of the financial situation that we have. I mean, we're not fools. It is about money, and despite all of those good things that happened to physical education and a number of other programs, we just simply have to set priorities.

Presiding Officer Zwolinski: Senator Garcia.

Chair Garcia: Because I was a member of PAIP and of SPBAC, both, at the times when these decisions were coming through, I can tell you that neither PAIP nor SPBAC recommended the elimination of the Physical Education Program. PAIP gave it positive marks. The SPBAC's recommendation was to investigate the possibility of moving this program to the College of Education. In the final report of the SPBAC, concerning all these matters, the recommendation was to investigate the moving of this program to the College of Education. So, this isn't a move that has come down as a result of a well-ordered process. This is a move that had been made, a decision which has been made after that process did not recommend this move.

Presiding Officer Zwolinski: Senator Williams, I think you had your hand up.

Senator Williams: It is incumbent upon this senate to make those hard decisions, and in a sense, I suppose I'm almost disappointed that we cannot. On the other hand, I think it is clear that the committee put together a far superior report based upon much better information, based upon a full series of interviews and the accumulation of data that were not part of the process previously. Therefore, it seems to me that we have much better information and we have much a more comprehensive report and we have a much more mature consideration of all of the facts than we had previously. Based upon that fact, I think that I have to support, I know that I have to support, the committee's recommendations and simply admit that we have to go back to the drawing board and do a little bit better the next time so that we can come up with recommendations which were agreed upon by this Senate, pursued through correct procedures so that we can make those difficult decisions that we have to make.

Presiding Officer Zwolinski: Senator Gruener.

Senator Gruener: I just wanted to make a very short comment on the logic that I suggested that this was preposterous that public health would deteriorate if the program was closed and that it was pointed out to me by my colleague that, in fact, that was said by people who are definitely not fools, that would happen. I wonder how the question was phrased and I think this is a lot of what we're talking about. If the question was as follows: "Do you believe that the health of our children will suffer if the program were eliminated and there were no other sources for filling positions, in terms of physical education teachers from any place in the world I would say absolutely, yes. But the point is that these teachers can come from ASU, and heaven forbid, they might even come from California. So, I think this kind of misuse of logic is really offensive.

Senator Williams: Could I respond to that?

Presiding Officer Zwolinski: Yes, you may respond to that.

Senator Williams: We put the question simply as "What type of effect would the closure of the UofA Physical Education Department have on your areas that you

deal with. We did not try to lead them into any conclusion regarding anything.

Presiding Officer Zwolinski: Senator Silverman.

Senator Silverman: I think I agree completely with Senator Williams and his comment. I do think that this is a much more comprehensive study and report than I think PAIP, SPBAC did about this particular program. I do have one question about a matter that's brought up in this report, and maybe Senator Parsons might be able to address it. It's indicated in here that we have one hundred students in physical education now, that the other universities, like you, will accommodate seventeen, that only fifty percent of the need can be met, or slightly less than fifty percent of the need can be met. The acknowledgement of that, that only fifty percent of the need can be met by ASU, NAU and Grand Canyon is Provost Sypherd. I guess I want to ask you, did you have any other evidence that in fact, I mean I don't think that's the complete question, but is there any other evidence that in fact, I mean you always hear that there are more teachers than we need. I don't know if that's true or not, but you hear a lot of that. The question, it seems to apply in this report, is it can't be met if we eliminate our department, and that the three state universities could only meet fifty percent in this and Provost Sypherd acknowledged that. Then you refer me back to a footnote, and it says Provost Sypherd again. I mean, was there any evidence other than what Provost Sypherd said to show you, that in fact, that the other universities could only meet fifty percent of the need?

Senator Parsons: Those data came from the fact that, assuming that the University of Arizona, ASU, NAU and GCU would continue operating at the current levels, that they could indeed produce a little less than fifty percent of the physical education athletic trainers and coaches that are needed in Arizona. Provost Sypherd indicated, "Well the marketplace would provide for the integration of people into Arizona." There are two concerns here, one is that if we eliminated the program here at the U, that this would, in essence, reduce that number to somewhere between thirty and thirty-five percent or one third of what the state needed. The other issue has to do with some fact, that people coming into this state have not been educated in terms of their understanding of how physical activity takes place in the desert. There is a problem in terms of recruitment. It's expensive. Retraining is expensive and retention is expensive. We heard from numerous administrators, and this is verbatim, and it is available, that if they were able to obtain a certain number of people from the University of Arizona, that it would increase their budget considerably. In essence those measures, or the lack of providing them with the faculty that we have been providing them with over the last many years, would increase their cost and that cost would be passed on to the individual communities and individual....

Presiding Officer Zwolinski: We haven't heard from Senator Desai

Senator Desai: Yea, oh, yea. You see, I get easily confused, unfortunately. I saw what was going on with this reorganizing of Statistics Committee, and we were this morning discussing that probably, statistics does not have as much a sexy and community as does physical education and journalism. But it has so many, many important areas where it affects society, it affects the community and family, it affects in many, ways more. What confuses me that this is a very total report, and I really applaud, particularly bringing out the financial aspects, it might not have been taken into account by the previous committee.

It shows that probably, financially, this may not be as bad as it was thought before. At the same time...that just like individuals have to make choices. We have to sometimes let go of things which we like very much, if we do not have enough financial resources. In the same manner, this university will have to make some choices. Instead of making flat cuts all over to eliminate some programs, if the financial situation is as bad as he says. So if you will not be able to come to terms with this existing proposal, this body has a rigid responsibility to go out and find some other places where cuts will have to be made if the situation is as bad as the President replies.

Presiding Officer Zwolinski: Senator Garcia.

Chair Garcia: I agree with what Senator Desai had to say. I believe that what has happened here is that a process was gone through, the process did not yield the result which the President recommended. SPBAC didn't and that was the final set which went to him. So, in fact, what this committee is saying is to restore the action to where it was and begin a process which will do this whole job right. I believe that we need to make selected cuts. Across the board cuts simply do not work, and I believe that we can do that. I believe that if we used process that fails us and then claimed that this is the best that there is and that we are morally irresponsible if we don't agree with doing that which in the process that failed us, then I think we're doing the wrong thing, ethically the wrong thing, institutionally the wrong thing. I believe that it is important to endorse the recommendations of this committee and then proceed to structure a process which will do this job right.

Presiding Officer Zwolinski: Senator Buras, I think you had a comment?

Senator Buras: There is no doubt that we are facing a very financial stringency and the rapidly eroding public support. They are prepared to sacrifice the program of physical education to placate the angry gods. I submit that we have to review and evaluate non-academic units with the same level of stringency and rigor as we have with academic units and then we have to decide these painful priorities and decisions.

Presiding Officer Zwolinski: We'll be coming to a vote here before too long, but let me go, Senator

Senator: Senator Parsons, how many faculty are we talking about? I'm new to the Senate and a lot of the background matters. How many faculty are we talking about?

Senator Parsons: The faculty of the Physical Education Program, if I recall correctly, is 14.87 FTE. Two of those people, one would be going, we're recommending, would be going to the, part of that, and I think it's percentage, maybe ten, maybe let's see, fifteen percent would be going with the FTE to the College of Medicine, as the trainer program. One FTE would be moving to the Department of Psychology. The 12.75 FTE faculty would be, those are lines, those are faculty lines that would be moving, based on our recommendation to the College of Education, to form a Department of Physical Education in the College of Education.

Senator: And the cost that you referred to, to run the program, does it include salaries?

Senator Parsons: Yes it does. It includes salaries for 14.75 or 14.85 FTE's, it includes \$19,000 for operations. So \$588,000 includes the total budget for this program, as it currently stands.

Senator: Was there any investigation of excess teachers that are available in the field?

Senator Parsons: No, according to the data that were presented to us by the community and by the professional organizations here in Arizona, there is no excess number of physical education teachers, coaches or athletic directors.

Senator: Is there a shortage?

Senator Parsons: Yes there is. There is a shortage. We need at least fifty percent more than we currently have.

Senator: More what?

Senator Parsons: I beg your pardon?

Senator: We need fifty percent more teachers, coaches?

Senator Parsons: We need fifty percent more people. That would include physical education teachers, athletic trainers and coaches.

Presiding Officer Zwolinski: Senator Spece.

Senator Spece: I want to get a clarification. As I read this, it starts forcing faculty on departments....

Senator Parsons: As far as I'm aware, some preliminary negotiations have been under way in terms of zoning of the transfers. The problem that we think has occurred is the fact that during the negotiations, that Dean Taylor and his administrators were having with the Physical Education component of Exercise and Sports Science, was that there was a favorable dialogue going on. However, it appears that, based on our data, that Provost Sypherd indicates that the lines would not be transferred with funding.

Presiding Officer Zwolinski: Senator Reynolds, and then Senator O'Brien.

Senator Reynolds: I have two comments. The first one is I agree with many people who thought the report was very thorough, and it really did address a lot of important issues. In spite of that though, I'm struck by how it still doesn't leave us very much guidance about the main question we need to address, it seems to me, which is where we as a university want to put our resources in terms of the programs, educational research programs that we want to offer. It clearly vouches to a good physical education program. It doesn't tell me, for instance, whether offer journalism courses or a variety of other things.

Chair Garcia: It wasn't their job.

Senator Reynolds: I appreciate that that wasn't your job, but I'm just saying that from my point of view, it limits the amount of the usefulness of it in terms

of helping make decisions about what we should be doing with our resources. I'm concerned by the journalism and statistics reports, for the same reason. The second comment is that the active call for a new process, I find, while it is appealing in some ways, in terms of that as well, this is the end result, where we are now and next month is the end result of three year's work. I can't imagine a new process being much speedier than that, so I can picture things in about 1998, being faced with, again for a difficult set of choices, when we're talking about cuts or selective cuts of any kind. It's a long time to wait.

Presiding Officer Zwolinski: Senator O'Brien

Senator O'Brien: I want to come back to the question I asked earlier, because I accept the responsibility, should I accept this report in my vote, that it's incumbent upon me to find other cuts, and that's why it comes back to the departments that did not meet criteria. The two things that we measured were excellence and centrality, and so if you do not meet criteria means that you are not excellent and you are central. I do not understand the President's comment, they were central to the mission, if the committees, if the four teams, came to the decision that it did not meet criteria.

Presiding Officer Zwolinski: It's 5:30 now, are you ready for the question? Let me check with Dr. Chakravarti to see what your motion was, the original motion.

Senator Chakravarti: At this being such a question, I wrote it down. The original motion was in three parts. First, the Senate Select Committee recommends that the Senate receive and accept the report from the Special Committee on the Reorganization of Physical Education. Second, it recommends that the Senate strongly endorse the recommendation and third, that the Senate strongly urge the President to implement the recommendations made by the Senate Special Committee on the review of Physical Education. So those are the three parts of the proposal.

Presiding Officer Zwolinski: You have heard the motion once again. All those in favor of the motion, signify by saying "Aye".

Voices: Aye

Presiding Officer Zwolinski: All those opposed?

Voices: Nay

Presiding Officer Zwolinski: Will all those in favor of the motion, please raise your hands?

Male voice: Are we voting on all three parts?

Presiding Officer Zwolinski: This is one motion, all three. If you are in favor of the motion, please raise your hand. Thank you. All those in opposition to the motion, please raise your hands. Are there any abstentions? Twenty-one to eight, oh I'm sorry. Three abstentions? Four, any more? Four abstentions. The motion is carried. I think that concludes ...The numbers are twenty-one for, eight against and four abstentions. Twenty-one, eight, four. We will conclude. Our next meeting will be on the first of May. We have a full agenda and we'll

meet on the eighth of May to discuss Journalism and also Statistics. Thank you very much for your cooperation this afternoon. Meeting adjourned.