

## **Strategic Plan for 2014-2017**

### **MISSION STATEMENT**

*Through excellence in teaching, research and service, the Department of Kinesiology integrates the multi-disciplinary study of movement and application of lifetime physical activity to prepare professionals (teachers, clinicians, scientists, faculty) at both the undergraduate and graduate level to enhance the health, physical activity, physical performance and well-being of individuals across the lifespan in diverse contexts.*

### **VISION STATEMENT**

*The Department of Kinesiology will be an exemplary model for the integration and translation of multi-disciplinary knowledge of physical activity into professional practice to enhance health and well-being; thereby be widely recognized for preparing exceptional scholars and professionals.*

### **OBJECTIVES**

- 1: Increase access to educational programs.**
- 2: Increase scholarly productivity.**
- 3: Maximize student credit hours/full time employees with available resources.**
- 4: Propose and plan initiatives that will increase internal funds to support academic programs**

Strategies to support each objective for 2014-2017 are identified. In some cases, those strategies are already occurring, and they are detailed in the report. Finally, priorities to occur in the first year (2014-2015) were identified along with the faculty who would guide the accomplishment of those priorities. The result is a comprehensive list of steps that the Kinesiology faculty will take in the next 18 months to succeed in their objectives.

This report should not be seen as recommendations, but as a record of discussions among the Kinesiology faculty.

## **DEVELOPMENT OF THE PRIORITIES**

### **Objective 1: Increase access to educational programs**

The goal to “increase access to educational programs through online courses (both graduate and undergraduate programs)” has already had a lot of activity directed at it. However, the faculty agreed that it should be shortened to just “increase access to educational programs.” This addresses the challenges that need to be overcome related to undergraduate scheduling and access to critical undergraduate courses (e.g. anatomy and physiology), promoting the physical activity program more broadly on campus, adding the EdD program, and increasing MS student enrollment. Increasing the number of seats in courses offered was one focus of this objective to improve access to students. Connected to that is the need to increase student credit hours by growing two populations: non-KIN majors taking credit-bearing physical activity courses and Master’s degree-seeking students. Increasing SCH will also be achieved through meeting the needs of student access to anatomy and biology by offering these courses in KIN to all HHS students and nursing. Improving the department SCH/FTE while ensuring both undergraduate and graduate students are not delayed in their progress toward degree was an important motivation behind this objective.

To achieve this objective, the faculty identified several strategies. Some of these are already in the progress. Some are further enhanced in the list of priorities for 2014-2015.

- Have approved a General Education Curriculum (GEC) marker on KIN 220. This will broaden the reach of Kinesiology throughout the University.
- Get approved 2 new courses, Anatomy and Physiology.
- Add professional development courses for graduate students. These courses need to be located in a separate section of the bulletin.
  - E.g. KIN 706 (Online pedagogy). KIN 703 (college teaching), KIN XXX (professional ethics)
- Reduce duplication and increase collaboration of courses with other departments through development or renaming of HHS courses.
  - E.g. research methods for thesis and non-thesis students, college teaching courses
- Seek opportunities for interdisciplinary courses.
  - Relates to professional development courses above
- Ensure students have the opportunity to take all courses in their curriculum.
  - Address schedule conflicts, add KIN 291 and 292 to curriculum, address sequencing concerns,
- Add a link from Student Support Services to KIN 375, since specific tutoring has been devised for this course through the Tutoring center.
- Look at alternative scheduling, to provide courses on different schedules to meet students’ needs.
- Continue to improve advising and migration of students to HHS advising center
- Evaluate sports medicine and fitness leadership concentrations for overlap to improve curricular efficiency and course sequencing concerns

### **Objective 2: Increase scholarly productivity**

The objective to “increase scholarly productivity” was initially examined by the research task force that provided recommendations for improving scholarly activity to the department. That Executive committee began meeting in January 2014 to review these recommendations and produce solutions for the

department. It was noted that this objective has not been achieved, although there has been progress in revising faculty workload guidelines in Kinesiology as a necessary foundational step to move this forward.

Much of the discussion centered on external funding. There has been progress on earning external funding, although the funding levels were not where they should be. This needs to be addressed in order to have access to more resources. Data currently show an average of 0.26 submissions every three years per person, which indicates that submission for funding are not happening often enough. Currently, \$330,000 in federal funding is coming into Kinesiology. The department needs to be at or around \$1 million, distributed over many grants. It was argued that there is a critical mass of faculty that needs to be dedicated to seeking large, federal funding dollars. The task force may look at what is more realistic, having every faculty member shooting for a particular dollar, or a handful of people shooting for more?

Many issues were noted in the discussion. They include workload allocation, the need for a reward system, and the need for a revised evaluation system. The faculty discussed the advantages of having work groups centered around certain research topics. These would take time to earn large funding levels, but the time and effort put into these groups could result in research that matter to the group. Some of the research priorities might include:

1. Physical Activity Among the Obese/Disease
  - including underserved populations
  - inactive populations
2. Physical Activity and Cognition
  - Alzheimer's, ADHD
3. Prevention and Rehabilitation
  - Rehabilitation of concussions

In order to accomplish this objective, some strategies were noted in addition to the task force's work.

- Develop strategic collaborations or work groups. These would be research teams that could use long-term planning and a broad interdisciplinary focus to conduct research and seek external funding.
- Identify holes in the department's research goals to determine strategic hires
  - Change the faculty's research focus to follow the money. Faculty would broaden the approach to identifying external funding to include the Department of Defense and foundations. They would look for alternative sources to NIH. They might also use different approaches, such as looking at funding for providing training, for example.
- Research what initiatives are happening in other departments on campus for collaboration.
- Rethink graduate stipends, using external funding as one source.
- Develop a strategic plan solely for research.
- Position a select cohort of faculty through differential workload configurations to actively pursue external funding

This objective has taken on great importance in the department as the other objectives are affected by how it is accomplished. The executive committee will continue to focus on this issue in the coming year.

**Objective 3: Maximize student credit hours/full time employees with available resources**

“Maximize student credit hours/full time employees with available resources” is objective 4, and should be thought of as *optimizing* student credit hours. It was noted that this objective might be in conflict with the objective to increase access to educational programs. It was also noted that this issue is really about managing growth and scheduling courses efficiently. To understand how the department might accomplish this, the faculty need to fully understand conflicts in scheduling and course management. Some of the initiatives that addressed access to educational programs will also address the need for maximizing student credit hours.

Fewer courses may be offered, and more courses may be offered on alternative schedules. An increase in online offerings may maximize efficiency as more students are enrolled in a single section. Seats can be added to a number of courses, including KIN 601 (Applying Research to Public Practice), KIN 611 (Research Methods for Kinesiology) to improve our SCH/FTE. A review of scheduling challenges has identified changes that will help increase enrollment. This project helped faculty determined that sticking with the standard University time block, and using all available time blocks, will provide more courses needed by Kinesiology students. It still needs to be implemented, though. There was also the issue of offering required courses once, during the same time block, which prohibited students from enrolling in both in a single semester (notably, KIN 375 and KIN 576). Fixing that scheduling issue should contribute to improved enrollment in Kinesiology courses.

Other courses may contribute to accomplishing this objective. New Anatomy and Physiology courses are already planned to increase the student credit hours supported by Kinesiology. Students who could not get the required Biology courses should now be able to get improved content in these classes. The sought-after Gen Ed category for KIN 220 will also encourage more non-majors to enroll in this KIN course. This class, and others, could also be pursued at online ventures, to be available to other UNC system schools. Those additions will add both Kinesiology students, non-majors, and distance ed students to the student credit hour counts. At the doctoral level, it is important that the online EdD classes replace rather than duplicates face-to-face classes wherever possible. Together, these efforts add student credit hours to the department’s credit total, and improve our ratio of SCH/FTE.

Finally, looking at requirements and re-envisioning some courses may improve student credit hour counts. For undergraduates, the faculty should reconsider the pre-requisites and co-requisites associated with courses and revise those when appropriate. The Writing Intensive (WI) marker will also be sought for KIN 375, which all students must take and which now has support from the tutoring services in Undergraduate Studies. This has allowed us to move to larger sections for KIN 386 and eliminate KIN 351. This is an ideal course, because it offered every semester with multiple labs, to every KIN students, and has manageable size labs for the WI work to be done.

At the graduate level, the department should look at combining graduate courses, or broadening their relevance to other students so we can increase number of students enrolled in these classes (goal being that all graduate courses have enrollment of 10 or more on a regular basis). They can then be marketed across campus to other graduate programs.

The strategies can be summarized as:

- Have approved a General Education Curriculum (GEC) marker on KIN 220. This will broaden the reach of Kinesiology throughout the University.
- Combine 330 and 351 to better deliver content and respond to enrollment issues.
- Implement the scheduling problem resolutions. (See matrix developed prior to this meeting.)
- Get approved and offer 2 new courses, Anatomy and Physiology.

- Develop consortial classes that students from other UNC system schools can take here (via on-line delivery). KIN 220 online is one of those courses.
- For both undergraduate and graduate students, make sure that pre-requisites and co-requisites are scheduled appropriately to allow progress toward the degree.
- Increase enrollment in KIN 601 and 611 by working with other HHS departments to reduce duplication and develop a single HHS course for all HHS masters students.
- Research how all graduate courses can work for other programs.
- Increase graduate courses enrollment by broadening the relevance to other programs and marketing them to other programs before registration begins.
- Graduate committee has already reviewed courses in the program in Fall 2013.
- Increase the number of online EdD courses that are not duplicates of face-to-face classes.

This objective was found to be related to increasing access to students, not in conflict with it. It will remain a core objective for the department.

**Objective 4: Plan and support initiatives that will increase internal funds to support academic programs.**

The faculty stated that proposing and planning initiatives may not be so important right now, and in fact, may be too narrow. With declining academic support funds for existing programs, maintaining existing programs is a priority. Not much time has been given to this, and it would require energy to address it which may not be possible until some of the other objectives are well under way to implementation. Despite this, there has been success with establishing a collaboration with the Shanghai University of Sport and with getting the EdD in Kinesiology established as an online program. Therefore it was decided that we would focus for now on current initiatives that have the potential to bring in additional funding, including:

- Shanghai University Support (Model for inter-institutional collaboration)
- EdD funding model
- BELT
- Differential tuition for MSAT
- Student Fees for KIN 375, 263 and 264
- iSchool

This will remain on the list of objectives in order to track success of initiatives underway. No strategies were devised specifically to address this objective.

- Continue to offer SUS
- Create budget and spending model for EdD income

**PRIORITIES FOR 2014-2015**

**1. Package and market professional development courses that can be offered to students in all HHS graduate programs, and perhaps outside of HHS.**

Responsible Party:

- Member of Graduates Studies Committee in collaboration with Dave Demo

Activities:

- Launch KIN/HHS 703 (college teaching for undergraduate courses in Kinesiology)
- Launch KIN/HHS 706 Online Pedagogy in Kinesiology and Related Professions
- Develop KIN XXX professional ethics course

Measures:

- Evidence of Course Approval
- Track number of students enrolled outside of KIN

**2. Development and launch the online EdD program.**

Responsible Party:

- Pam Brown, EdD Task Force, Graduate Studies Committee
- Eventually transition EdD Task Force to Graduate Studies Committee once program fully developed.

Activities:

- Enroll first cohort of students
- Offer 6 new on-line courses

Measures:

- Enrollment of EdD
- Track number of students enrolling in courses outside of KIN
- Program Evaluations (instrument / metrics beyond course evaluations?)

**3. Develop strategic initiatives to increase scholarly productivity**

Responsible Party:

- Department chair with executive committee

Activities:

- Position a small cohort of faculty to actively seek external funding
- Determine one strategic research funding initiative that a group of faculty can center around
- Develop a strategic plan just for research

Measures:

- Grant submissions
- Collaborative activities

**4. Market graduate courses to other departments to increase enrollment.**

Responsible Party:

- Graduates Studies Committee

Activities:

- Develop marketing and communication plan to advertise courses to other departments and schools

Measures:

- Track communications for marketing
- Track enrollment of non-KIN students

**5. Develop course assessment plan to evaluate UG program changes**

Responsible Party:

- Undergraduate Studies Committee working with Office of Assessment and Accred

Activities:

- Develop process and measures to examine impact of curricular changes and increasing class size on KIN 220 and KIN 250
- Develop process to examine impact / effectiveness of offering KIN 291 and KIN 292 to KIN and other HHS Students
- Assess effectiveness of KIN Core as a whole given the change in KIN 330, the deletion of KIN 351, and addition of KIN 291 and KIN 292

Potential Measures:

- KIN 220 / 250 - compare assignments specifically linked to learning outcomes before and after change in class size – also compare grade breakdowns
- KIN Core - Program revision submitted reflecting all program changes and representing final decision on evaluation of core requirements
- Time to degree
- Retention
- Time to enter concentration

## **Priorities 2015-2016**

### **Objective 1: *Interdisciplinary and Professional Development Courses***

Package and market *interdisciplinary and* professional development courses that can be offered to students in all HHS graduate programs, and perhaps outside of HHS.

- *Launch KIN/HHS 703 (college teaching for undergraduate courses in Kinesiology)*
- *Launch KIN/HHS 706 Online Pedagogy in Kinesiology and Related Professions*
- *Develop KIN 715 professional ethics course*
- *Completion of KIN 798 and KIN 655*

### **Objective 2: *Online EdD Program***

***Continue to grow and development online EdD program.*** Our goals for 2015-16 are to a) enroll cohorts of 20 each year, b) complete the development of the remaining online courses that were approved for the core plan of study (KIN 798 Grant Writing, KIN 751, KIN 664, KIN 655), c) recruit two new faculty to support this growth in 2015-16 (Positions approved, search underway), d) explore the development of a dedicated EdD collaborative space for online teaching, e) plan for future development of elective course to increase educational opportunities for students, and f) seek review of the program's progress by the provosts office in 2015-16 (currently slated for 2016-17 in the MOU). Given that we are meeting (and exceeding) enrollment targets, this earlier review will be important to ensure resources keep pace with enrollment).

- ***Enroll cohorts of 20 students each year***
- ***Complete development of all core courses required of the plan of study***
- ***Add two new faculty members by Fall 2016 to support program growth***
- ***Gain approval for 4<sup>th</sup> faculty member by Fall 2017***
- ***Add 1-2 new elective courses each year***

### **Objective 3: *Strategic initiatives to increase scholarly activity***

- *Position a small cohort of faculty to actively seek external funding*
- *Determine one strategic research funding initiative that a group of faculty can center around*
- *Develop a strategic plan just for research*
- ***Develop KIN Web page with current studies to facilitate recruitment***

### **Objective 4: *Assessment plan for UG program changes***

- *Develop process and measures to examine impact of curricular changes and increasing class size on KIN 220 and KIN 250*
- *Develop process to examine impact / effectiveness of offering KIN 291 and KIN 292 to KIN and other HHS Students*

- *Assess effectiveness of KIN Core as a whole given the change in KIN 330, the deletion of KIN 351, and addition of KIN 291 and KIN 292*

**Objective 5. Support Faculty Development**

**(New Objective – Can it replace Objective 4 which has been combined with Objective 1??)**

- **Formalize process for mentoring new faculty**
- **Department guidelines for promotion of AP faculty**
- **Develop department faculty handbook**
- **Improve accounting of service activities in workload**
- **Address inequities in teaching workloads relative to class sizes (Students/CH)**
- **Provide training in teaching large course sections**