

California State University, Fullerton
Department of Kinesiology



Department Response to Site Visit Team Report

Program Performance Review
2009-2016

Department of Kinesiology Response

The Department of Kinesiology, faculty and staff, truly appreciate the efforts of the Review Team (Jason Shepard, Scott Sailor, Sandra Shultz) in participating with our Program Performance Review (PPR). Their review of the Self-study Report and in-person visit on campus culminated in producing the Summary Report. The Summary Report is very thorough and frank; the Department has already, and will continue, to utilize the report as we move forward in fulfilling our mission.

An overarching comment/concern from both the Department faculty and the Review Team is the condensed/compacted site visit schedule; simply, there was not enough time to adequately discuss pertinent topics with each group of faculty. In addition, it should be noted that several faculty members were not available or able to attend the scheduled meetings (sabbatical, leave, etc.). It would behoove a unit of our size to conduct the visit over multiple days in comparison to the standard practice of one day; we recognize this is a substantial increase to the expense/cost of conducting the PPR but feel it is necessary to ensure a beneficial and productive product. We also recommend that more information/guidance regarding the site visit (purpose, objectives, agenda, etc.) be provided in the PPR Guidelines.

The Summary Report provided by the Review Team describe the events of the site visit as well as commentary towards the following areas:

- Department Mission & Goals
- Undergraduate Curriculum
- Student Engagement/Experiential Learning
- Graduate Curriculum
- Assessment
- Facilities/Space
- Resources
- Enrollment Management
- Academic Advising/Student Support
- Faculty Expectations and Workload
- Research
- Service and Community Engagement
- Office Staff

The Review Team summarizes the report in presenting a *Summary of Strengths and Weaknesses* and identifying eleven (11) points of *Recommendations*. The Department Response is crafted by addressing the points of Recommendations into related groups/topic areas.

Department Mission, Outcomes

1. Strengthen the identity of the Department.
2. Collectively develop a new strategic plan with measurable objectives.
4. Conduct student surveys and use that to inform curriculum decisions.

The current Department structure (personnel) and mission (curriculum) is the result of the 2010 strategic plan. Our commitment (and identity) is to provide a ***broad and comprehensive*** experience to the field of Kinesiology at both the undergraduate and graduate level. Our

established goals are aligned with those of the University and College of Health and Human Development and were crafted to be inclusive of the entire Department and field of Kinesiology. This format provides the infrastructure and flexibility to appropriately recognize the contributions and strengths of each individual faculty. Our faculty are very productive and successful in their respective areas as researchers, scholar-teachers, and leaders. In turn, their individual achievements contribute to the overall identity of the Department and the breadth of expertise we provide through our curricula.

The current faculty provide expertise from the various sub-disciplines; collectively, the field of Kinesiology is presented to our students. While we disagree that a new strategic plan is in order, the faculty does recognize the value of identifying measureable objectives and incorporating them into the Department Assessment Plan. During the 2016 Fall and 2017 Spring Department Retreats, faculty discussion produced the following items which we felt would best describe the productivity and student learning experience of the Department.

The Department is currently identifying mechanisms through which this data/information can be efficiently procured. The Department has implemented study surveys but have been confronted with limitations due to timing and oversaturation of data collection efforts. We welcome the assistance of external units in gathering this important data.

- attendance at professional conferences/workshops
- participation in professional presentations and publications
- exposure and participation in High Impact Practices
- experience with community engagement opportunities
- attainment of professional credentialing/certifications (CSCS, BOC, etc)
- membership in professional organizations
- continuation with graduate education (master, doctoral)
- employment in related area

These items were selected as they best represent and describe Department Goals and that student acquisition of knowledge and content matter is inherently represented through their successful academic progression and Department Graduation Rates. In addition, these items are representative of productivity from all aspects of the Department and not viewed as quantitative benchmarks of success. We recognize the dynamic environments surrounding our students and faculty, and we want to support and recognize their efforts as they respond to changes in their individual situations.

Facility Space and Resources

3. Consider increasing class sizes to create more efficiencies in faculty time and instructional space.

7. Build a Department proposed operating budget (separate from the Academic Affairs provided baseline budget) that accounts for all of the instruction, equipment and other expenses to better meet needs and advocate for needs.

10. Re-evaluate space needs and equity.

Utilization of space and class sizes have been ongoing issues for the Department. Class sizes have been established after careful consideration of course objectives and pedagogical principles. In instances where increasing class size has been warranted, the Department (as with the entire campus community) is provided limited access to facilities capable of the requested capacity. In addition, classrooms under the management of the Department are older and have very limited

capacity. We will continue to work with the University Scheduling Office to acquire space that can accommodate the requested class size.

In the past academic year, the Department has been able to address two issues of equity with regards to laboratory space. In collaboration with CSUF Environmental Health and Safety Office, a laboratory in McCarthy Hall has been approved to be used for the Biochemistry and Molecular Exercise Physiology Laboratory. This is a long-term commitment by both units and allows for stability and continuity of the lab agenda. Prior to the site visit, the Department reorganized scheduling of classes and has been able to designate a space to be utilized as the Performance Psychology Laboratory, serving numerous faculty in the areas of Sport and Performance Psychology. In addition to research and field work projects, this space will also be utilized as breakout/activity space for various Department courses.

Upkeep and maintenance of classrooms, studios, and laboratories continue to be a major concern for the Department. We agree that the dilapidating facilities are a deterrent to recruiting and does present a case of inequity. We are aware that the University has a maintenance/refresh schedule for campus facilities, however, it is not clear which facilities are included and what the schedule is. The Department is not provided with adequate funding for these purposes and therefore much needed work is not conducted. The Department continues to be placed in a position to address these concerns with no support in providing appropriate responses. As an example, a recent quote to repaint one classroom equaled 25% of the Department's annual operating budget. Needless, to say, the needed work to the room will not be conducted. The Department will continue to address (divert) these issues and welcome any external support and guidance.

The Department has and will continue to address equipment and expenses through means other than the budget provided by Academic Affairs (operating budget), e.g., philanthropic donations. However, we feel it is inappropriate to utilize these resources for items that are under the purview and responsibility of the University. In addition, the inflated service rates utilized by the University far exceeds those of external service groups. The Department would welcome any guidance on this matter.

Curriculum

6. Streamline curriculum to help facilitate better class scheduling and enrollment planning.

As described in the self-study document, actual enrollment management is controlled/instituted external to the Department. In completing our recent hiring plan, the Department has reached a point of consistency with respects to the number of Full-time faculty. This has provided the ability to reasonably estimate the need of Part-time lecturers, including Teaching Associates. What remains to be a confounding factor is admission practices utilized by the University, which in the recent years has been an enigma to the Department. We have contacted various units on campus and have been informed to expect similar admission rates that would produce an approximate major size of 1700-1800. This information, along with a stabilized number of faculty will allow the Department to determine scheduling needs while accounting for FTE and FTES targets.

Over the past two academic years, we have achieved a better grasp of the scheduling process and influencing factors. We will attempt to utilize efficient strategies and practices to streamline the

process, however, the size of the department (faculty, students), breadth of curriculum, and physical facility limitations will continue to complicate the process.

Faculty Workload

8. Critical evaluation of faculty workloads relative to teaching and research priorities and tenure and promotion expectations.
9. If external funding is a priority, better position faculty workload and resources to ensure success and retention of research active faculty.

Requirements for tenure and promotion and expected work load are provided to each faculty member during the interview process as well as upon hiring. The faculty routinely reviews the established Department Personnel Standards to assure appropriateness and attainability. Faculty progress is monitored and observed by the Department Chair (and faculty mentor if applicable) to provide support on an individual basis. The Department has explored various other work load models that could potentially provide more time for research and service; however, given the limitations in resources and funding model, none of these options have proved to be amenable to the faculty. Especially for faculty seeking tenure or promotion, the Department is sensitive to ensuring changes to workload would not negatively impact an individual's ability to satisfy Department and University standards in lieu of satisfying individual expectations or preferences.

It is our understanding that while external funding and research efforts are *appreciated*, they are not a priority of the University as the current funding model is still based on teaching and student enrollment, FTES. The faculty is made aware and encouraged to participate with internal (and external) funding opportunities, some of whom have been successful in receiving awards. The Department welcomes any additional resources or suggestions as how to better promote these efforts.

Community Engagement

11. Consider developing some systems (e.g., advisory board, alumni surveys, employer surveys) to obtain regular feedback from the community to better assess alignment between community need and graduates of this program.

The formation of an advisory board has been discussed by the Department for several years; we recognize the benefits of such a group and value their insight regarding the role and contributions of our graduates in the employment sector. At present, many of our faculty are affiliated with various community groups/agencies and provide this information on an individual basis. In addition, we secure feedback regarding our students through the Department's internship program. We are presently considering the benefits of an advisory board, alumni group, and employer surveys; we expect to implement one of these ideas prior to the next academic year.

Division Staff

5. Create separate support staffs for the Departments of Kinesiology and Health Sciences.

This recommendation was considered during the recent staff hiring for the Division. Based on the size of both departments (students, faculty) and existing physical infrastructure (offices, classrooms, etc.) it was agreed that separate support staffs for each department would provide advantages to the departments and the individual staff members. However, this would not occur in the given Division staff environment, unless additional staff members were approved for each

Department. In the immediate circumstance, we emphasize the value and need for cross-training and established a model that allows for internal staff support, especially during periods of high work load demand. We will continue to re-evaluate the Division/Department staff model over the next year.