

KINESIOLOGY UNDERGRADUATE STUDIES COMMITTEE RESPONSE  
TO THE  
REPORT OF THE UNDERGRADUATE PROGRAM 10-YEAR REVIEW

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Submitted by the Undergraduate Studies Committee

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## Introduction

The Department of Kinesiology Undergraduate Program was reviewed in accordance with the University of Wisconsin requirement that programs be formally evaluated at least every 10 years. The program review was performed during the 2015 fall semester. Dr. Barbara Ainsworth, Associate Director for Health Promotion Faculties in the School of Nutrition and Health Promotion at Arizona State University chaired the external review team. Other review team members included Dr. Kim Graber, Professor, Department of Kinesiology and Community Health at the University of Illinois and Dr. Larry Durstine, Professor, Department of Exercise Science at the University of South Carolina.

The Undergraduate Studies Committee developed a review plan that was approved by the Education Academic Planning Council during the 2014 fall semester, and then conducted a self-study during the 2015 spring semester. Members of the review team were provided copies of the self-study approximately one month in advance of their site visit, which occurred on December 9-10, 2015. The Review Team had an initial meeting with the Department of Kinesiology Chair, Dr. Dorothy Edwards and the Dean of the School of Education, Dr. Diana Hesse. They then met with faculty, staff, and students of the three undergraduate programs in Kinesiology (Athletic Training, Exercise & Movement Science, and Physical Education).

The Undergraduate Studies Committee (USC) commends the review team for their thorough review of the program and thoughtful recommendations. This document contains the review team's entire report (in italics) interspersed with the Undergraduate Studies Committee's responses to the reviewers' recommendations. The Undergraduate Studies Committee's responses are labeled "USC Response." The USC added item numbers to each recommendation by the review team.

## External Reviewers' Report

### Executive Summary

*This report provides a summary of the strengths, challenges, and recommendations for the Kinesiology program. Overall, the reviewers observed a high level of collegiality among faculty and staff in the Department of Kinesiology. They are pleased to be in the School of Education and feel supported by Dean Diana Hess and her staff. The tenure-level faculty members are outstanding researchers and are well funded from internal and external sources. The faculty has developed many collaborative projects with colleagues across the university. The academic staff is extraordinarily committed to the students and provide an array of services including teaching, advising, and degree coordination. The support staff for business services, technology, and facilities are satisfied with their jobs and seem to enjoy the tasks they are required to do. The students are very bright and appreciate the instruction and time for faculty interactions. As would be expected, differences exist in the professional goals for the students in different degrees and majors. All in all, students are satisfied with their education and feel well-prepared for their careers.*

*We focus our recommendations by themes of faculty, curriculum, student growth, facilities, and research support. We addressed areas we feel can be accomplished immediately with available resources. We also provided a few cautionary notes. When possible, we addressed the questions for consideration by the Review Team provided by the department.*

We began our recommendations with a review of the Mission Statement to assure it reflects the activities of the department.

**Mission Statement for the Department of Kinesiology:** The review committee felt the Department of Kinesiology's mission statement was unclear as written and we recommended a slight modification in how the mission statement is worded.

Current: The mission of the Department of Kinesiology is to create, interpret, transmit, and apply this knowledge related to movement, physical activity, development, and occupational participation with the ultimate of enhancing human health and quality of life.

Modified: The mission of the Department of Kinesiology is to create, interpret, disseminate, and apply this new knowledge to physical activity and human movement. The primary goal of this new knowledge is to enhance human health and increase quality of life.

The committee was unfamiliar with a department having an additional mission statement for the Undergraduate Program.

**USC Response:** For clarity, we have highlighted here the changes (underline added and strikeout deletions) recommended by the reviewers:

The mission of the Department of Kinesiology is to create, interpret, ~~transmit,~~disseminate and apply this new knowledge to physical activity and human movement. ~~related to movement, physical activity, development, and occupational participation with the ultimate of~~ The primary goal of this new knowledge is to enhanceing human health and increase quality of life.

The following mission statements were included in the self-study material that was sent to the review team prior to their site visit:

Mission Statements:

- Department of Kinesiology: The mission of the Department of Kinesiology is to create, interpret, transmit, and apply knowledge related to movement, physical activity, development and occupational participation with the ultimate goal of enhancing human health and quality of life.
- Kinesiology Undergraduate Program: To establish a tradition of excellence in developing independent and critical thinkers through effective instruction and active learning experiences in the theoretical and applied aspects of research in kinesiology. The ultimate goal is to prepare future leaders who meet the needs of society in health, physical activity, exercise and movement.

The current department mission statement is a reflection of the entire department (Kinesiology and Occupational Therapy) and underwent extensive discussions and revisions by department faculty and staff after our previous program review. In addition, the undergraduate program mission statement is written to align with the Office of the Provost's *Wisconsin Experience and Essential Learning Outcomes for UW-Madison Undergraduates*. The Undergraduate Studies Committee does not feel that a modification is warranted at this time.

**FACULTY**

**Recommendation 1: The review team recommends faculty engage in Kinesiology organizations that can bring national recognition to the Department of Kinesiology at the University of Wisconsin.**

*For many years, the Department of Kinesiology at the University of Wisconsin was known for its outstanding faculty in exercise physiology, measurement, exercise psychology, pedagogy, physical activity and health, and in other areas. The reviewers were pleasantly surprised to learn about the outstanding accomplishments of the current tenure-line faculty regarding grantsmanship, scholarly publications, and scientific discoveries. The strengths of the Department of Kinesiology and the faculty in the Kinesiology area at the University of Wisconsin, however, are presently not well publicized outside the university. The reduction in the National Academy of Kinesiology doctoral program rankings may be a reflection of the minimal involvement of faculty in Kinesiology organizations. Ways to increase visibility include department membership in the American Kinesiology Association and the Department Chair attending the national workshops, election of talented faculty into the National Academy of Kinesiology, and faculty leadership in professional organizations like the American College of Sports Medicine (ACSM). Further, undergraduate and graduate students in the Exercise and Movement Science major would benefit from participation in the Midwest Regional Chapter of the ACSM. Involvement in these and other professional Kinesiology-related organizations will increase the visibility of the Department of Kinesiology and strengthen its ties to Kinesiology as a profession.*

**USC Response:** Currently, the faculty and staff in the Department of Kinesiology are active in a number of national Kinesiology organizations despite limited departmental resources for travel. Kinesiology organizations include the American College of Sports Medicine, the National Athletic Training Association, the North American Society for the Psychology of Sport and Physical Activity, and SHAPE America-the Society of Health and Physical Educators. Faculty and staff are also active in non-Kinesiology organizations including the American Pain Society, the American Psychosomatic Society, the Association for Experiential Education, the Federation of American Societies for Experimental Biology, the Society of Behavioral Medicine, and the Society for Neuroscience. We believe participation in these organizations provides broad national exposure of our department research programs. Our department is a member of the American Kinesiology Association and the department chair and/or other faculty members regularly attend the national meeting. We do agree with the review team that it would be beneficial to seek election of faculty in our department into the National Academy of Kinesiology, and we will further explore the benefits of student participation in the Midwest Regional Chapter of the American College of Sports Medicine.

***Recommendation 2: The review team recommends tenure-line faculty with research focusing on the study of physical activity be hired to develop a critical mass of faculty within the sub-disciplines in the Department of Kinesiology.***

*The department has relatively few faculty members with formal training in Kinesiology, although all perform research related to movement with animals and/or humans in one form or another. The American Kinesiology Association defines Kinesiology as "...the academic discipline which involves the study of physical activity and its impact on health, human performance, society, and quality of life". The reviewers feel strongly that faculty with formal training in Kinesiology be considered for employment as new tenure-lines become available. Such hires have the potential to strengthen ties to the Kinesiology professional organizations that will bring greater visibility to the department and help students with career opportunities.*

*The sub-disciplines that would benefit from additional tenure-level faculty are athletic training and physical education. Currently, Dr. David Bell is the only tenure-level faculty member*

*affiliated with the athletic training degree. We feel he and the students would benefit professionally by having an additional research active faculty member in the program. The physical education degree has no tenure-level faculty affiliated with the degree. We also recommend hiring a tenure-level faculty member for the physical education degree as described below.*

**USC Response:** The review team is correct in that faculty in the Department of Kinesiology have a wide range of training both within, as well as outside, of Kinesiology. We believe these different perspectives are a strength of our department and provide students with a wide array of knowledge across multiple fields. Interdisciplinary teaching and research are highly valued at the University of Wisconsin-Madison (UW-Madison Strategic Plan), with campus support for teaching and research that crosses the boundaries of traditional disciplines (e.g., cluster hires; UW2020: WARF Discovery Initiative). As for faculty/staff hires, we are in the process of hiring a person with formal training in Kinesiology to fill the position left vacant by Dr. Ann Ward's retirement.

The review team specifically indicated..."the sub-disciplines that would benefit from additional tenure-level faculty are athletic training and physical education." The Athletic Training Program is currently exploring a transition to the Master's degree level as mandated by their accrediting agency (CAATE). This must occur in the next six years if the program is to remain as a department offering. Current meetings are underway for the planning of this new program. Discussions of expanding full-time academic staff (Clinical Professor) or tenure-line faculty are central to this ongoing discussion. Discussions are also underway regarding the Physical Education Program. Since this recommendation as well as six other faculty and curriculum recommendations involve the Physical Education Program, we have decided to form a sub-committee of the USC committee to further discuss and strategize on optimal strategies to meet the external reviewers' recommendations. We agree that the Physical Education Program would benefit from a faculty hire but enrollment in the program needs to increase before we make a request for an additional faculty line (in light of the current budget constraints). Also, we would like to explore ways in which the Physical Education Program could contribute to the potential new major in Health Promotion and Equity. Members of the sub-committee include Cindy Kuhrasch, Kreg Gruben, Kelli Koltyn, and Dorothy Edwards, the current chair of the department. The sub-committee will review all of the external review team's recommendations involving the Physical Education Program, discuss strategies to enhance the program, seek input from the Bachelors of Science in Physical Education (BSPE) committee, and prepare a summary of responses addressing the external review team's recommendations. This summary will be reviewed by the USC committee and then brought to a department meeting for review. If there are budgetary considerations, then the summary will also be reviewed by the Department of Kinesiology Executive Committee.

***Recommendation 3: The review team recommends that as the Physical Education degree begins to grow, hiring one to two tenure-line faculty members to teach in the degree program is a strategic move.***

*Hiring additional tenure-track faculty will bring legitimacy to the program and reduce the program's currently marginalized status. Strategically hiring faculty with the strong potential for promotion, or at the associate professor level, will enable pedagogy to have a seat on the Department's Executive Committee where important department decisions are made. Physical Education faculty currently have no voice on this committee. Another benefit for the department*

*is to hire pedagogy faculty who specialize in physical activity research. They have the potential to receive external funding and could collaborate on research projects with other faculty in the department.*

**USC Response:** We agree that as enrollment in the Physical Education Program increases, hiring faculty with strong potential for promotion and tenure is essential. We have previously hired Assistant Professors in the Physical Education Program (e.g., 1999-2001 and 2003-2008) but these individuals left the University prior to being reviewed for promotion and tenure. We have also conducted searches for Full and Associate Professor positions in Physical Education, as well as a position for a pedagogy faculty who specializes in physical activity research but these searches were not successful. The sub-committee will discuss potential faculty hires and strategize on ways to enhance faculty recruitment and retention in Physical Education.

***Recommendation 4: The review team recommends that the Department of Kinesiology hire a full-time academic staff member to direct the Undergraduate Degree programs. This person will replace the line left vacant by Dr. Ann Ward's retirement.***

*The Kinesiology Undergraduate program is the largest part of the Department of Kinesiology and has many moving parts. This academic program includes three bachelor's degrees (Athletic Training, Kinesiology, and Physical Education), a minor in Health Education, and it offers courses for non-majors. The Kinesiology degree supports a major in Exercise and Movement Science and has proposed a major in Health Promotion and Equity. The Physical Education degree supports a concentration in Adapted Physical Education. Managing this diverse program is not a part-time job, and is a disservice to the program, students, and the coordinator if management of the program were assigned to a faculty member as a part-time assignment.*

**USC Response:** We agree with the review team and are in the process of hiring a full-time academic staff member with a background in Kinesiology to teach, advise, and coordinate activities related to the undergraduate degree programs.

***Recommendation 5: The review team recommends that a full-time advisor be hired to manage student needs.***

*Currently, advising is managed by a part-time academic staff plus class instructors. Student advising is becoming more time consuming and requires the advisors to be up-to-date on academic requirements for many majors. A tenure-eligible faculty member, instructors, and lecturers would have difficulty in being current in their pedagogy and in matters related to student advising. Hiring a full-time academic staff advisor will free up the faculty to concentrate on teaching students and provide a dedicated service to students seeking academic advising.*

**USC Response:** There have been numerous discussions about advising needs for our undergraduate students. At one point, we had a full-time academic staff member who handled all undergraduate advising but he relocated to the Dean's office. Upon his recommendation that the department did not need a full time advisor due to the cyclical nature of advising (e.g., group advising meetings offered in November and March, with individual advising by appointment offered throughout the year), we have spread advising of our undergraduate students across multiple academic staff members with specific knowledge in each of our three program areas (athletic training, exercise and movement science, and physical education). We will, however, continue discussions about the best way to address undergraduate student advising needs, particularly with the potential of growth in our undergraduate student numbers due to a possible new major in Health Promotion and Equity.

**CURRICULUM:**

**Recommendation 6: The review team recommends that the Department of Kinesiology and the School of Education reconsider reinstating certain aspects of the physical activity program.**

*A faculty discussion to examine whether to reinstate certain aspects of the physical activity program is recommended. In the recent past as the University of Wisconsin restructured budgets because of the economic downturn, the Department of Kinesiology took a large step forward and dissolved the physical activity program. Many of these changes were necessary. It was a good idea to retain some courses such as K100 Exercise Nutrition and Health. Presently, this course has an enrollment of approximately 300 students per semester. As the university moves toward a new budgeting process that rewards departments for generating student credit hours, the Department of Kinesiology faculty should consider whether there is benefit in developing other courses that are health oriented, academic, and directed toward students who typically do not exercise (examples include Kin 145 Choose to Move and Kin 123 Lifestyle Redesign).*

**USC Response:** The review team is correct that the elective physical activity program was discontinued due to recent budget cuts. This was a very difficult decision because the physical activity program was popular amongst undergraduate students. We agree with the review team that further discussions are needed about developing courses that are health oriented and address sedentary lifestyles and the pressing public health problem of obesity, especially in light of the potential new major in Health Promotion and Equity.

**Recommendation 7: The review team recommends that the department continue to develop online courses.**

*The Department of Kinesiology faculty currently has few online courses, and we were somewhat surprised that the department has not yet developed an online education program. Online teaching has many advantages for providing greater student learning opportunities. In addition to being a preferred model of instruction for many students, the department could offer online General Education courses to introduce students across the university to the field of Kinesiology. Many Kinesiology programs throughout the U.S. have benefitted tremendously from the development of their online curriculum. A recent issue of Kinesiology Review describes the development and implementation of these programs along with the accompanying benefits, challenges, and opportunities. We encourage faculty to read this issue. See: <http://journals.humankinetics.com/kr-back-issues/kr-volume-3-issue-4-november>.*

*Given the current funding model at the university, we understand why online education has not been advanced. However, as the new funding model that rewards departments for increasing student credit hours is implemented, the department should take advantage of revenue generating opportunities like online education. Examples of popular online options may include developing online physical activity courses (as per the recommendations above) and transitioning some presently taught in-person courses into an online format.*

**USC Response:** Currently within our department, we are providing a variety of instructional models with blended and online courses as options. Faculty and academic staff in the department have taken a lead role in developing blended learning and online options. Several instructors participate in campus-wide programs to develop these courses and course components. Specifically, we have developed strong online offerings for our summer programming. We will continue to explore other potential online courses and will coordinate

these discussions with the discussions regarding the potential new major in Health Promotion and Equity.

***Recommendation 8: The review team recommends the department advertise and market the Physical Education degree program more visibly on the department and school websites and within the university community.***

*We are impressed with the potential of the recently established physical education teacher education degree program, and the review team supports the continued development of this program. Doing so will require the department to place resources into this area. Although there was some concern about limited enrollment, the program is young and has the capacity to increase in size. There are challenges facing teacher education programs in all disciplines throughout the country. These barriers are related to factors such as an increasing number of career options that are financially more lucrative, the increasing cost of undergraduate education and student debt that are difficult to offset on a teacher's salary, and the cost of State testing requirements for undergraduates who wish to pursue a degree in education.*

*Advertise the degree program by making the program more visible on the department and school websites. Currently, information about the degree is difficult to locate and several undergraduate students indicated they were not aware that the degree existed. Nor could students find webpage information. Further, market and advertise the program by using handouts and brochures; work with the advising team in the school to ensure that advisors make students aware of the existence of the program; advertise by sending a mass e-mail to students in the department each semester encouraging them to apply; and host a reception for students who are interested in becoming physical education teachers.*

**USC Response:** The Physical Education Program has developed and is implementing a plan to market and advertise the Bachelor of Science in Physical Education degree more widely. In addition, other strategies to increase enrollment will be further discussed by the sub-committee charged with further discussions of the external reviewers' recommendations for the Physical Education Program.

***Recommendation 9: The review team recommends the faculty reduce the number of pedagogy degree requirements.***

*We believe there are an excessive number of required courses that make it difficult for students to graduate in four years unless they declare a major in physical education teacher education as entering freshmen. For example, there appear to be an excessive number of physical activity content courses required of students (e.g., three dance classes, plus dance and gymnastics). Content from other classes (e.g., Group Development and Behavior Management, Organization and Administration of Physical Education, Planning and Teaching Physical Education, SocioCultural Aspects of Physical Activity) could potentially be integrated into two methods classes that would focus on K-6 and 7-12 Physical Education.*

**USC Response:** The Physical Education curriculum was recently evaluated by the academic staff in the Physical Education Program as well as the former Chair of the USC. Beginning in 2013, and in order to provide the best possible Physical Education training to our students, the BSPE committee did a complete overhaul of the Physical Education curriculum. Using national and state-wide standards, the committee designed a program of courses to address the content and skill development requirements needed to meet the standards. We appreciate the reviewers' recommendation to further review the number of pedagogy degree

requirements, and we will carefully consider their specific suggestions in further discussions of the Physical Education Program.

***Recommendation 10: The review team recommends the faculty develop a biomechanics class that is unique for physical education and athletic training majors.***

*This recommendation is consistent with comments we heard from both students and faculty, and we strongly encourage the development of a biomechanics class that has practical applications for future physical education teachers and athletic trainers. This also was a recommendation made by the previous review team.*

**USC Response:** The Biomechanics of Human Movement course (Kines 318) was converted to a blended format over the last three years and focuses on developing both theoretical and practical understanding of the fundamentals of mechanics that are essential for understanding how humans move. Students are required to apply these fundamentals in numerous practical examples including open-ended laboratory-based evaluation of human interaction with exercise/therapy equipment.

The review team highlighted a need for “practical applications for future physical education teachers and athletic trainers.” While the course includes extensive practical application, and it is not desirable to reduce current course coverage of essential biomechanical foundations, the physical education students could benefit from further exposure to specific language and applications used in physical education practice. A possible solution to be explored and discussed is creation of a one credit discussion-based course exclusively for the physical education students to strengthen their ability to translate biomechanical analysis skills to educational practice. This course could be taught concurrently with Kines 318 or in a subsequent semester paired with an applied education course. As for the Athletic Training (AT) students, the AT Program does not recommend a change to the current biomechanics class at this time because the AT Program is exploring a transition to the Master’s degree level mandated by their accrediting body.

***Recommendation 11: The review team recommends the eventual implementation of a pedagogy graduate program if tenure-line faculty are hired to teach in the Physical Education degree.***

*There is strong existing need for research-focused universities like the University of Wisconsin to educate future teacher educators and to contribute to the research base. Currently, only a few doctoral degree programs exist at research intensive universities, yet there is a national need, as demonstrated by the job market, for teacher educators who receive their terminal degree from highly respected research-intensive universities to fill vacant teacher education positions throughout the country.*

**USC Response:** A graduate program in Physical Education was active (e.g., 1999-2001 and 2003-2008), but became dormant when tenure-line faculty in the program left the university. We agree that if tenure-line faculty members are hired in the Physical Education Program then re-instatement of the graduate program in pedagogy should be considered, and this matter would be referred to the Kinesiology Graduate Studies Committee.

***Recommendation 12: The review team recommends faculty consider moving physical education under Kinesiology as a major or concentration, not as a separate degree.***

*Although the review team acknowledges the efforts of those who developed the physical education degree, it is more limited than a Kinesiology degree which offers students a greater variety of career options. A degree in physical education conveys that a graduate of the program is only able to teach physical education, whereas a degree in Kinesiology with a concentration in physical education signifies that an individual is qualified to do more than teach.*

**USC Response:** The Physical Education Program was, for many years, an option within Kinesiology. It was only recently (i.e., 2013) that Physical Education became a degree program. The major impetus for this change was to provide visibility for a program that seemed to be hidden under the umbrella of Kinesiology. Physical Education served as the historical beginning of the Department of Kinesiology and has always been an important component of its programming. As our culture changes, it is important to explore ways in which Physical Education best promotes health and wellness and re-positions itself as necessary. This recommendation will be considered by the sub-committee of the Undergraduate Studies Committee charged with further discussions of the external reviewers' recommendations for the Physical Education Program.

***Recommendation 13: The review team recommends continued support of the Adapted Program and strongly encourages the university to provide free parking to program participants.***

*The Adapted Program is particularly impressive and should continue to be showcased throughout the university. This program is an excellent means of outreach to the community while simultaneously offering students the opportunity to work with and learn from individuals with disabilities. One important consideration is that parking for participants is very difficult to find. Currently, once a participant leaves and a parking space becomes available, a student is assigned to assure the space remains available for another participant. This is an unnecessary waste of a student's time. This stress can be alleviated by reserving free parking spaces to participants who engage in this extraordinary program.*

**USC Response:** Yes, finding convenient parking is difficult for participants of the Adapted Program. Tim Gattenby has worked for years to secure parking for participants in the Adapted Program. Handicap parking for the Natatorium is located in Lot 62 (across Observatory Dr. from the Natatorium). All of the previous no-cost Department of Transportation handicap stalls in Lot 62 have been converted to UW handicap stalls requiring a day pass be purchased for use. Tim has been able to negotiate a discounted annual rate for the UW handicap parking stalls from \$480 to \$120 for his participants. Participants may buy a hang tag to park in these UW handicap parking stalls or they may use one of eight permits Tim purchases from funds he raises on a yearly basis. Tim purchases about \$1,000 in handicap parking permits which the participants share class to class. Another parking option for participants are meters in a lot adjacent to Lot 62. Any participant with a handicap hang tag or a Wisconsin DOT handicap license plate can park for free at a meter as long as it is not a loading zone meter. We will continue to explore additional parking options for participants in the Adapted Program.

***Recommendation 14: The review team recommends a restructuring of practicum experiences to allow students more opportunities to gain experiences in a variety of professional settings.***

*The students are passionate about their career development and compliment the faculty for their excellence in teaching and engagement in research. The students seek additional experiences that will help them prepare for their careers. We recommend that faculty reevaluate the way the practicum experience is structured to provide additional experiences for the students throughout their undergraduate education. Examples of student engagement include assisting with graduate student research projects; assisting with clinical exercise programs in off-campus sites; and allowing students to assist in off-campus research, clinical, intervention, or exercise-related activities that could enhance their career prospects following graduation.*

**USC Response:** We think the recommendation to reevaluate the practicum experience is a good one and we will do so upon hiring an academic staff member to fill the position left vacant by Ann Ward's retirement. In addition, we will meet with Associate Dean Jeff Hamm and his staff in Education Academic Services to discuss possible resources/services in the School of Education to help with practicum placements and monitoring.

#### STUDENT GROWTH

**Recommendation 15: *The review team's recommendation is a caution regarding the new budgetary process and to continue managed student growth.***

*Another theme found during the review team's meetings is related to the new budgetary process. Essentially, this process provides funding that is tied to student credit hours – the more credit hours generated the greater revenue earned for the school and likely to the department. The review team sees this process as a positive benefit for departments that have growth potential; however this growth in student numbers should be properly managed. Enrolling more students requires additional instructors, laboratory assistants, availability of classrooms, laboratories, faculty offices, and resources to manage additional course sections and larger class sizes. The caution recommended by the review team is for faculty, the department chair, and the dean to work closely to manage growth. If growth is too fast or too large, student numbers could outweigh revenue benefits.*

**USC Response:** We agree with the review team that growth in student numbers will need to be properly managed to ensure that the quality of the undergraduate program is maintained. Discussions will continue regarding resources needed for expanding the undergraduate program (e.g., instructors, laboratory assistants, facilities, etc).

#### FACILITIES

**Recommendation 16: *The review team recommends the faculty and administration give further consideration to facility space need, development, and utilization.***

*Presently, the Department of Kinesiology faculty is centralized in one facility with the exception of one Kinesiology professor and the Occupational Therapy faculty. The university administration has recognized the need of a new building for this department, and the university administration and the department has committed to working together to design, develop, and locate the resources to build this new building. The idea of a new building is not the concern of the review team. In fact, the review team is impressed with the recognition by the university regarding past university and professional contributions and potential future contributions to be made by the Department of Kinesiology. Rather, the review team's concern is in regard to the planned new building having adequate space to meet all of the departmental future needs. When considering the expected student and faculty growth of the University of Wisconsin and the Department of Kinesiology, the review team recommends that the department reconsider their present plan for future facility needs and contemplate both a short-term and a long-term*

*plan for growth (the next five to ten years). The present plan may be adequate for short-term growth, but the review team is concerned that the space in the new facility being planned is inadequate for long-term growth. Consideration for new faculty and staff offices, adequate small and large conference meeting rooms for students and faculty, and present planned teaching space to include small and large classrooms may not be adequate for potential long-term growth.*

*The review team based this concern on several reoccurring themes in most of the meetings with administrators, faculty, and staff. Specifically, the theme regarding expected student growth for the university and for this department presents a real need for additional faculty and staff, office and meeting space for new faculty and staff, and space for faculty and staff to meet with students. Taken together, having a large number of undergraduate students and limited access to large lecture rooms and adequate meeting space will make maintaining quality of teaching very challenging for the Kinesiology faculty. In order to properly lecture to large student numbers in the present plan, the faculty must travel to multiple locations and at multiple times of the day on the University of Wisconsin campus. Such use of faculty time is unproductive. One last consideration is that in the future, increased student numbers are also expected for all course offerings. This growth will require more large-sized classrooms (with at least 200-300 seats) in order to accommodate larger student numbers for all courses. To properly meet teaching needs and maintain strong academic programming, the department also will need more and larger meeting spaces and larger lecture classrooms with appropriate laboratory facilities for laboratory courses. The review team's recommendation is to reconsider the present plan and develop a short-term plan for the present and a long-term plan for future growth.*

**USC Response:** The external review team made two recommendations regarding facility space needs (i.e., #16 & #17). The response to both of these recommendations is located after recommendation #17.

***Recommendation 17: The review team recommends the separation of research and teaching laboratory space.***

*Again, the review team was impressed with the university's recognition for the contribution that the Department of Kinesiology can make to its academic mission by teaching the new anatomy and physiology courses. To properly teach these two new courses, a large lecture classroom is needed with appropriate laboratory facilities for instructional purposes. The laboratory space will have to accommodate large numbers of laboratory sections with small student numbers in each section. In addition, the facilities for the laboratory part of the anatomy and physiology courses must have the capability to provide various teaching approaches (from video to hands on teaching methods). With the expected increase in university and department undergraduate enrollment, student numbers in all the Kinesiology courses will increase. These increasing student numbers will necessitate a need for larger classrooms to meet growing student numbers in all courses. Most important is the increased need for additional new faculty to teach these students, and these new faculty will likely need both teaching and research laboratory facilities. In some cases these facilities can be accommodated in one space, but with expected future undergraduate enrollment, these laboratory spaces will likely need to be separate teaching and research laboratory spaces. This point is important, as this department grows, the review team's experience is that teaching laboratory and research laboratory space does not always serve both teaching and research activities and must be different spaces.*

**USC Response:** The Department of Kinesiology has worked closely with the School of Education Associate Dean for Facilities, Jesse Winter, to ensure that both short-term and long-term departmental needs for teaching and research space are met. A new building for Kinesiology is on the list of priority projects for the UW-Madison Campus Facilities Master Plan.

The currently existing Natatorium houses both the Department of Kinesiology and the campus Division of Recreational Sports. Since the previous 10-year review, it has become increasingly clear that an upgrade in both student recreational sports facilities and Kinesiology facilities is needed. The current Natatorium is in need of extensive repairs, and it no longer satisfies students' recreational sports needs nor does it accommodate anticipated long-term growth of the Department of Kinesiology. Over the course of the summer and fall of 2013, representatives of UW Facilities Planning & Management (FP&M), Recreational Sports, School of Education, and Kinesiology held a series of workshops, led by Kahler Slater, an architectural design company. The main objectives of the workshops were to establish concept plans for two different scenarios. Plan A covers construction of a new building at the site of the present Natatorium. The new building would house both Recreational Sports and Kinesiology, in separate wings with some shared facilities (entrance, reception area, etc.). Plan B was developed in case funding for Plan A would not be forthcoming. Plan B includes renovation of existing Natatorium space and the addition of newly constructed Recreational Sports facilities. In April 2014, a student referendum approved the use of student fees to finance construction of Recreational Sports facilities, however, at the present time, the availability of state funds for university construction, including a new or renovated Natatorium that will house Kinesiology, is unclear.

A great deal of effort and time were expended on the design of Kinesiology instructional and research facilities in the concept plans. Most of the recommendations of the external reviewers expressed above (recommendations # 16 & 17) are addressed and implemented in the concept plans. Administrative offices, instructional facilities, and research facilities are spatially separate and the plans allow for adequate future expansion, limited solely by budgetary constraints.

Plans for instructional space include a large lecture hall (200+ tiered seats) and multiple large (80 seats) and medium size (40 seats) classrooms with movable furniture to facilitate active learning and small-group discussion, as well as several multipurpose class laboratories for fitness, athletic training, occupational therapy, biomechanics/motor control, adapted fitness, pedagogy, etc. Furthermore, plans include clinical assessment and live observation rooms as well as conference rooms, and common spaces to facilitate collaboration and social interaction.

Research facilities include core facilities, common to the programs of a number of investigators and discipline-specific facilities. Core facilities include wet labs and laboratories for fitness training, and exercise and body composition testing, cold rooms, machine shop, and electronic and IT facilities, etc. Our design implements a "cluster concept" for discipline-specific research facilities, with separate clusters for wet labs, clinical exercise, behavior/biomechanics, and behavior/cognitive research programs. Each of the clusters includes laboratory, offices, and research-specific facilities, such as interview rooms, clinical laboratories, ADL (activities of daily living) labs, etc.

The effort to provide separate lab facilities for research and teaching purposes has recently been aided by the successful UW2020 application for the Kinesiology Department and School of Nursing. This award will provide \$400,000 over the next two years to establish and equip a "Human Exercise Research Core Facility." The administrative home of this core facility will be in the Kinesiology Department, but the physical space is located in the School of Nursing –

separate from, but in close proximity to the Natatorium. This facility will provide state-of-the-art equipment to conduct research on exercise, metabolism, body composition, and physical function in human subjects. The creation of this facility will dramatically expand the research capabilities of investigators from the Kinesiology Department (and others on campus), and will create an entirely separate facility distinct from instructional lab space in the Natatorium.

At the present time all Kinesiology undergraduate and graduate courses have access to appropriate teaching facilities. Two new large enrollment courses (Kinesiology 235 and Anatomy 328) have been approved since the external review. These courses will be taught in state-of-the-art spaces designed to support active learning and student engagement. We had assistance from the Office of the Provost as well as the School of Education in immediately securing these facilities as soon as the courses were approved. It should be noted that University Policy requires that general assignment classrooms and auditoriums be available in all state-funded campus buildings. Thus, the suggestion by the review team that Kinesiology faculty and instructors should not need to travel to other locations to teach is inconsistent with the larger campus policy which requires full use of specialized teaching facilities.

The Dean of the School of Education and the Provost have had several meetings to discuss a timely and effective strategy for meeting the needs of the Department of Kinesiology. The Dean and the Department Chair have also been meeting regularly. As soon as we have an indication of the potential cost of a new building a more specific fund raising plan will be developed. In the meantime, we are working with the new School of Education Development Director to develop a department developmental plan to provide the foundation for a much larger fund-raising plan.

#### *RESEARCH SUPPORT*

***Recommendation 18: The review team recommends that the Department of Kinesiology work with the School of Education and other colleges and schools within the University of Wisconsin to consolidate the processing and tracking of departmental and intramural, extramural funding financial transactions.***

*Presently, the Department of Kinesiology has a large list of intramural and extramural research grants and contracts, and this is commendable. However, the review team had difficulty in understanding how and why these grants are routed through different university departments and centers. The review team could not understand the present system of grant processing, and many faculty and staff within the Department of Kinesiology were unable to explain these various processing pathways or the reasons for having to go through different processes. Most importantly, the review team received several different assessments from different individuals concerning the total amount of intramural and extramural funding obtained each year by the department. The amounts given to the review team ranged between \$2 million and \$11 million dollars of extramural funding each year. Though the total amount is not important for the review team, the staff, faculty, and School of Education administration should have knowledge of these numbers.*

*Regarding pre- and post-award management, the review team **once again commends** the University of Wisconsin, the School of Education, and the Department of Kinesiology for recognizing the importance of having a strong management system in place. The review team is aware that as the university continues to become more effective and efficient in managing financial matters, their procedures and processes do change, and a financial manager at the department level must know of these changes and help the faculty understand how to implement these changes. At the same time, extramural funding agencies such as the National*

*Institutes of Health are also undergoing the same process of finding better ways to financially manage and regulate their financial affairs and are also changing their financial procedures and policies. Someone at the department level must know both the university's changes and the granting agency's changes, how to implement both sets of changes, and help the faculty manage these changes as well as faculty's funding expenditures. When a department's student numbers and extramural funding grows, it may require an academic financial manager and extramural funding financial manager. When post-award management for a department is not maintained, research faculty will have to spend more time on grant financial management and will have less time to focus on their research and teaching responsibilities. Thus, maintaining strong staff support for pre- and post-award management in the future means more time for faculty to focus on their academic and research responsibilities.*

**USC Response:** The review team is correct that faculty and staff in the department are able to submit grants through various departments and centers. We recognize that we did not clearly describe the process and we also apologize for providing inconsistent information about the extramural funding. The discrepancies are due to a lack of clarity regarding all Kinesiology extramural funding compared to extramural funding submitted through the School of Education, and current year's funding versus the total direct funding for extramural awards. Unlike many Universities, faculty at the UW-Madison have total autonomy to determine the best department or research center fit for their research. The allocation of indirect costs is also managed centrally which also frees faculty from pressure to exclusively submit their research proposals through the School of Education. Thus, given the diverse research portfolios of Kinesiology faculty the research funding is submitted and managed through many Research Centers across campus. These Centers generally provide staff support for proposal development, budgeting, and regulatory management. This encourages interdisciplinary collaboration and allows faculty to maximize support, facilities, and expertise outside of the department (e.g., Department of Veterans Affairs, School of Medicine and Public Health). The Office of the Vice Chancellor of Research and Graduate Education recently created and launched a PI Research Portal, which consolidates information about all intramural and extramural funding held by each investigator. This portal provides faculty immediate access to up-to-date financial data on his/her funding and expenditures for each project. These tools together with the resources provided by the Marsh Center provide substantial support for Kinesiology faculty research. Thus, the USC believes this particular recommendation made by the external review team does not need further attention.