SCHOOL OF HUMAN MOVEMENT, SPORT, AND LEISURE STUDIES
PROGRAM REVIEW

REVIEW PROCESS

The School of Human Movement, Sport and Leisure Studies prepared a self-study of each of the five units: (1) School, (2) Kinesiology, (3) Sport Management, Recreation, and Tourism, (4) Graduate Program, and (5) Physical Education General Program (PEG). Drs. Jerry Thomas and Deborah Feltz comprised a two-person external review team who visited the campus November 17-19, 2002, reviewed the self-study documents, interviewed unit personnel, university administrators, undergraduate and graduate students, and submitted an external review report. The Program Review Committee (PRC) read the self-study and the external review report and the PRC liaison for the HMSLS review discussed the School with the director and faculty. The PRC then discussed the program review materials with the Graduate College Dean and then the Dean of the College of Education and Human Development. This document reflects the PRC’s findings and recommendations.

SUMMARY OF SELF-STUDY

Introduction

The School views its primary role as that of delivering a high quality educational experience at the undergraduate and at the masters graduate level. The School has focused on maintaining undergraduate and graduate program quality while facing budget demands. In particular the operating budget is identified as significantly varying depending upon Student Success Initiative monies, job candidate interview costs and technology demands. A consistency with the budget is the ongoing need for an increase. “During the fall of 2001, the School reduced its operating budget from $93,734.00 to $81,444 as required to meet the overall BGSU budget cuts. As a result of this decrease the School cannot meet faculty travel needs, recruitment expenditures, supply costs, and communication expenses (p. 29).”

Mission

The School’s mission is identified in their self-study:

“The School of Human Movement, Sport and Leisure Studies shares the University vision to be the premier learning community in Ohio and one of the best in the nation. In concert with the College of Education and Human Development, we are dedicated to fostering a dynamic community of lifelong learners and leaders. The School is committed to the creation,
enhancement, and dissemination of knowledge in the fields of kinesiology, sport and leisure. The faculty strives to fulfill these commitments through exemplary scholarship, creative endeavors, teaching, and service. The School encourages academic excellence and the integration of academic disciplines in the hope that we will be agents of change within our diverse, multicultural, and global society.”

**Recent History**

The present school configuration with the two Divisions of KNS and SMRT was created in 1997 when the Health Education faculty moved to the School of Family and Consumer Sciences in the College of Education and Human Development. The two Divisions are the faculty’s tenuring units. Recent turning points for each of the units are listed below.

**KNS.** Configured in 1994, KNS focuses on the art and science of human movement. KNS offers undergraduate programs/majors in: (1) Dance, (2) Exercise Specialist, (3) Human Movement Science, and (4) Physical Education Teacher Education. A minor in dance and an endorsement in Adapted Physical Education are also offered.

**SMRT.** Configured in 1997, this division includes the former Division of Sport Management and Division of Recreation and Tourism. SMRT offers undergraduate majors in: (1) Recreation, (2) Tourism, and (3) Sport Management. A minor in Recreation is also offered.

**Graduate program.** The School offers a two-year M.Ed. program (with the option of a one-year program, if approved by the academic advisor). Since 1994, the M.Ed. program has required a directed research project or thesis prior to graduation. The graduate program recently explored the potential of offering an M.S. degree in addition to or instead of an M.A. and/or M.Ed degree. The outcome is that the M.Ed. will be retained as the only degree option at the masters’ level. Three areas of study are offered within the M.Ed.: (1) Developmental Kinesiology, (2) Recreation and Leisure (recently changed to Leisure and Tourism Studies), and (3) Sport Administration.

**PEG.** In 1994, students were given the option to choose as opposed to being mandated to complete PEG credit hours for graduation. Since the university-wide undergraduate physical education course requirement was eliminated, the self-study reports that over 2,000 students continue to enroll in physical education courses per year.

**Description of the Unit**

The School is housed in Eppler Complex; the School faculty includes 29 full-time faculty. The School’s five administrators (director, two division chairs, and two program coordinators) receive release time; the division chairs each receive $2,200 from the school operating budget. The self-study states a desire to create a new assistant director position.

The school faculty take their mission of teaching, research and service demands seriously. The two divisions share a graduate program but are independent at the undergraduate levels with numerous specialized degrees being available. Within KNS, both the arts (e.g., dance program)
and sciences (e.g., exercise physiology) are represented at the undergraduate level. This means that the division’s resource needs range from practice and performance space to individual labs with specialized computers for research programs. SMRT offers a number of choices with their undergraduate major sequences while investigating sources for external funds such as grants and community partnerships with alumni. Despite student demand, the number of PEG classes offered fluctuates because of the cost to the school and or college budget.

**Relationship to College and University**

*University Relationship.* The School serves the University at two levels. First, at the abstract level the School makes a contribution to the University with its efforts to be recognized as a premier institution of higher learning. Specifically the School strives to be a premier learning community in Ohio through its focus on teaching, research, and service with an emphasis on continued commitment to the “development of sound academic program that include state-of-the-art of teaching technology, effective instructional strategies, course content based on current research knowledge, and faculty awareness of the need for professional service to diverse populations” (p. 6).

The School also serves the university at an applied level, where it supports the university community with numerous sections of physical education courses for the entire student body. The School also provides public dance performances to the university community.

*College Relationship.* The school director reports to the dean of the College of Education and Human Development. The School is a semi-autonomous unit within the College and serves other college units by offering courses required for education licensure. The division faculty are represented by chairs, who meet with the executive committee, which in turn meets with the school director.

**Faculty Resources**

*School.* Faculty who do not hold administrative positions hold a 3-3 teaching load. Working from a 12-hour model, the School assigns nine hours to classroom teaching, two hours to research, and one to service. The School seeks a lighter teaching load for its faculty. The self-study proposes a 2/3 teaching load in place of the current 3/3 load. For school administrators, the self-study proposes a shift to six credit hours from four credit hours for the Division Chairs and to four credit hours from three credit hours for the Program Coordinators.

The two Divisions in the School each focus upon undergraduate education. There are 14 full-time and 8 part-time faculty in KNS and 15 full-time and 3 part-time faculty in SMRT. The Graduate Program draws 23 full-time and 1 part-time faculty members from the two Divisions (of the 29 full-time faculty) who meet graduate faculty status. The number of faculty participating in PEG is more complex because of the variation in the number of the part-time faculty, which is correlated with the number of class sections offered. In fall 2001, a total of 17 part-time and overload faculty taught PEG classes; this number decreased to 12 in spring 2002.
KNS. Two full professors and six associate professors comprise the tenured faculty. Five assistant professors are tenure-track and one is not (categorized as not applicable), yielding a total of 14 full-time faculty.

SMRT. Five full professors and one associate professor comprise the tenured faculty. Seven assistant professors are tenure-track and two are not (categorized as not applicable), yielding a total of 15 full-time faculty.

Graduate program. This graduate program draws from KNS and SMRT. One associate professor serves as the graduate coordinator.

PEG. The PEG members change each semester depending upon the classes offered and monetary resources available. PEG has served over 2,000 students annually since 1995 when students first had PEG courses as an elective. Since 1995 (beginning the 1996-1997 school year), the number of faculty who served PEG varied from a 2000-2001 high of an equivalent of 66 full (3) and part-time (63) faculty to a 1996-1997 low of an equivalent of 50 full (12) and part-time (38) faculty.

Graduate Assistant Resources

Graduate assistant funding from the Graduate College is equivalent to funding 10.4 “full-time” graduate students at the .50 level. Specifically in 2001-2002, 2 GAs were funded at the 0.50 level ($7,300.00) whereas 15 were funded at the 0.31 level ($4,526.00/ year). Graduate responsibilities range from teaching to research activities.

Staff Resources

Staff resources consist of four full-time secretaries and one part-time secretary. The part-time secretary is funded from the operating budget.

Facilities and Equipment

Although space is currently adequate, there is a concern that rooms in Eppler are being lost because of the space being dedicated to grant-funded research carried out by faculty outside the School but within the College. For example, space once dedicated to a circuit weight training room is now offline due to a grant not associated with the School.

A significant concern is the need for technology support for labs, classroom lectures, and class activities in addition to research. Predictions are for this demand to increase by faculty for their research and for use by students for assessment portfolios in particular. Currently faculty are individually maintaining computer hardware and software packages used in individualized labs instead of having a support person to turn to within the School. This same equipment is placing a demand on the operating budget.
Undergraduate and Graduate Majors

A total of 56 graduate students comprise the graduate program in the School. A discrepancy emerged with the number of undergraduates in the School. The School serves 736 undergraduate majors according to the Office of Institutional Research or 866 undergraduate majors according to the school’s advising records.

Student Credit Hour Production

Since 1997-1998, student credit hour production each semester has been approximately 18,500 SCHs.

Recruitment and Retention Efforts

_Students_. Since 1962, a professional print newsletter to inform a broader audience about school activities was distributed twice a year. Faculty have been successful in student retention; the faculty believe the success is in part the result of individualized student appointments for advising. At the undergraduate level, positive experiences in KNS and SMRT classes are a recruitment tool for majors as well. At the graduate level, alumni and the program coordinator are the two major paths for recruitment with about one third of the graduate students being recruited from the University.

_Faculty_. Recruitment efforts have been successful in attracting faculty to the University. Retention has not been as successful as the recruitment, the self-study states, because at times the School is being used as a stepping stone to other universities or because tenure is not awarded. The ongoing loss of faculty has resulted in a drain on the school budget to support costs associated with job candidate interviews not covered by the College.

RESULTS OF PREVIOUS REVIEWS

This is the first cycle of academic program review for the School of Human Movement, Sport, and Leisure Studies.

SUMMARY OF THE EXTERNAL REPORT

The external review team recognized the faculty’s high quality of teaching within the classroom and chose to focus their report on issues concerning the graduate program. The team recommended that the potential of a doctoral program be investigated because of an increasing void in the field for professors. The 12-hour graduate course load (required throughout the University because of state guidelines) was viewed as unreasonable and the team recommended that the load be reviewed by the Graduate College.

PROGRAM REVIEW COMMITTEE FINDINGS

The PRC finds that the School faculty has a strong commitment to their students and in particular to their undergraduate students. For example, faculty pride themselves on being able to reach at-
risk students who may not have earned a college education without the faculty’s careful monitoring and ongoing input as the students matriculate. As a result of this personalized attention, both KNS and SMRT have established links with practitioners in their fields.

**Completeness and Adequacy of the Self-study and the External Report**

The PRC noted the self-study was complex in the presentation of the information provided, with a mix between overly detailed (e.g., listings of all graduate student names and majors) and abstract information (e.g. seven year plan). The self-study passed along a significant amount of work to the PRC by reporting raw data, as opposed to offering an analysis in response to the questions asked.

The PRC found the external report to be of limited value because it failed to address systemic and substantive issues in the School. Much of the external report focussed on routine academic issues and on advocacy for the proposed doctoral program.

**Findings Requiring Action**

1. **School structure.** The PRC finds that the current school configuration is inefficient. We believe the school’s structure has negative influences on its service to the faculty, students, and the broader university community and on the potential for increasing faculty external grant and publication activity. Specifically, inefficiencies result because of an additional decision-making tier: the functions of the divisions are poorly distinguished from—and at times compete with—the function of the School. The PRC finds that two areas of concern raised in the School’s self-evaluation (shortages of time and resources) result directly from the inefficiencies inherent in the division/school structure. The configuration drains faculty time for division and school administration. Time demands result in release time for administrative duties for some faculty and substantial committee work requiring time from the entire faculty. The administrative configuration with an additional tier also places a demand on the school budget to support personnel (e.g., secretary, administrative positions) to maintain the configuration. The time, personnel, and budgetary costs of the division/school/college structure are particularly vexing in that the PRC was unable to discover from the self-study process what necessitated a three-level structure. That is, either a department/college or school/college administrative structure seemed sufficient to accomplish the administrative and governance tasks of the unit reviewed.

2. **Faculty success.** The school faculty face important turning points the next three years. Several full professors are nearing retirement in the immediate future, which will reduce the number of experienced faculty who can mentor newer faculty. The dean may want to consider hires at the senior level to ensure that there are enough experienced faculty available to provide the leadership necessary to attract and mentor newer faculty. Retention plans and active mentoring by experienced faculty will be necessary to maximize the success of new faculty in the unit.

3. **PEG courses.** The 1-2 credit hour PEG courses vary significantly in the number of their offerings each semester depending upon the resources available despite ongoing demand from the broader university student community. Economic support for the replacement of
equipment used in these same classes is an ongoing drain and concern for both the College and the School.

4. Doctoral program. A call to investigate the potential of a doctoral program housed within the School and possibly shared with the University of Toledo has—at best—mixed faculty support. This contradicts the ongoing theme in the self-study advancing a plea for investigating a doctoral program.

5. Planning. In response to a request for a seven-year plan, the self-study notes that “(i)t is difficult to plan seven years into the future, especially since the adequacy of University resources to achieve School goals cannot be guaranteed” (p. 48). This contention is the rationale for not providing a timeline. Instead of a time frame providing annual goals with decreasing specificity, the School lists blocks of general activities with ordinal levels of monetary headings (i.e., current resources, additional resources). The lack of a plan fails to recognize the need to prioritize, especially during times of economic constraints. The grouping of themes appears to be an abstract list of activities, which fail to be organized within a concrete timeframe. The document entitled “9/22/00 Revised 9/24/01, 11/19/01 Future Plans and Needs of HMSLS” (Appendix 3.7) fails to identify any time references whatsoever.

6. Assessment. The School faculty are experts in a variety of forms of assessment. The current grant-funded research using multimedia is one of numerous examples of assessment practice being created and implemented within the School. Undergraduate students are encouraged to create electronic portfolios for self-reflective assessment practices despite limited technological support being available within the School.

7. Merit and Promotion and Tenure Document. Promotion and tenure documents appear to be inconsistent with the merit documents.

8. Graduate program. Graduate students are well prepared with the completion of a thesis or research program prior to graduation. Successful job placement and acceptance into competitive doctoral programs are strong indicators of the quality of the students graduating. The external review team asked that the graduate students’ workload be reviewed because it was identified as too heavy.

PROGRAM REVIEW COMMITTEE RECOMMENDATIONS

Based on reviews of the self-study and external review documents, and consistent with the major findings that resulted from these reviews, the PRC makes the following recommendations. For detail about the rationale for each recommendation, see the finding with the corresponding number, just above.

1. School structure. The School’s inefficiencies can be explored by comparing three organizational structures. The first structure is the status quo and the remaining two are alternatives that eliminate one tier of administration—either the divisions or school.
a. Current structure with no changes--As indicated by the school’s segmented self-evaluation and the mission statement, the School identifies itself as disparate disciplines lacking shared goals or academic interests implied by a single “school.” This divergence is highlighted with three M.Ed degrees and two independent undergraduate degrees between the two divisions. The lack of coherence in the school structure was also apparent in the proposal for a doctoral program, which was advanced without a unified focus.

b. Unification of the two departments into one school--Removing separate divisions as administrative units would result in the elimination of an administrative tier. It would eliminate questions about tenuring authority while decreasing the financial drain of time and money for maintaining administrative functions at the division level. The PRC expects that there would be financial savings from a reorganization that eliminates the division-level administrative structures. The primary problem to solve under this model is how to create a unified mission for the School. The unusual mix of disciplinary emphases currently represented in the School does not lend itself to a common school purpose.

c. Two independent departments with a shared graduate program--This organizational structure focuses on the Divisions as opposed to the School as the administrative unit. Benefits are similar to those outlined in b, above, with the elimination of a tier. It would eliminate questions about tenuring authority while decreasing the financial drain of time and money for maintaining the extra tier of administration. In contrast to the previous structure, however, the creation of two independent departments does not require the common academic focus one would expect to find in a school structure.

The PRC recommends that the faculty of the current school decide, guided by the direct leadership of the dean of the College, to adopt either option b or c, above. The PRC is convinced that the current structure (option a) is impeding academic functioning and should not be retained. The dean, in consultation with school faculty, should reach a decision and begin implementation of a new structure by the end of the academic year, in May 2004.

2. Faculty success. Retention plans, designed to promote the success of untentured faculty, should be developed immediately. These plans should take into account the challenges faculty face. In order to attract the highest quality new hires, arguments for new faculty, materials, and equipment must be made to the dean of the College of Education and Human Development and to the dean of the Graduate College prior to the tenure-track faculty member’s arrival instead of after her/his arrival.

3. PEG courses. Instead of increasing student fees, the PRC recommends that the Provost and the College Dean negotiate money to support PEG courses. Support for replacement equipment for these same courses needs to be reviewed as well.

4. Doctoral program. The PRC finds that the School is not currently prepared to pursue the addition of a doctoral program. A successful proposal could be developed after the following conditions were met:
   • Either option 1b or 1c in recommendation 1, above, has been implemented;
• Demonstrate and maintain a higher level of research productivity by publishing in top refereed journals;
• demonstrate success at external funding of research programs;
• identify a common purpose and **unique focus** for the proposed program;
• demonstrate ongoing demand for the proposed program;
• build broad faculty support;
• plan legitimate funding mechanism (as doctoral programs are expensive);
• establish a collaborative relationship with the University of Toledo or decide on a unique niche that does not compete with Toledo’s program.

5. **Planning.** A concrete 7-year plan that identifies actions both internal and external to the organization needs to be written by January 2005. There should be one (school) plan if option 1b is implemented, and two (division) plans if option 1c is implemented. In either event, plans should be concrete, prioritized, and benchmarked.

6. **Assessment.** The PRC applauds the strides in developing multimedia assessment that are being implemented; we recommend that the School continue to develop its assessment programs. The PRC recommends that attention be given to using the results of assessment to guide curricular and programmatic change, the results of which should be emphasized in the annual reports to SAAC.

7. **Merit and Promotion and Tenure Document.** After changes in the unit’s structure have been decided (see recommendation 1), the unit(s) should meet with a member of the College office to create compatibility between the School’s promotion & tenure and merit documents.

8. **Graduate program.** The PRC encourages the graduate faculty to maintain the high quality of the current graduate programs. We recommend that recruitment efforts for the graduate programs move beyond the University’s undergraduate student population. The Graduate Dean reviewed and found the graduate student workload to be consistent with the Ohio standards for graduate assistantships.

*The School of Human Movement, Sport, and Leisure Studies should report annually to the Dean of the College of Education and Human Development, with a copy to the Provost, on the implementation of these recommendations.*