
UNIVERSITY OF RHODE ISLAND
COLLEGE OF HUMAN SCIENCE AND
SERVICES

DEPARTMENT OF KINESIOLOGY

STRATEGIC PLAN

January 1, 2006

INTRODUCTION

Kinesiology is an academic field focused on the study of all aspects of human movement, from the cellular to the social.

The faculty of Kinesiology sees our department as exemplary in meeting the University's goals of emphasizing interdisciplinary curricula and scholarly work, generating revenue, working collaboratively, promoting cultural diversity, and serving communities in Rhode Island, the United States, and across the globe.

Whether taking a leadership role in the Governor's WELCOA "Get Fit RI!" initiative, disseminating new technologies to Rhode Island physical educators to promote lifetime fitness, or garnering grants from the National Institutes of Health and American Cancer Society to develop new ways of getting more people involved in exercise programs for life, the Kinesiology faculty are key contributors to the creation and dissemination of knowledge and skills that seek to improve the health and quality of life of people in the state of Rhode Island, the nation, and the world.

This document outlines the strategic plan of the Department of Kinesiology over the next three years. It articulates our basic mission as a department of Kinesiology, articulates our vision for the future, identifies current resources, considers shortcomings relevant to current and future program needs, and delineates important goals and objectives for maintaining current areas of excellence, and increasing progress toward university, college, and departmental distinction.

OUR MISSION

Provide rigorous and challenging undergraduate and graduate programs which offer a comprehensive understanding of the multiple dimensions of human movement.

Specifically, our students will be prepared to enter their chosen fields as competent, ethical, critical thinking, and progressive leaders dedicated to the improvement of the health and well being for the citizenry of Rhode Island and beyond. To achieve this end, the faculty embraces the principles of fairness, caring, empathy, and support, and is respectful of all students' unique biographies, learning styles, and social circumstances. Our goal is to enable each student to reach his/her fullest potential.

Conduct research and scholarly activities collaboratively with researchers across other disciplines both within and beyond URI. This scholarly work will be relevant, forward thinking, and useful to the public. While this research will be mainly focused on the promotion of fitness, health and wellness programs for all, it will also critically consider the cultural, ethical, humanistic, and political aspects of these programs to ensure that such programs are inclusive, respectful of cultural differences, and consistent with principles of social justice.

Provide distinctive professional and community leadership and innovative and inclusive outreach services at state and regional levels.

OUR VISION

We envision our programs to be of increased interest and attraction to students seeking a quality education which combines rigorous classroom lessons with 'hands-on' experiences in laboratories and field experiences.

The faculty seeks to be recognized at the University of Rhode Island as a model department for collaborative, interdisciplinary work that expands knowledge and transmits skills about the various dimensions of exercise, physical activity, and sports to the public.

We envision our faculty providing scholarly leadership in the study of human movement on a state, national, and international level.

We envision cultivating mutually beneficial relationships with alumni who are eager to give back to a department who not only provided them with an excellent education, but cared for them as family.

In order to succeed in these endeavors, it is our goal to upgrade facilities so that we offer state-of-the-art classrooms and laboratories which would enable us to enhance the quality of the education we already provide our students and to continue to be a leading revenue producer for the University.

DEPARTMENTAL INFORMATION

Students:

Undergraduate: Kinesiology is one of the most popular undergraduate majors at URI. Over the past five years, our already high undergraduate student enrollments have increased slightly. We consider these high undergraduate student enrollments to be a strength of our department and a sign we are delivering vital and relevant programs to our students.

In 2003-04, the undergraduate enrollment was from 340 (University of Rhode Island on-line report, 2004) and has risen to approximately 386 in 2005-06.

Graduate: Kinesiology continues to have a strong and diverse exercise science track that accommodates students interested in clinical exercise physiology, health fitness / wellness and sports performance focuses. In 2003-04, enrollment in our graduate program was 14 students.

Faculty and Staff:

Key Statistics:

Full-time Faculty *	8.5
Full-time Lecturers+	3
Staff	2
Student to Tenure-track Faculty Ratio	40:1

* Currently, Dr. O'Donnell works in the Fall semester and is off in the Spring semester. He will retire following the fall 2006 semester. This tenure-track faculty position will need to be replaced in Jan. 2007.

+ One of the three full-time lecturer positions is currently funded through a faculty member's grant.

The Kinesiology department has one of the highest student to tenure-track faculty ratios at the University, far above the average tenure-track faculty to student ratio of 18:1. Despite this enormous undergraduate-to faculty ratio, our faculty still consistently rate above the University SET score averages for instructors.

Rank, Revenue Contributed to URI:

The last PCA analysis was completed in 2002. At that time, the Department of Kinesiology was ranked 3rd at the University of Rhode Island for revenue contribution. Information provided for the 2005 AIIM Survey places the Department of Kinesiology Revenue/Faculty ratio in the to 20-50% of the University.

Research:

The kinesiology faculty is made up of scholars who have national recognition in their respective sub disciplines. They regularly publish in high-impact, peer-reviewed journals. They have secured large grants from the National Institutes of Health, the American Heart Association, the American Cancer Society, and the Carol M. White physical education program (PEP). In addition, they are asked to review grants from many extramural agencies including the National Institutes of Health (NIH), the American Cancer Society, and the National Aeronautics and Space Administration (NASA).

Over the past five years (2000 – 2005), the Kinesiology faculty has:

- generated approximately \$2.5 in grant funding as principal investigators
- generated approximately \$11 million in grant funding as investigators collaborating with other faculty across campus
- produced 40 journal articles, 56 published abstracts, 11 book chapters, 3 encyclopedia entries, 4 edited chapters, and one edited book.

Below is an abbreviated list of current faculty research projects:

- Promoting exercise (physical activity) in at-risk populations such as overweight/obese and older adults.
- Developing and evaluating healthy lifestyle programs among multiple populations.
- Examining the effects of aging on muscle morphology
- Examining protein metabolism and how it is altered by factors such as: medications, gender, and exercise training status.
- Evaluating factors affecting fitness and activity habits of deaf individuals, including involvement in Deaf sport.
- Promoting resilience education (a humanistic approach toward understanding students and teaching to their strengths) in physical education programs.
- Critically examining the role of sporting media in contemporary cultural politics of race, gender, and nation.
- Increasing the adoption and maintenance of physical activity and sport in economically disadvantaged populations.
- Assessing children and youth fitness; assessing impacts of curricular change on health of youth; establishing validity and reliability of assessment procedures and tools in health-related fitness.

Programs

Several disciplines intersect in Kinesiology to develop a comprehensive understanding of the cultural, pedagogical, physiological, psychological, and sociological aspects of human movement.

Physical Education Teacher's Education (preparation for elementary or secondary certification to teach physical education and endorsement in Health and Adapted physical education)	Exercise Psychology (analysis of psychological aspects of human movement (physical activity, exercise, & sport))
Exercise Science (biological and physiological aspects of human movement)	Cultural Studies (analysis of the historical, social, cultural, and political dimensions of human movement)

Degrees offered:

- B.S. in Kinesiology
- M.S. in Kinesiology

Within the Bachelors of Science degree in Kinesiology, students specialize in one of three specializations:

- *Physical Education Teacher Education (PETE)*: Students can prepare for certification as public school teachers (physical education K-12) with additional endorsements added to teaching certificate (Rhode Island) in adapted physical education and health education.
- *Exercise Science*: This specialization is designed for students interested in pursuing a career or graduate degree in the allied health professions including, but not limited to: exercise physiology, cardiac rehabilitation, physical therapy, physician's assistant, or occupational therapy.
- *Health/Fitness*: This specialization is designed for students interested in becoming health/fitness practitioners. Possible careers with this specialization involve working at: corporate fitness, commercial fitness, community fitness and wellness centers, and clinical and hospital-based fitness and wellness centers. This specialization will also enable students to enter graduate programs in exercise science or fitness management upon graduation.

Facilities:

Since 1967, the Kinesiology department (formerly the Physical Education, and later, the Physical Education & Exercise Science department) has been located in the Frederic Tootell Physical Education Building. The majority of the offices of faculty are located in the Tootell Building. The primary offices of two faculty members are located in Independence Square.

The Department regularly uses four classrooms (1 has a capacity of 60 people, 1-56 people, 2-31 people). Three of these classrooms are in embarrassingly unsatisfactory condition. Strong drafts make them unbearably cold in the winter, while insufficient ventilation make them insufferably hot in the early fall and late spring. The blinds on windows are in very poor condition while the walls are lined with peeling paint and decrepit, duct-taped ventilation channels. The electricity is underpowered and regularly goes off during class causing difficulties with A-V.

In Fall 2005, with the combination of hot weather and poor ventilation as contributing factors, five of our students have fainted during classes. At least four of those students even required immediate emergency medical attention. *Such conditions are not acceptable.* Not only do such environs make it difficult for us to ensure the basic safety and well-being of our students and cause concern for potential health code violations, but they are incredibly distracting and not conducive to helping students reach their optimal level of learning.

The Physical Education Teacher's Education faculty — and occasionally other faculty— regularly utilize two of the gymnasiums and dance studio located in Tootell. Additionally, the pool in Tootell is integral to the Adapted Aquatics Program which serves both undergraduates and children with disabilities in Rhode Island. For the PETE faculty, these gymnasia and pool are indispensable to the execution of their program.

The Department of Kinesiology has research facilities located in both the Tootell Building and Independence Square. In Independence Square, we have an electron microscopy lab, human performance lab, and an energy metabolism suite. In Tootell, we have two teaching laboratories: muscle fitness and fitness assessment.

Currently, the Department lacks a dedicated, private conference room where regular faculty meetings, small seminar classes, or future proposed workshops for returning professionals could be held.

STRATEGIC INITIATIVES: CURRICULAR & PROGRAM NEEDS

After undertaking a self-study, the faculty of the Department of Kinesiology is proposing several initiatives for both our undergraduate and graduate programs. Careful examination of our student needs and interests, future job trends, and career paths has led to an assessment of our curricular strengths and weaknesses. We recognize that a quality education must prepare our students to meet current workforce demands, as well as be prepared for lifelong learning. The driving force for our proposed curricular changes is the research that indicates that program accreditation by national professional organizations results in community and scholarly recognition of programs of excellence. These studies report that graduates from accredited programs are more prepared to meet the demands of a competitive national and global marketplace (Goldhaber & Brewer, 2000; Hawk, Cole & Swanson, 1985; Monk, 1994). This accreditation review will provide us the incentive for regular self-study. Educational research indicates that a regular review will result in curricular adjustments to ensure that we are producing a student prepared for a workplace that is technologically advanced and global in nature. With these tenets in mind, our self-study has identified the following curricular strengths and goals for program improvements.

We believe that the current undergraduate and graduate curriculums are strong and have a number of strengths, including:

- The Physical Education Teacher Education (PETE) program was fully accredited by the National Association for Sport and Physical Education (NASPE), a specialized program association (SPA) under the National Council for the Accreditation of Teacher Education (NCATE). We view the national accreditation of our program as a curricular strength. Our graduates have obtained K-12 teaching jobs in this and other states; and report being adequately prepared for the workplace.
- The Health Fitness/Exercise Science undergraduate programs have large campus enrollments, which speaks to their popularity and success. In addition, our graduates have been successful in obtaining jobs in the health fitness industry, obtaining admission into graduate programs in medicine, physical therapy, health sciences, exercise physiology, and other areas of kinesiology. We view this as a strong undergraduate program.
- The graduate program has produced many outstanding practitioners in the field of Kinesiology. Further, a number of our masters students have continued their education and earned terminal degrees (PhD, MD, EdD) in Exercise Science, Medicine, and Teacher Education.

Current and Continuing Initiatives

The Department of Kinesiology is currently working on a number of strategic initiatives to help the department stay updated with new and changing developments in the field and to further serve the needs of the students, the college and the university.

1) Development of an early contingency physical therapy track that will allow the successful student to apply for the newly approved Doctorate of Physical therapy degree (DPT) after their third year of undergraduate study.

2) Continued development and curricular integration of coursework and activities that prepare our students to value diversity. This department has built upon the strengths of our most recent faculty hires to enhance the departmental offerings in the psychological, social and cultural aspects of human movement studies. KIN 278 Physical Activity, Cultural Diversity and Society was recently added as a core curricular requirement for all undergraduate students.

3) Recent program revisions in adapted physical education have strengthened the existing teacher certification program and have occurred due to another recent faculty hire. These program revisions have enhanced the visibility of our Teacher Education program through summer camp outreach activities. This scholarly program has encountered frequent facility and scheduling conflicts due to the on-campus expansion of athletics and recreation. A continuing initiative will be to provide resource allocations for this valuable program.

Future directions

Over the next three years, the Department of Kinesiology intends to complete a number of initiatives. To complete these, the department will need support from the college and the university to accomplish our objectives.

1) Complete a self-study and review of the exercise science and health/fitness programs for accreditation by the newly established (April 2004) Committee on Accreditation for the Exercise Sciences (CoAES).

The CoAES was established under the auspices of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). [www.acsm.org]. The first step in this accreditation process will be to attain curriculum endorsement for our undergraduate exercise science and health and fitness tracks from the American College of Sports Medicine (ACSM) in the Spring of 2006. This initial step will serve as a self-study and will allow us to develop outcome assessments, as currently mandated by the university. The proposed new faculty hires will be essential in attaining this goal.

- Rationale: Our undergraduate program in exercise science has been popular and has produced successful students. However, new employment trends will require that exercise science students be graduates of accredited programs as well as being certified (in the future licensed) through the ACSM. Therefore, the department has identified that program

accreditation in Exercise Science will be an imperative. The proposed Exercise Science/Health Fitness positions will contribute to these goals.

- Goals: 1) To obtain curriculum endorsement for our undergraduate exercise science and health and fitness tracks from the ACSM in the Fall of 2006, and 2) To obtain program accreditation for the Exercise Science undergraduate program by 2008.

2) Review the current process for K-12 Health education certification for Physical Education Teacher Education

The current process for k-12 Health education certification is done through transcript analysis. We will investigate the feasibility of creating an accredited combined Health and Physical Education teacher certification program. The proposed new faculty hire in health/wellness will contribute to this initiative

- Rationale: Our students would be better prepared to teach Health with an identified curriculum for health education, including methods courses. In addition, the department wishes to refocus its efforts toward a curricular strength in wellness.
- Goal: To complete a feasibility study by Spring 2007

3) Creation of a post baccalaureate certification for Physical Education Teacher Education

- Rationale: We have numerous inquiries into the availability of teacher certification for individuals who hold a bachelors degree (15 or more each year). We currently have no program to offer these individuals. Teachers who have sought certification through post baccalaureate certification tend to be more academically focused and will provide a teaching resource to this and other states.
- Goal: To meet this challenge by 2007.

4) Examine and potentially change our “general” track

- Rationale: In its current state, the “general” track in Kinesiology does not fully prepare students for a career in the field. Instead, the general track primarily serves only as an easy mechanism for students who do not qualify for the PETE program to get their degree. We believe that this may be a disservice to the student
Goal: We propose to meet this challenge by 2006.

5) Revise the program tracks in our graduate program to address the central focus of physical activity and its contribution to health and wellness.

- Rationale: The program will be designed to capture the interest of our potential customers. We believe that our future students will be employees in hospital/clinics, fitness/wellness centers and schools systems or will be undergraduates who seek employment in these institutions. Furthermore, our teaching and administration track has served Rhode Island's K-12 teachers well in the past. However, changes in re-certification requirements for Rhode Island public schools, has led to a significant decline in enrollments in this graduate track. We will examine the best way to serve teachers in the state, including a needs survey of currently employed physical education and health teachers. In addition, during the past five-years we have had a significant staffing turn-over in our graduate faculty (5/8 members; 60%). This turnover enhances the impetus for a major curricular revision of our graduate programs.
- Goal: We will refocus our graduate program in kinesiology by 2007.

6) Investigate the possibility of advancement strategies for the APE program in terms of a certification program at the undergraduate level or emphasis at the graduate level.

7) Upgrade the graduate program website in order to better recruit and inform our graduate students. Our goal is to have this in place by 2007.

8) Explore new avenues for financial support for full-time graduate assistants within the department through research assistantships, paid internships, and grants.

9) Examine the program offerings at peer institutions in order to attract quality graduate assistants to our department.

10) Analyze potential opportunities in distance learning and other alternative avenues for course offerings and examine the location and scheduling of graduate level courses. This will be done to meet the needs of our constituents in a more comprehensive fashion.

11) Analyze potential opportunities to provide graduate workshops and other professional development activities for our public school teachers who are being re-certified by the RI Department of Education through the I-Plan method. This may involve the development of a graduate level certificate program in Kinesiology.

12) Consider production of a well-developed, written plan for growth and future funding sources

13) Produce a formal, written set of desired student learning outcomes for exercise science and health fitness

14) Consider development of formal, written standards of teaching methods and quality that is consistent with discipline specific norms.

15) Dedicate one faculty meeting per year to discussing the trends in job requirements and skills that students need for employability and will adjust course offerings/curriculum to help students remain competitive in the job market

16) Consider offering at least one honors course.

STRATEGIC INITIATIVES: FACULTY NEEDS

The Department of Kinesiology is a program with a strong interdisciplinary record that is seeking to broaden its impact upon the health of the State and Nation. To fulfill our potential, the Department 1) needs to ensure that a planned faculty retirement is filled by a qualified tenure-track faculty, 2) is seeking to hire 2 new tenure-track faculty positions, 3) will make a temporary lecturer position permanent, and 4) is seeking funding for 2 new graduate assistantships. Request #1 reflects a necessary requirement to maintain current accreditation and curricular needs, Request #2 will enhance our program and research while allowing us to seek a new accreditation, Request #3 will generate a new revenue stream and stabilize our curricular offerings by allowing us to meet student demands for our courses, and Request #4 responds to University desires to implement wellness offerings for all state employees.

1) Full time Tenure Track Position (Replacement) Physical Education Teacher Education

This position is needed for the Physical Education Teacher Education (PETE) program to continue its goal of quality teacher education preparation. This faculty line will replace a retiring full time faculty member responsible for developing and teaching curriculum in Motor Learning, a key aspect of the state teacher licensure tests for PETE students. Replacing this faculty position will allow us to continue to work with the increasing enrollment of PETE students who need Motor Learning and Motor Development, especially in working with special populations. This faculty member could also assist with teaching in the area of Adapted Physical Education (APE) to enhance our already effective APE undergraduate offerings. Replacing this faculty line would also allow us to respond to the increasing need for a post-baccalaureate program certificate in physical education.

2) Two Full-Time Tenure Track Positions Exercise Science/Health Fitness

These positions represent an attempt for our Department to look to the future and capitalize on existing expertise and resources to expand our curricular, research, and outreach efforts related to health and wellness. In order to develop our plans for moving forward, we believe it is necessary to assess the current status that the role of physical inactivity has in our State and the Nation. Governor Carcieri recently launched the “Get Fit, Rhode Island!” campaign to promote worksite wellness and help make Rhode Island the 1st Well State in the Nation. This initiative focuses on Rhode Islanders leading physically active lives and changing unhealthy eating habits and is driven in large part by alarming national trends. Over the past four decades, there has been an increase in the prevalence of overweight and obesity in adults and children across gender, ages, and racial/ethnic groups. Obesity has reached epidemic proportions in the United States with approximately 64% of adults currently classified as overweight or obese. The 2000

Behavioral Risk Factor Surveillance Study reported that 36.6% of Rhode Islanders are overweight and 17.1% are obese. The increase in obesity has not been isolated to the adult population, as childhood obesity has also been on the rise. Between 1980 and 2000, the prevalence of overweight among children jumped from 7% to 15.3%, and among adolescents ages 12-19 years, increased from 5% to 15.5%. These overweight children are likely to grow into overweight and obese adults, leading to even more Rhode Islanders and Americans that face significant health risks.

The negative effects of physical inactivity and obesity on both the individual and society are serious and multidimensional. Physical inactivity and obesity are risk factors for many chronic health problems such as heart disease, stroke, type 2 diabetes and arthritis. The total estimated annual costs attributable to obesity related disease in the US is nearly \$100 billion. Rhode Islanders currently spend 22% more per year for health care expenditures than the national average, ranking them as one of the four most expensive states in the nation for health care. The prevention and treatment of obesity and the promotion of a physically active lifestyle among children and adults in the state may provide some relief for the mounting costs of health care in Rhode Island.

The Department of Kinesiology is already playing a role in health and well-being of the State, with numerous faculty members contributing their time and energies as shown in their research and outreach efforts. However, we believe that we have the unique opportunity to be leaders in the promotion of physical activity for enhancing the health of the children, adults, and individuals with disabilities. We have the opportunity to train the next generation of teachers and health professionals, engage in outreach to enhance the wellness of the citizens of Rhode Island, and conduct high quality, interdisciplinary, and nationally funded research to develop a greater understanding of how to help use physical activity to enhance the well-being of our State. Current resources have limited our ability as a faculty to maximize our contributions to the area due to our high teaching loads and student to faculty ratio. In order to greatly enhance our abilities in these areas, we have laid out a number of specific initiatives related to personnel that we intend to pursue.

To help meet the goals of our nation and serve the people of Rhode Island, the Department of Kinesiology requests the support of the University to allow us to hire two new tenure-track faculty members to expand our research in the areas of health promotion, broaden our outreach efforts, and better train our students to be leaders in the promotion and delivery of wellness programs across the State and Nation. These two individuals would complement the research efforts already ongoing among the Kinesiology faculty and provide even greater opportunities for interdisciplinary collaboration with departments such as Nutrition and Food Sciences and Psychology. These faculty members would also allow our future teachers and health and fitness professionals a greater breadth of preparation in the design, implementation, and evaluation of health promotion programs. The faculty members would also have an opportunity to be involved with Governor Carcieri's initiative to help make Rhode Island the 1st Health State. President Carothers has pledged the support of the University to the

cause and these new faculty members would be able to instantly contribute to the Universities outreach efforts.

Exercise Science/Health Fitness Tenure Track Position A

Specifically, we are proposing to hire an individual with expertise and experience in the development and delivery of interventions to promote physical activity. This individual would be able to complement existing faculty research efforts and provide a much greater depth to the curriculum regarding the design, delivery, and assessment of wellness programming. It is expected that they would be able to get involved in currently funded projects as well as establish an independent line of research. This individual would be able to teach courses within our curriculum to enhance the preparation of our students. We currently fill much of the requirements for health education through courses outside of our department and this faculty member would be able to develop courses to augment and enhance our student preparation to leaders in the promotion of wellness. The new faculty member would also be able to expand our efforts to seek external funding through collaboration with existing faculty in the department and across campus. Their research expertise would provide strong outreach support for developing and evaluating programs. This faculty member would also be instrumental in our efforts to become endorsed by the American College of Sports Medicine and accredited by Committee on Accreditation for the Exercise Sciences (see page 10) by teaching core classes and expanding our students' ability to develop and evaluate health and wellness programs in real world settings.

Exercise Science/Health Fitness Tenure Track Position B

The second position would be an individual with competence in basic research relating to exercise and energy metabolism will enable the KIN department to offer a more attractive and enriching undergraduate and graduate curriculum and significantly improve the prospects of receiving external funding. The KIN department's energy metabolism laboratory receives national recognition regarding its research relating to exercise, nutrition, and aging. More than ever, national attention is focused on the aging population, obesity and physical inactivity and the benefits of proper exercise on the cardiovascular and especially the skeletal muscle as both effect aging and age related metabolic diseases. The Kinesiology department could be enhanced by the addition of a faculty member who engages in research, shows outstanding promise for acquiring external funding, and can enhance our curriculum offerings. This faculty position will be critical to the department's national profile through his or her productivity in the area of basic research applied to exercise and aging their effects on energy metabolism. The faculty member could be encouraged to collaborate with Nutrition and Food Sciences and may be able to take advantage of the new biotechnology equipment and BRIN laboratory infrastructure. This faculty member would also be instrumental in our efforts to become endorsed by the American College of Sports Medicine and an accredited program by the Committee on Accreditation for the Exercise Sciences (see page 10) by teaching core classes and expanding our students' laboratory skills.

3) Clinical director and Lecturer in Exercise Science

With no advertising, we are often contacted by groups and individuals to conduct testing in our Human Performance Laboratory, but to date have no formal process or billing structure to respond to those requests. Given a permanent position, we would be able to expand our outreach efforts. In particular, the individual would be responsible for establishing a fee-for-service component to our Human Performance Laboratory as well as provide testing for the University and State Wellness Initiative. This position could oversee those efforts and expand our services and clientele to generate additional revenue. In addition to being clinical director, we have a definite need to create a hard-money funded lecturer position in the exercise science & health fitness area. We currently have an individual hired through grant funding to cover some of our needs. However, even with the eventual return of the faculty member being bought out by grants, the need to cover courses will still exist. There is increasing student demand in the areas of exercise science and health fitness and physical educators are concentrating more on lifetime fitness, thereby creating a potentially even greater demand for exercise science foundational courses. These increasing demands necessitate offering more sections of the basic exercise science courses. The problem is also compounded by the fact that we now have a department chair that was teaching courses in those areas, so her teaching responsibilities now need to be covered by the lecturer.

4) 2 New Graduate Assistantships in Wellness

We request two new graduate student assistantships. We have been called upon to help deliver and monitor the State's initiative to promote wellness among its employees. Our current graduate assistants are all occupied teaching undergraduate courses and administering research laboratories and classes. These 2 new assistantships would be dedicated to furthering the service and outreach mission of our department and demonstrate the Department and University's commitment to wellness.

FACILITIES AND SPACE

This section of the strategic plan provides two sets of initiatives. The first set of initiatives will be followed if the Department of Kinesiology remains in the Tootell Physical Education Center. The second set of initiatives will be followed if the Department of Kinesiology moves to the Independence Square II building. Presently, there is a proposal to build an addition to Independence Square that will house Kinesiology. To date, no decision to build has been made. Therefore, we have developed our future plans to provide for either option; remaining in our current facility or moving to a new facility.

Plan A: Department Remains in Tootell

1) Improve Technology Infrastructure

Implement Smart Classrooms. Our coursework is best delivered in classrooms that are carefully designed and equipped. Currently, such delivery is difficult. None of the classrooms or labs are appropriately equipped. We own two portable carts with LCD projectors that are less than desirable. It is awkward and hazardous to transport the carts to and from the Keaney classrooms as it involves maneuvering this heavy equipment up and down two floors on a steep ramp and through doors. The Keaney classrooms are small. When filled to capacity, the room does not allow for setting up AV equipment in a way that all students can see clearly without constantly adjusting their seating position. The Keaney classrooms have one complete wall of windows with no working blinds that makes viewing projected images difficult. Smart classrooms would greatly enhance the delivery of technology based lectures and would create new opportunities for innovative classroom experiences. Further, two LCD projectors are not enough to satisfy departmental needs when we are consistently teaching 3 classes in each time block. The department needs three smart classrooms (Tootell 122/123, Keaney 208, Keaney 209)

2) Improve Classroom Infrastructure

Renovate Keaney Classrooms. The Keaney classrooms (208, 209, 210) are heavily used by the department. All three classrooms are in extremely poor condition. Every aspect of the classrooms needs to be renovated to make them acceptable for student learning. At the present time these classrooms are uncomfortable and not conducive to positive learning environment. Recently, five students have passed out and required medical care due to conditions in the classrooms. Minimum renovation requirements include updated and repaired including the electricity, lights, flooring, desks, heating system, ceiling and walls.

3) Relieve Space and Resource Constraints

The Health/Fitness Laboratory (960 square feet) is used for a number of classes (KIN 275, KIN 325, KIN 369, KIN 370, KIN 420). These classes routinely have between 30 and 40 students and the current laboratory space is too small to accommodate this large number of students, particularly when engaged in fitness appraisal. The “other half” of

Tootell 100 must be returned to the department and renovated for use by KIN students. The space was given to Athletics approximately 5 years ago for an athletic study center and offices.

The Muscle Fitness Laboratory (1271 square feet), funded by the Champlain Foundations, is too small to accommodate our large class sizes. This laboratory is used to teach critical skills to our undergraduate students. We recommend that the “other half” of Keaney 110 be returned to the Department of Kinesiology. The space was given to Athletics approximately 4 years ago to house the golf coach and the intramural office.

We propose establishing a video teaching laboratory that will be used by both the sports sociologist and the teacher education program. Students in sport sociology will use the laboratory for film review while the teacher education students will critique their teaching skills from videotape.

4) Establish Dedicated Gymnasium for the Department of Kinesiology

Many classes teach all or part of their course work in a gymnasium (KIN 410, KIN 411, KIN 369, KIN 530, KIN 304, KIN 324, KIN 278, KIN 314, KIN 315, KIN 105L, KIN 120, all activity classes 115s and 215s). We feel that academics should have priority over athletics and recreation for scheduling classes in these facilities. This can be accomplished by providing the department with a dedicated gymnasium to offer classes. The dedicated gymnasium will further serve the department and the community by providing a space for late afternoon and evening adapted physical education programs. East, West or Keaney Gymnasium are all acceptable.

Plan B: Department Moves to Independence Square

If the Department of Kinesiology moves to Independence Square, we must obtain adequate facilities and space to satisfy our current needs and allow future growth of the department, including laboratory space for new faculty. Currently, our facilities are too small as our department continues to grow in numbers. Since the addition to Independence Square represents a new space, we must be involved in all aspects of facility planning with university officials, the Independence Square Foundation and the architect. Kinesiology has some unique needs such as facilities that accommodate resistance training equipment and provide enough open space to accommodate the types of activities that are done in laboratories. Below is a list of the needs of the department for successful integration into the new facility. It should be noted that in the event that the department is relocated, we will continue to need access to a gymnasium, the dance studio and pools in the Mackal/Keaney/Tootell Complex. We also expect continued use of the computer laboratory in Tootell as the College of Human Science and Services provided start-up funds for that facility.

- 3 “Smart” Classrooms. Two classrooms need to accommodate at least 36 students while the third classroom needs to accommodate at least 50 students. These classrooms will be used to deliver undergraduate and graduate curriculum

- to approximately 400 Kinesiology majors. In the late afternoon and evening, one classroom is available to deliver the Center for Obesity Research and Education (CORE) and wellness initiatives while the other two will be used for graduate classes and undergraduate seminars.
- Undergraduate Teaching Laboratory. One large (3,600 square feet) laboratory will replace two smaller labs (Fitness Appraisal Laboratory and Champlin Foundations Muscle Fitness Laboratory currently housed in Tootell) now present in Tootell. This will better accommodate the large undergraduate classes of 30-40 students and allow for adequate movement. Proper flooring is essential as resistance training equipment will be housed in this laboratory. A large storage space adjoining this room is needed for securing movable equipment and supplies. The ability to separate the space into two rooms using a moveable divider would allow for two learning experiences to occur concurrently. It is expected that this room will also be used to conduct research that involves training subjects. The department has a strong (recent) history of physical activity grants.
 - Student Lounge (500 square feet). Our students will now be even further away from the “center of campus” and need a place to study or relax between classes.
 - Main Office. Due to the size of the department, the main office is extremely busy and houses many records, files and office supplies. We anticipate needing a large secretarial space (600 square feet) and a large storage area (350 square feet).
 - 1 Department Chair Office; 13 Faculty Offices
 - 1 Large Office for 6 Graduate Assistants (400 square feet)
 - 1 Conference/Seminar Room. This room should accommodate a minimum of 20 people. It is anticipated that this room will be used for meetings, graduate seminars, research (focus groups) CORE and university wellness activities. At the front of the seminar room should be a kitchen that will serve the faculty and staff as well as be used for nutrition demonstrations (similar to what was available at the former Health Promotion Partnership building on Briar Lane). We should have the ability to close off the kitchen or have it open to the seminar room. (450 square feet)
 - 1-2 large secure storage closets (200 square feet each)
 - 2 Interview/Assessment Rooms. These will be used for research – physiological and psychological assessment (200 square feet each)
 - 1 small computer / video lab. The computers will be available for student use. The video equipment will be used in teacher preparation courses and in the area of sport and exercise sociology (500 square feet)

- 1 motor development / motor control laboratory (1200 square feet)

OUTREACH

The department recognizes the importance of maintaining good relations with external constituencies including alumni, practicing professionals, and schools and other organizations involved in promoting the health and wellness of individuals citizens of the State of Rhode Island. Our outreach to these constituency groups should be a vital and visible component of the land grant tradition of the University. Improving relations with these groups, especially our alumni, not only enhances our visibility within the state but also provides opportunities to increase alumni support for our programs.

We have identified a number of goals and initiatives that we believe will enhance our relations with these important constituency groups.

1) Improve relations with alumni

- Develop a systematic and regular process for gathering information and feedback from our graduates
- Discuss the feasibility of writing and disseminating a regular Newsletter targeted primarily toward our graduates as well as other important constituency groups to keep them informed of our activities and achievements.
- Work more closely with the Alumni Office to identify opportunities to highlight our activities and to attract alumni back to campus (eg. homecoming, reunion events, etc)
- Discuss the feasibility of creating an alumni awards program to recognize and honor distinguished alumni and their accomplishments.

2) Take a leadership role in the "Well State" initiative

- Create working relationships with organizations and companies around the state that are identified as "well companies"
- Identify and match faculty expertise with on-going wellness activities related to the "Well State" initiative, including making URI a "well workplace"

3) Provide more continuing education opportunities for practicing professionals

- Conduct a needs assessment targeted to practicing teachers to identify appropriate professional development activities required for the I-Plan process.
- Discuss the feasibility of developing and offering a KIN 900 workshop series of courses that can be used to offer workshops, short courses, weekend seminars, etc that are designed for teachers and other practicing professional.
- Develop electronic courses as an alternative to campus based offerings.

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