TO: Josué Cruz  
   Dean, College of Education and Human Development  
FROM: Bonnie G. Berger  
   Director, School of HMSLS  
CC: Mark Gromko  
   Vice-Provost, Academic Affairs  
RE: Response to Program Review Committee Report  
DATE: September 22, 2003  

On behalf of my colleagues, I would like to acknowledge the work of the Program Review Committee (PRC) for their efforts in reviewing our School. The PRC report presents important and provocative findings and recommendations for consideration.

The report succinctly captures the School’s mission, recent history, and description of the unit. In the section, *Relationship to College and University – College Relationship*, I would like to note that the Division faculty are represented by Chairs who along with the Coordinators of the Graduate and PEG Programs and School Director comprise the Executive Committee. The ensuing sections on *faculty resources, graduate assistant resources, staff resources, facilities and equipment, undergraduate and graduate majors, recruitment and retention efforts, and results of previous reviews* are accurate. As described, the School has 28 full-time and numerous part-time faculty that serve approximately 866 undergraduate majors, 56 graduate students (presently 75), approximately 500 students annually in the early and middle childhood programs, and approximately 2,250 students annually in the university-wide PEG Program.

**External Reviewers’ Report**

The Program Review Committee’s abbreviated summary of the External Report accurately highlighted the faculty’s high quality of teaching, but omitted the external reviewers’ recognition that “a number of faculty members have strong reputations nationally and have built the reputations of some of the programs. The sport management and recreation programs in particular, have been traditionally strong.” We were pleased that the External Report recognized the School’s excellent laboratory, gymnasiums and classroom facilities, and we welcome their support for periodic upgrades to both research and teaching equipment. In addition, we agree
with the external reviewers’ emphasis on the need to investigate the feasibility of a doctoral program.

**Program Review Committee Findings and Recommendations**

The School appreciates the opportunity to respond to the PRC report and will thoroughly examine and respond to the Committee’s findings and recommendations described below. We welcome the opportunities to continue our self-reflection, the planning and enactment of responses, and the preparation of a report on our progress by the year’s end on all eight of the Committee’s recommendations.

**Recommendation #1: School Structure**

**Exploration of Perceived Inefficiencies**

The School structure, as noted in the PRC report, has been refined during the past 24 years with the most recent structural changes as follows: the KNS Division, the Graduate Program, and the PEG Program completed changes in 1994, and the SMRT Division in 1997. Created in 1979, the School of Health, Physical Education, and Recreation changed its name in 1994 to Human Movement, Sport, and Leisure Studies.

The School structure facilitates administration of seven majors, two minors, and one endorsement at the undergraduate level, the HMSLS Graduate Program, and the PEG Activity Program. The School’s single undergraduate degree is the Bachelor of Science in Education, and the single graduate degree is the Master of Education. The Physical Education General Program (PEG) is not a degree program, but offers diverse lifetime activity courses to the entire BGSU student body.

This administrative structure reflects the separate responsibilities assigned to each division and program administrator. To increase administrative efficiency and to conserve administrative and faculty time, the School already has eliminated several School and Division-level committees. The faculty will continue to explore perceived structural inefficiencies, and if they exist, address them.

**Shared Goals and Common Interests**

In contrast to the PRC’s observation in Recommendation 1-a, the School of HMSLS includes related, rather than disparate disciplines that focus on physical activity. Our academic areas of study have shared goals and common interests. The unifying common interest is the study of the science and art of physical activity. This common interest incorporates kinesiology, sport and leisure studies.

The School’s focus on physical activity strengthens each of the Divisions and Programs by emphasizing continual need for a multidisciplinary collaboration in curriculum delivery, program
development, research, and service. The School’s focus facilitates inclusion of students in courses from both Divisions within specific courses, faculty teaching courses within both Divisions, and faculty collaboration in research and grant initiatives. Select examples of these research initiatives include the current collaborations of dance (KNS Division) and tourism (SMRT Division) faculty in a research project focusing on dance as a tourism destination, and of exercise psychology (SMRT Division) and exercise physiology (KNS Division) faculty in the study of a life change program on physical fitness and psychological well-being. There also is collaboration of KNS faculty and PEG instructors in a funded project on movement analysis and teaching approaches.

Conclusion

The three-level structure of College, School, and internal units reflects the structure common to all schools within the College of Education and Human Development. The current organizational structure of HMSLS evolved as a means of maximizing faculty governance and coordinating interrelated programs and resources to achieve the School’s mission. The HMSLS faculty, with the leadership of the Dean and School Director, will examine the structural effectiveness of the School in achieving its mission, common interests, and shared goals, and also will identify duplication of effort and inefficiencies. With additional faculty input, we will reach a decision regarding the structural possibilities with a careful examination of the two primary recommendations of the PRC. A report on faculty analysis of HMSLS structure will be provided in our May 2004 progress report.

Recommendation #2: Faculty Success

The School recognizes the need to re-analyze the School’s retention plan to actively mentor untenured faculty and thus maximize their academic success. Recognizing this need, an ad-hoc committee was formed during the August, 2003 HMSLS faculty meeting to review the School’s current mentoring model. Meanwhile, each of the three new faculty this year is being mentored in the established HMSLS three-pronged approach: an assigned faculty mentor who has primary responsibilities for mentoring, their Division Chair, and the School Director.

We appreciate the PRC highlighting the crucial need for the School to hire senior faculty this next year. Anticipating the need for senior faculty, the School already has requested permission from the Dean of the College of Education and Human Development to hire two faculty members at the rank of Professor. A faculty member in the SMRT Division is retiring at the conclusion of the current academic year, and another anticipated retirement is in the KNS Division. We will continue to work closely with the College Dean on acquiring these two important faculty lines in recognition that leadership by senior faculty is crucial to faculty governance, program strength, research initiatives, and grant acquisition. These faculty retirements provide an opportunity for School faculty to seriously reassess our scholarly impact on the field and to develop further our national academic prominence.

Recommendation #3: PEG Program
We concur with this PRC finding. Alternate revenue sources to fund the part-time faculty teaching in the Physical Education General Program (PEG) are essential for continuation and further development of this Program that serves approximately 2,250 students each year. Several funding alternatives were identified by the School Director and Dean of the College of Education and Human Development during the 2002-2003 academic year. Presently, we are negotiating with the Provost to obtain economic support for a portion of the salary and equipment costs associated with this University-wide Program.

Point of clarification: All PEG courses are 1-credit courses.

**Recommendation #4: Doctoral Program**

The School is exploring the possibility of offering a doctoral program and appreciates the support provided to this initiative by the External Reviewers. The faculty in the Sport Management, Recreation, and Tourism Division support a doctoral program. As suggested in the PRC Report (see pp. 7-8), the School faculty will complete the following prior to pursuing the addition of a doctoral program:

- Explore the efficiency of the School’s administrative structure,
- Demonstrate and maintain a high level of research productivity by publishing in top-tier refereed journals,
- Demonstrate success in obtaining external funding for research projects,
- Develop a common purpose and unique focus for the doctoral program,
- Demonstrate ongoing demand for the program,
- Build faculty support for the program,
- Plan funding mechanisms, and
- Pursue collaborative relationships with the University of Toledo, or decide on a unique niche that does not compete with Toledo’s program.

Regardless of the outcome of the doctoral program proposal, the process of self-evaluation already has been successful. The School faculty have begun to

- Explore increased communication and collaboration with the University of Toledo – in accordance with the University’s initiative of the Graduate Education Northwest Ohio University Task Force and the corresponding Northwest Ohio Task Force for Research, and
- Focus on strengths and areas of need in the HMSLS proposed doctoral program and in our present Masters program, e.g., student recruitment, and additional GA funding.

**Recommendation #5: Planning**

We appreciate and agree with the feedback on our seven-year plan. The School’s Executive Committee currently is examining alternate ways to present more unified and concrete seven-year information to PRC.
Initially, we were puzzled by the PRC report of the lack of a seven-year plan within the School, since it was reported in the School, Division, and Program sections of the self-study. Recognizing the need for a consolidated and concrete plan, we have designed five School initiatives that were discussed at the first HMSLS faculty meeting of 2003-2004. The initiatives will be explored, delineated, and refined based on ensuing faculty input. The initiatives also will be coordinated with the recently developed College themes. The initiatives then will be connected with clear time lines for inclusion in our end-of-the-year progress report, and in the subsequent report requested by the PRC for January 2005.

**Recommendation #6: Assessment**

We also appreciate that “the PRC applauds the strides in developing multimedia assessment that is being implemented.” The School of HMSLS is a model unit in multimedia assessment, and in the area of electronic portfolios. The faculty will continue to prepare undergraduate and graduate students in these skills and use our assessment results to guide curriculum and programmatic change. As recommended by PRC, the School will emphasize the use of our assessment results and related curricular and programmatic changes in our annual reports to SAAC.

**Recommendation #7: Merit and Promotion Document and Tenure Document**

We are unaware of the inconsistencies between these two documents. In fact, the Dean has used the School of HMSLS documents as a model to assist other Schools writing such documents in the College of Education and Human Development. Comparable criteria are used for both merit and tenure and promotion for all School of HMSLS faculty. In conjunction with examining the efficiency of our School structure as outlined in Recommendation #1, the School faculty will study the HMSLS personnel review process. After deciding on possible changes in the School structure, we will re-examine these two School documents and meet with a member of the College office as suggested to appraise compatibility of the documents.

**Recommendation #8: Graduate Program**

Finally, we appreciate the PRC’s encouragement to maintain the high quality of our three specializations within the current Graduate Program. Also as recommended by PRC, we will concentrate our recruiting efforts on attracting an even higher percentage than at present (67%) of graduate students from universities other than BGSU. The GA stipend allocations from the Graduate College that recently were augmented by the College of Education and Human Development will enable the School to be more competitive with graduate programs at other universities and to attract an even larger portion of quality graduate students from beyond BGSU boundaries.
Conclusion

The School of Human Movement, Sport, and Leisure Studies again would like to extend our appreciation to members of PRC for their conscientious efforts throughout this process. Although we have been concerned about the tone of the PRC’s report, the School looks forward to continued reflection on our strengths, weaknesses, and needs. We will explore the eight recommendations throughout the present academic year and prepare a culminating report. Hopefully, the School, College, and University will benefit from the improvements resulting from this lengthy process and from the efforts of all involved.