

EXTERNAL REVIEW

DEPARTMENT OF HEALTH, EXERCISE AND SPORTS SCIENCES

UNIVERSITY OF NEW MEXICO

Submitted by:

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The program review process, of which this report is but one component, has been both interesting and enjoyable for us. It has afforded us an opportunity to be a part of the present and future of the University of New Mexico's Department of Health, Exercise and Sports Sciences. This experience has contributed to our professional growth and we hope our feedback will help to enhance the already strong programs in the department.

We have made a concerted effort to apply our professional knowledge and experiences to the needs of this department as described through the materials provided in advance of the campus visit and the conversations with faculty, students, and administrators while on campus. Everyone we interacted with was extremely open, helpful, and courteous during this visit. The enthusiasm and professionalism that were displayed by all have engendered strong commitment from us to help move this department forward. Most importantly, this report has been carefully prepared, seeking to recognize the mission of the University of New Mexico, the College of Education (COE), and the Department of Health, Exercise and Sport Sciences (HESS). The focus has been on making an assessment and recommendations that will enable the department programs and faculty to be as effective and efficient as possible.

Program Review reports take many different forms. This review will address large issues we were asked to consider, look at the department as a whole, and then each program and concentration individually. We have attempted to provide the best recommendation(s) from our perspective. Our aim was to articulate clearly and succinctly positions with which UNM faculty and administrators can agree or disagree. We anticipate our positions may serve as the springboard for directed discussions on the various issues. Directed discussions followed by the development of a specific action plan with measurable objectives, timelines, and periodic follow-up review are most likely to produce closure on commitments made by the Administration to help the department and commitments by program faculty to enhance the department.

After a careful reading of the self-study provided to us and a 2 1/2 day visit to the University of New Mexico campus to review the HESS program, this report is submitted to Bessie Gallegos, Academic Program Review Specialist, and Gloria Napper-Owen, Chair of HESS. The report contains our assessment of departmental strengths, weaknesses and suggestions for improvement. We have

many years of experience as department chairs and professors and have served as reviewers for departments and programs at other universities. We have always been and continue to be active in our professional associations accepting numerous leadership positions. Our being in the mainstream of our professions has helped us to be aware of current best practices and enables us to contribute additional insight to the Department of HESS at the University of New Mexico. HESS is already a strong department, but there is no department that cannot improve. We believe our recommendations, if implemented, should result in a department better equipped to serve the university's service region, a department held in high esteem within the university and profession, and one producing quality, employable graduates.

Self –Study Document

The self-study document was very well prepared and served as a valuable tool in our review of HESS programs. The document clearly identified department concerns, stated program strengths and challenges, and itemized department priorities for future growth. Section 9, found on page 189 of the self-study report, lists six priorities for the future direction of the department, along with immediate and long-range plans. We as a committee support their choices.

Each of the programs within the department provided a comparison to similar institutions with those found in HESS. The comparisons included the number of faculty and type of course work, among other things. Although some HESS programs had a more limited number of faculty than comparative institutions, the listed graduate and undergraduate course work, and graduate experiences generally paralleled the comparative institutions. Each of the individual programs has met state/national accreditation standards, or is seeking accreditation.

The HESS department and individual program missions' closely relate to the strategic directions of the UNM and the COE. The University of New Mexico is committed to:

- Educate and encourage students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, contribute to the state and national economies, and lead satisfying lives.
- Discover and disseminate new knowledge and creative endeavors that will enhance the overall well being of society.
- Actively support social, cultural, and economic development in our communities to enhance the quality of life of all New Mexicans.

Throughout the self-study report, examples were provided that detail the unit's contribution in educating students, discovering and disseminating new knowledge, and supporting social development via service.

Throughout the document each of the HESS programs detailed the impact and visibility of the program. For example, the undergraduate students in the athletic training program provide countless service hours to the UNM athletic department and to high schools and community events. The sports administration graduate students work with UNM athletics and many community entities to provide services such as public relations, event management, game day preparation, etc. Within the health education program the South Valley Partners for Environmental Health Research partnership and the Comadre a Comadre project impact local Latino and Hispanic individuals and communities. All of the above mentioned activities provide great visibility for the program, department, college, and university.

Many of the faculty have distinguished themselves as leaders within the university, the community, and the profession. Annie Clement and Todd Seidler have both written books and have national reputations in sport law and facility management, respectively. Eli Duryea has received NSF funding with faculty in the School of Engineering. Glenn Hushman and Gloria Napper-Owen have served in state, district, and national leadership roles for the American Alliance for Health, Physical Education, Recreation and Dance. Susan McGowen has distinguished herself with the work she has done with the X-Games. All faculty are engaged, in various degrees, with the scholarly endeavors of research, publications, and presentations.

Student success and learning outcomes were provided by each of the unit programs in the self-study report. A variety of assessments have been identified for each program and used as direct measures of student learning. From what we were able to discern, most students understand and have mastered most, if not all, of the identified student learning objectives within each program. But just as importantly, each program identified what they might do to ensure even greater success in student learning. For example, in the health program for HED 471 a recommendation is made to improve student learning. That recommendation is: Greater integration of guest speakers who can provide students with community wide examples on theory, application and presentation of current community health problems beyond just classroom lectures.

It is very obvious that faculty in HESS contribute to other academic units and collaborative initiatives. For example, faculty work with other academic units such as the Nutrition Program, Teacher Education, Educational Psychology, Public Health, Biochemistry, Fine Arts, and UNM School of Medicine, to name but a few. In addition HESS courses are taken by students in these other academic units, and HESS activity courses are taken as electives by approximately 15,000 students across UNM.

HESS faculty and students are engaged in numerous community service and experiential learning opportunities. Health education and physical education students engage in community partnerships via field experiences, internships, and student teaching in the communities in and around Albuquerque and with Albuquerque Public Schools. The placement sites for community health education sports administration, athletic training and exercise science are many and include: Lovelace Medical Care System, Kirkland Air Force Base, UNM Medical Sciences and UNM athletics. The School-Based Health Center Study trained graduate and undergraduate health education students in focus group research and they then participated as focus group facilitators. The summer youth sports program provides underserved youth in Albuquerque with a four-week recreational program. Students in the Athletic Training program provide coverage to local schools, UNM athletics, and community organizations during athletic practice and games while students in Exercise Science engage in undergraduate research with faculty. These research efforts have been presented at conferences and published in professional journals. We believe if HESS were to monitor and count the total number of service hours provided to outside community groups by students, the numbers would be staggering.

The Department as a Whole

From information in the self study and comments from the faculty and university administrators, the Department of Health, Exercise and Sports Sciences appears to be a well functioning unit. Each individual program has developed appropriate student learning outcomes and a method for evaluating required competencies that provides the foundation for improving classes and experiences. The individual units operate somewhat independently, but have close working relations with each other and collaborate well together. The Dean of the College of Education noted that the department is one of the strongest in the college with faculty that are cohesive and team players. The students were very complimentary of their faculty and generally felt they were receiving a good education. Nevertheless, there are certain challenges across all programs in the department:

- Both students and faculty consistently noted the difficult teaching conditions in the Johnson Center building. The classrooms are noisy due to activities in the gym area and there is no WiFi access in many spaces in the building. The heating and cooling systems are inefficient, and the windows do not all open and close.
- The historical budgeting process does not reward the department for the many service courses that are taught and which cost the department and college a considerable amount of money.
- The building in which the department is located also houses both the student recreation program and several athletic teams. These multiple uses often conflict and restrict student and faculty use of the building.
- The teaching load across the department is very high when compared to faculty at other research intensive universities. Even students noted that faculty have heavy teaching loads that prevent the faculty from more fully engaging students in research and outside class projects. All faculty in the department should teach a maximum of two courses each term.
- There are too few graduate assistants and it seems that graduate assistants are often used to teach elective basic instruction program courses or to carry out a battery of fitness tests for students in selected basic instruction program courses which may not contribute significantly to their professional development.
- External funding is minimal with a few exceptions as noted in the self-study document.

The Health Education Program

The Health Education Program at the University of New Mexico is well designed and appears to meet the needs of the culturally diverse population of the state. The faculty are cohesive and each faculty member has a well defined research agenda in such diverse and important areas as environmental health problems, food safety practices in Native American and Hispanic families, and asthma control interventions for low income families. They appear to be strong contributors to the department and college. They collaborate well with each other and with colleagues both inside and outside the university. Their commitment to quality teaching, research and service is to be commended.

It should be noted that this faculty has a very high teaching load (3-2) for a research-intensive university. Most faculty are at the assistant professor level and

need to conduct research and publish to advance their careers and to further advance the reputation of the program both inside and outside of the university. All of the faculty have research agendas that are well integrated with the local community and address important public health issues. We strongly feel that their teaching load should be reduced to a maximum of two courses per semester to allow them the necessary time to pursue their research agenda and mentor graduate students.

The program is composed of two concentrations: school health education and community health education. These are typical concentrations found in many health education programs across the United States.

School Health Program. This is a very small program. The undergraduate curriculum leads to licensure in the State of New Mexico. Future plans for the program include the development of a 24-credit online endorsement program to meet a perceived need created by the 2010 legislative action that established health education as a requirement for graduation in the State of New Mexico. The program also plans to create an online MS in School Health Education that will utilize coursework from the endorsement and allow students to add two courses and an assessment project to complete the MS program. This seems like a strong proposal **if** the demand is there for the endorsement. Further the current MS in School Health Education does not lead to licensure. Plans are to modify this degree program so as to include licensure with the degree. This is an important move to make this program more marketable to students.

School Health Program Recommendations. We recommend the following:

- This program should conduct a thorough market analysis to determine the need for school health education graduates in New Mexico and for the proposed school health endorsement. The results of this market analysis should be carefully considered before proceeding with the endorsement. If there is sufficient need, a faculty member should be hired to coordinate this program and to teach in the undergraduate and graduate school health programs.
- Students in the program were generally very complimentary of the program and felt they were receiving a good educational experience from the faculty. They recommended that School Health Students do practical experiences earlier in the program.

Community Health Education Program. The strength of this program is the faculty, their commitment to the program, and their diverse research interests. The undergraduate curriculum of this program is adequate, but changes could be made to strengthen it. Much of the coursework in the Community Health Education and

School Health Education programs overlap. In other words the same courses serve both programs. As a result, some of these overlapping courses are more appropriate for one concentration than the other. At the same time there are courses that could be added to the community health education program that would improve the curriculum and better position the program for future approval and/or accreditation efforts in this profession. Undergraduate Public/Community Health Education programs have the option to be approved by the Society for Public Health Education (SOPHE) and the American Association for Health Education's (AAHE) Baccalaureate Approval Committee (SABPAC). The profession has been working for the past decade to establish a true accreditation system through the Council for Education in Public Health (CEPH) that will replace SABPAC approval. Indications are that this accreditation will be approved and in operation by 2014. The Community Health Education program is poised with minor modifications to position itself for program accreditation when available.

Community Health Education Recommendations. We recommend the following:

- Allow students to select a specified number of topical courses (i.e. Consumer Health, HIV/AIDS Prevention, First Aid, Injury Prevention, Violence Prevention, etc.) from a list of approved electives instead of requiring all of the current topical courses for all students. This would allow the program to offer topical courses every other year. With fewer topical courses other courses more germane to community health education could be required.
- Consider adding core public health courses (such as Environmental Health, Epidemiology, Health Administration etc.) and NCHEC focused courses (such as Program Evaluation, Community Organization and Mobilization, etc).
- Move forward with SABPAC approval for the undergraduate Community Health Education Program. Going through this process will help insure the program is well positioned for CEPH accreditation when available.
- In keeping with the national trend, the faculty may wish to consider changing the name of the undergraduate Community Health Education program to the Public/Community Health Education program OR Public Health Education Program. Note this suggested name change is NOT required for program approval or accreditation. It may, however, enhance program recognition and increase prestige.
- Initiate a national Eta Sigma Gamma chapter for the students.
- Reduce teaching loads of faculty to two courses per semester
- Students in the program were generally very complimentary of the program and felt they were receiving a good educational experience from the faculty. They recommended that: 1) Community Health Education students should have more

focus on population based approaches, behavior change models, health care, social determinants of health, oppression, racism, poverty, 2) faculty should offer more online classes as this would provide more flexibility for students who are working and taking care of families, 3) the program should require the students to complete Multicultural Health Beliefs class early-on so that the content can inform their understanding of subsequent courses in program planning and other classes, and 4) two master's students felt fortunate they could be involved in faculty research while other students could not. The students perception was that faculty were overstretched with their teaching loads and did not have sufficient time to engage and mentor graduate students in research.

Physical Education Teacher Education/Curriculum and Instruction (PETE).

The physical education teacher education/curriculum and instruction concentration offers a comprehensive program with undergraduate and graduate degrees. There are currently four faculty teaching in this concentration with one of them serving as the manager for the basic instruction program courses and another serving as the department chair. It appears that this group is working well together in the coverage of the courses; however, it appears that the department chair has a relatively high teaching load to go along with her administrative responsibilities. If workloads were adjusted to 2/2 for all core faculty in the department, and if all programs and course offerings remained as they currently are, this concentration would need an additional faculty line (either a tenure line or a lecturer).

The faculty within PETE are actively engaged in publications, presentations, and service. From the abbreviated vita's we viewed, their publications are in appropriate journals and are applied in nature. It would be desirous to have more data-based research articles and this can be achieved by engaging the Ph.D. candidates in shared research during their time on campus. In addition, faculty are exploring collaborative research opportunities with faculty members in other universities, which if successful, may result in increased manuscript submissions.

We question the need for a MS degree in Curriculum and Instruction with K-12 licensure and the need for a MS degree in adapted physical education. On the surface it appears that these might be good additions since they are not currently available. However, adding new programs comes with a cost and we believe that faculty would be better served by strengthening the programs already in existence.

We visited with two undergraduate physical education majors and two Ph.D. candidates. The undergraduate students shared with us that they really liked the

early opportunities to experience a variety of teaching settings, diverse students, and grade levels. They indicated that they felt more prepared than peers in other teacher education disciplines for starting their practice teaching. They also indicated that students in other disciplines commented on the preparedness of the physical education majors for teaching. These two students mentioned in particular their comfort in writing lesson plans and actually teaching students. The only frustration they expressed was with the process of completing their portfolios. They suggested that perhaps the instructors could review the portfolio process more often and provide suggestions in each class as to what materials (artifacts) might be appropriate to go into the portfolio.

The graduate students we visited with indicated that they would like more research-related assignments in their classes and more opportunities to conduct research. They commented that research productivity and effective mentoring is perhaps hindered by the heavy faculty teaching loads.

Faculty reported that one strength of the program is the placement of students in experiences with ethnic diversity during their one observational experience during their sophomore year and their two elementary and two high school practicums. This strength was reiterated by students. Faculty were enthusiastic with the positive experiences they had observed with students using new technology during classes and field experiences.

Physical Education Teacher Education Recommendations. We recommend the following:

- Consider doing a market analysis to assess the demand for adapted physical education professionals in New Mexico. Use the data to decide whether to proceed with the development of this new master's option.
- Consider doing a market analysis to assess the need for a master of science in curriculum and instruction with eligibility for licensure in the K-12 school setting. Use the data to decide whether to proceed with the development of this new master's option.
- We agree with the faculty recommendation to update and modify current required courses in the doctoral program to be reflective of the requirements of working as an assistant professor in an institution of higher learning.
- We agree with the faculty recommendation that each doctoral candidate have, as a minimum, one data-based manuscript in review for publication before exiting the program in order to prepare them for their role as a professor in an institution of higher learning. To further increase opportunities for future employment for Ph.D. students you might consider an even more stringent

- requirement of 2-3 published articles or submitted manuscripts prior to completion of their graduate programs.
- We recommend that you consider providing your Ph.D. students with teaching experiences beyond the basic instruction program to better prepare them for future faculty roles.

Exercise Science

Exercise Science has been one of UNM's most active and strongest programs for the past quarter century. Faculty have established local collaborations with Lovelace Research Foundation, Veterans Administration Hospital, UNM Clinical Nutrition, UNM Internal Medicine and UNM MIND Research Network that afford a multitude of opportunities for productive scholarly endeavors. Independent research by faculty and both MS and Ph.D, students has led to an impressive publication record in refereed journals. Faculty have authored popular exercise science professional preparation textbooks. Undergraduates, as well as interested graduate students, are involved in writing research review articles for publication in professional peer-reviewed fitness journals. Students as well as faculty present regularly at local, regional, and national meetings, such as the UNM COE Graduate Research Colloquium and the American College of Sports Medicine. Both faculty and graduate students regularly seek grant funding to support their research activities. Faculty have made good use of the limited time available for scholarship afforded by heavy teaching loads.

Class curricula in core competencies are augmented for students by internship opportunities at a wide variety of community fitness, rehabilitation and sports training facilities. Undergraduate students complete two 180-hour internships that permit them exploration of career options. Similarly, graduate students choose either a research or a teaching internship. Exercise Science has developed and continually refines their strategy for student learning outcomes assessment. Indirect evidence of success is the outstanding record of career placement of MS and PhD graduate students.

The self-study clearly outlined the strengths of the program and the thoughtful plans to ensure the educational quality of the program. Successful completion of the ongoing searches to replace two senior faculty members is a critical first step. Challenges regarding insufficient laboratory space, need for establishing a budget to repair and replace the heavily utilized Exercise Science equipment, the limited number of teaching and graduate assistantships, and the need to offer classes to a combined audience of undergraduate and graduate students are all issues outlined

in the self-study that require attention by both faculty and upper administration. Given current resources, Exercise Science has capped their popular undergraduate program in an effort to assure quality.

Graduate students in Exercise Science praised the enthusiasm and passion of their faculty and wished for more opportunities to be involved in faculty research. Currently exercise science GAs are involved primarily in fitness testing particularly for the battery of fitness tests available for students in certain activity classes. They expressed a need to have classroom teaching experience and preferably a chance to be instructor of record for one or more classes.

Faculty noted the total of 180 undergraduate students and 24 MS and Ph.D, students as challenging for four faculty (currently 2 faculty and a visiting faculty, with 2 ongoing searches). Faculty emphasized their current dilemma to handle large classes in limited classroom space in the teaching lab. One strategy being considered is to have faculty teach the lecture portion of classes requiring a lab and have a TA responsible for teaching multiple laboratory sessions so that each student enrolled could have hands-on practice with the protocols. This would also address the needs expressed by doctoral students to gain teaching experience. We think this is a good solution and should be implemented as soon as possible. Faculty also have inventoried their equipment and noted estimated longevity and replacement needs, with funding for maintenance and replacement uncertain. An action plan needs to be developed for maintaining and updating equipment. Faculty also raised the issue of start-up funds toward research for new faculty being recruited in the current searches. Research in Exercise Science is increasingly molecular with needs for specialized equipment. Start-up funding is necessary to compete with other research intensive universities and would allow for immediate research productivity by new faculty.

Exercise Science Recommendations. We recommend the following:

- Consider having undergraduate students do the battery of fitness tests for activity classes as practice hours for their undergraduate preparation, perhaps an assignment in Tests and Measurements. Reassign the doctoral graduate assistants who are presently charged with conducting the battery of fitness tests so that they are more engaged in teaching, perhaps teaching the undergraduates to do the fitness testing protocols and teaching in other classroom venues. Alternately, master's students could be hired as GAs to do the fitness testing.
- If possible, all doctoral students should be instructor of record for one class or be TA's teaching some classes in undergraduate courses in order to gain classroom teaching experience.

- Consider the expressed desires of graduate students for research experience by adjusting faculty teaching workloads to 2-2 to afford more research time and time to effectively mentor graduate students in research and scholarly endeavors.
- Research the amount of start-up monies awarded to new Exercise Science faculty in comparable research intensive universities and consider requesting equivalent beginning funds for the two new hires.
- Seek an additional tenure track faculty line as four faculty members are not enough to support adequate research in Exercise Science in a Research 1 university given the current student enrollment. Even five tenure-track faculty would not allow Exercise Science to approach the desirable faculty:student ratio of 1:18 mentioned by Dr. Abdallah.

Sports Administration

The Sports Administration program at UNM is well established with a national reputation for excellence. The program has initiated partnerships with many groups in the Albuquerque area including: UNM Athletics, NM High School Activities Association, Albuquerque Public Schools, Albuquerque Convention and Visitors Bureau, and the Isotopes Baseball Club. Faculty (Seidler, Clement, Barnes) publish regularly in peer-reviewed journals and have identified and fostered individual areas of expertise.

Both the master's program and doctoral program in Sports Administration have many students enrolled and larger than optimal student numbers in graduate classes. As we understand, master's students have the option of a broad exposure to six different areas of intercollegiate administration through a 300-hour internship that includes operations & facilities, marketing, media relations, athletic support group administration & development, and compliance. It is unclear whether all MS students experience this broad exposure. For example, is it only for those doing the thesis option or is it also for those who choose the option of Master of Science degree program in Physical Education and Administrative Licensure (51 credit hours)? Doctoral students have the option to do an internship.

The graduate students in Sports Administration with whom we visited commented that they were grateful for the opportunity for the TA positions awarded them and felt they had top-notch professors. However, the students also commented that they would like to have more research experiences and opportunities to publish by the end of their doctoral program. They felt that teaching activity classes as TAs required considerable time that might better be spent assisting with research. Also,

the doctoral students who aspire to careers in academia expressed a desire to have experience in classroom teaching in Sport Administration courses. Knowing that there are no undergraduate sport administration courses, we suggest that faculty seek opportunities for these students to teach or guest lecture in appropriate undergraduate exercise science, physical education, and/or athletic training courses.

Our discussions with faculty revealed that the relationship with the Athletics Department is exceptional and affords opportunities for students. Completion rates for students are lower than optimal and faculty are considering more selective admission policies. Faculty also commented that the lack of GAs for research inhibited faculty research productivity and opportunities for graduate students to engage in research prior to their dissertations. Discussions also exposed a problem related to uncertainty regarding one faculty line.

Sports Administration Recommendations. We recommend the following:

- A major step in improving the program would be to have TAs teach no more than three activity classes per semester and to spend 10 hours per week assisting faculty in research endeavors.
- Faculty need to address the expressed desire by doctoral students to engage in classroom teaching. We recommend that faculty seek opportunities for doctoral students to develop lesson plans, deliver guest lectures, grade papers, etc. for master's level classes or for undergraduates in other classes such as Management Concepts in Sports and Fitness and Organization and Administration.
- We agree with faculty that enrollment management must be addressed.

Athletic Training

The HESS program leading to the Bachelor of Science in Athletic Training has a mission to provide a comprehensive didactic and clinical foundation to prepare practitioners capable of becoming board-certified professional Athletic Trainers. Admission into the program is highly competitive and limited. Clinical experience and community involvement during training are emphasized. Rubrics have been created to assure student learning through appropriate assessment. UNM-ATEP is accredited by CAATE until 2016-2017. However, successful completion of the ongoing search for a Clinical Coordinator will be necessary to bring UNM-ATEP into compliance with accreditation standards. Also, strengthening the Memorandum of Understanding between UNM-ATEP and UNM Department of

Athletics is needed for the shared facility to assure access of equipment to athletic training students.

Visits with students were most enlightening. Students were appreciative of the rich and diverse experiences offered by the program that allowed them to discover in what area of athletic training they would like to work. Some of the diverse experiences they mentioned included practical participation with local high schools, professional internships with the Scorpions, Kirkland Air Force Base, UNM athletics, and involvement at State Fair rodeos and local events like the Firefighters vs Cops games. They expressed sincere appreciation for the networking opportunities provided by the efforts of Dr. McGowen. Impressive were the professional demeanor and positive attitudes expressed by these students. They noted that every moment is a moment you can be learning, e.g. taping your 50th ankle allows you to once again go over in your mind that best method for taping an ankle and to practice performing that best method. It is clear that the current challenges facing the Athletic Training unit are not diminishing student learning or the instillation of professional attitudes. However, the students noted the extra stress involved in the current situation for both students and faculty. They also noted the need for renovation of the training room in Johnson Center. They appreciated the office space for the graduate students when they had it and regret its loss to online education personnel.

Athletic Training Recommendations. Of the long-range goals described in the Self-Study, we believe the following are the most critical.

- Address all potential issues of non-compliance with CAATE
 - Hire more faculty, in particular, a Clinical Coordinator (Lecturer II) who would also be teaching faculty (we understand that the search for this individual is underway).
- For stability and to allow scholarly productivity, a tenure-track faculty should be hired. This person would also teach in the program.
- For stability, and to more accurately reflect the responsibilities and contributions of the current Lecturer III, consider changing her rank to Associate Clinical Professor. She would continue to serve as Program Coordinator and teaching faculty. This title change would put her more in line with those in the medical school that have similar responsibilities.
- Having three faculty members in the Athletic Training program (a Program Coordinator/Associate Clinical Professor/now Lecturer III and a Clinical Coordinator/Lecturer II for which a search is currently underway and a tenure-track faculty for which a search should be requested) would then address the student's recommendation that a variety of teachers be utilized for teaching

required classes. This would bring beneficial breadth to the offerings and broaden student understanding. In addition, these three faculty would allow for scholarly productivity in a research intensive university and for increasing the number of students in the program based on CAATE faculty-student ratios.

Additional Questions

The cover letter sent by Dr. Gregory Heileman, Associate Provost for Curriculum, asked us to respond to the following five additional questions:

1. How are workload issues addressed at other research extensive universities?
From our experience teaching load is typically two courses per semester unless faculty have grants that allow them to buy out of teaching courses. When teaching two courses per semester, there are expectations that the faculty will conduct research, write grants, publish articles, and present at state, national and international meetings.
2. How do other universities address funding for university-based activity programs? There are numerous ways these programs are funded. We are aware of universities that have privatized these classes and separated them from the department budget. The courses are essentially offered on a for profit basis with the students paying a fee for each class. At another institution the courses are run through the Department of Continuing Education which means students pay a fee for the courses. In this situation, the courses are jointly scheduled by the PE Department and the Department of Continuing Education. The FTE's generated for the courses are assigned to the PE Department. In still another university, a performance based budgeting model was developed. Since departments make money for all classes taught based on the number of students in the class, the activity courses are self funded.
3. How do similar programs address online education within the professional school curriculum? Again, there are many different models for this. Online education can be completely separate from the professional school curriculum, utilized to enhance the professional school curriculum by providing additional options for students, or can replace required courses in the curriculum. Online courses should be self funded and should generate revenue for the university, college and department. Since there are fewer on campus resources used by online students, discounted tuition may be available for online students and out-of-state fees may be waved.
4. How do other institutions address outdated space, equipment and facility issues for similar academic programs? See response #2 above as these funding models also provide money for maintenance and equipment replacement.

Outdated facilities typically require a bond issue or private donations or capital funding from the state.

5. How many similar academic programs are housed within green campus environments? Interesting question, but we have no idea how many programs are in green environments.

Summary

The Department of Health, Exercise and Sports Sciences has many strengths and is doing many things well. Most have been identified in the self-study and mentioned in this report but we would like to reiterate a few strengths here:

- Undergraduate and graduate programs that reflect faculty expertise.
- Faculty support of student majors.
- Senior faculty who are professionally engaged in and committed to scholarship.
- Hands-on experiences built into programs.
- A large, popular and diverse activity program.
- A graduate and undergraduate specialization in community/public health education with a bright future for growth and professional accreditation.
- Strong university and community involvement
- Use of technology in professional programs.
- Degree programs that adhere to state and national accreditation standards.
- A plan to gather and use student-learning data.
- A well thought-out and articulated list of goals.

We believe the Department has done a great job of detailing future directions in the self-study report. From our perspective, your central issues for the department as a whole are detailed below. Recommendations for individual degree programs were provided earlier in the report.

- **Workload.** The core faculty in HESS are stretched thin with 3-2 teaching loads, research expectations, and service commitments. This certainly impacts the quality of the education undergraduate and graduate students receive and the mentoring of scholarship among graduate students. Here are suggestions for how you might address the workload issues:
 - ✓ *Determine your core mission.* First, determine the core mission of the department. From our perspective, that mission is undergraduate and graduate preparation of students in athletic training, physical education teaching, health education, exercise science, and sports administration. A second mission is the production of scholarly works by faculty and graduate students. A tertiary mission of the department is the teaching of basic activity courses; yet that tertiary mission is one cause of the workload issues that affect the department. Once you determine your core mission

you will be better able to prioritize activities and eliminate those that do not directly support or promote the core mission.

- ✓ *Address staffing.* First and foremost, a clinical coordinator in athletic training is essential, not only to alleviate workload, but for accreditation compliance. Second, another faculty line in exercise science would alleviate workload issues that result from high enrollment of undergraduate majors and provide mentoring for graduate students. Third, the status of the faculty line in sports administration for the individual who is on leave must be determined so future planning can occur. Workload and graduate mentoring issues indicate that this line is essential for the program. And fourth, evaluate the workload of the department chair so she can dedicate more time to department administration.
 - ✓ *Curriculum Audit.* Conduct a curriculum audit with all programs to determine course duplication within the department, college, and university; what courses are essential to meeting accreditation standards and/or competencies; what courses can be appropriately merged; what courses can be eliminated; etc. This is a difficult exercise as it is easy to believe that all of the courses offered within a curriculum program are important; however, if faculty truly desire to reduce the course loads they teach, it is essential that they help address the issue by reducing the number of courses that are required and/or offered in a degree program.
 - ✓ *Graduate assistant responsibilities.* As we have learned, graduate assistants have large teaching loads in the basic activity program. As the basic activity program is a tertiary mission of the department (as we see it) it is imperative that the department investigate ways in which graduate assistants can be used to help the department meet its core mission of teaching core courses of degree programs and the research endeavors of the faculty, rather than just as instructors of basic activity courses.
- **Degree Programs.** Determine the degrees that should be offered related to the core mission. Although the department currently has well established undergraduate and graduate degree programs it is desirous of establishing new degrees. Before taking on any new degree programs, it is suggested that you conduct market analysis as indicated in this report since new degrees require an investment of resources (time and personnel) that might better be used with established programs. Further there are several programs with low enrollment that must be examined to determine their role in the core mission of the department.
 - **Enrollment Management.** The department needs to develop an enrollment management plan for the undergraduate exercise science program and the sports administration graduate program. This plan needs to systematically allow the exercise science program to grow and foster completion of sport administration candidates, while allowing faculty to control the rate of growth.
 - **Basic Activity Program.** We certainly understand the importance of a basic activity program to the university and recognize the huge number of student credit

hours that are generated from the program. We also believe it is important to offer basic activity courses to enhance the health and well being of students and teach them lifelong health and fitness behaviors. As explained under Workload within this summary, we believe the basic activity program is tertiary to the core mission of the department and college and those resources (graduate students) allocated to teaching these courses should be used to further the core mission. As such, alternative ways of funding the teaching of basic activity courses needs to be explored. It is suggested that the department work with the College of Education Dean and University Provost to investigate alternative funding options for delivering these courses.

- **Facilities.** Address the facility deficits explained throughout the document. This means developing plans for Smart boards in the Johnson Center classrooms (if they are continued to be used); establishing new science-based laboratories that are large enough for proper instruction to occur; planning for the purchase and/or maintenance of equipment; establishing equitable shared use of Johnson Center with Athletics and Rec Services; establishing timelines for the general maintenance of the facility which includes window repairs (windows don't open and close properly) and inadequate heating and cooling systems; and eliminate the noise distraction in the academic classrooms that comes from the gymnasium. Some of these issues need to be addressed in the short term while others need to be looked at in relation to long term planning. One suggestion regarding the noise issue in the classrooms is for faculty to seek out other classrooms on campus in which they can teach their classes.

As we heard from a number of individuals, a feasibility study is being initiated regarding to a new recreation building. We strongly recommend that the Dean of the College of Education (Howell) and the HESS Department Chair (Napper-Owen) be included as members of the study team.

- **Advisory Boards.** It is recommended that all programs in the department establish advisory boards that consist of community members, industry experts, former students, etc., who can assist with curriculum development, program evaluation, fund raising, and general program support. In addition, having advisory boards builds partnerships, creates networking opportunities, and fosters cooperation with important constituents of the various programs.

In conclusion, we feel that the HESS department is a strong, collegial team that is serving its students and the university well. Administration has expressed interest in addressing HESS facility issues and appears willing to increase faculty so as to bring student:faculty ratios more in line with a research intensive university. It has been a great pleasure to meet all those involved in the Review process. We hope the issues brought forward and the recommendations we made will begin fruitful discussions resulting in thoughtful decisions to ensure success for HESS in the next decade.

Should you have question or need further clarification on any points in this report, please contact us.