2010-2011 Physical Education

Section	Document Name
Fiscal Health	• Financial Narrative for Annual Planning and Budgeting Report.pdf
Fiscal Health	• PED.pdf

Mission

Mission Statement (revised August 2010)

The IU School of Physical Education and Tourism Management capitalizes on its rich history and unique location in downtown Indianapolis to prepare future leaders in kinesiology and tourism by translating theory into practice. The school's distinct culture and unique combination of disciplines foster innovative research, learning opportunities and civic engagement that enhance quality of life and economic development of local, national and global communities.

Vision Statement (created November 2010)

The vision of the School of Physical Education and Tourism Management is to be an emerging leader in kinesiology and tourism where talented students, faculty, and staff thrive.

Goals and Objectives

1. Establish a national and international research reputation

Increase research output

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

- Created seed funding guidelines for center development in September 2010
- Increased the Faculty Research Opportunity Grant (FROG) pool from $40,000 to $50,000 to provide seed funding for projects with potential to secure outside funding
- Conducted workshops for junior faculty on promotion and teunre requirements
- Instituted department research seminars that engaged non-IUPUI researchers to discuss current projects and potential collaborations
- Increased physical space for research by renting space at the National Institute for Fitness & Sport (NIFS)
- Revisions to the research expectations portion of the PETM promotion and tenure document were completed. Changes create more clearly articulated expectations with respect to satisfactory and excellent performance in research

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Evidence of Progress for 2010-2011:

- Increased research grant/contract dollars 58% to $378,526 from FY 2010 to FY 2011
- Increased research grant/contract expenditures 148% to $203,852

- Increased number of refereed publications/proceedings by 26% to 24
- Awarded one FROG grant (school research grant) for implementation in 2011-12
- Increased space for research through rental at NIFS
- Individual accomplishments included:
    - Dr. Amanda Cecil, Assistant Professor of Tourism, Conventions and Event Management, received a $107,200 grant from the Global Business Travel Association (GBTA) to conduct an inventory of their educational programs and develop an enhanced education program. Dr. Cecil also received a $44,988 grant from the Indianapolis Conventions and Visitors Association to develop an educational program about service delivery for all hospitality employees in Indiana linked to the 2012 Super Bowl
    - Dr. NiCole Keith, Associate Professor of Physical Education, received a $90,000 grant from the Anthem Blue Cross/Blue Shield Foundation to expand and assess the impact of a program that integrates service learning activities in the community as a means of improving the health of Indianapolis residents through enhanced exercise prescription and availability
    - Dr. Brian Culp, Assistant Professor of Physical Education, received a $18,000 grant from IU Health (then Clarian Health) to engage middle school students in out-of-class physical activity and wellness programs

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Activities planned for 2011-2012:

- Create two research centers
- Expand research seminars
- Further develop mentoring program for faculty
- Develop a workload model or policy that allows highly research active faculty to achieve reduced teaching loads
- Identify key areas of strength for each program within the school. Align research program with the areas of strength

2. Focus and develop graduate programs

Focusing and developing graduate programs

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

- Funded two additional graduate assistantships in order to increase recruitment and retention of graduate students
- Increased scope of graduate programs with the Indiana Commission of Higher Education (ICHE) approval of the MS in Event Tourism
- Revised learning outcomes for refocused MS in Physical Education around Exercise Science

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Evidence of Progress for 2010-2011:

- MS in Event Tourism approved by Indiana Commission on Higher Education
- Increased total number of graduate assistants by two
- Began to market TCEM MS Event Tourism for program launch in Fall 2011

Activities planned for 2011-2012:

- Develop a proposal for a new graduate program
- Identify mechanisms to increase research faculty interaction with doctoral students
- Leverage location in Indianapolis to communicate with employers about curricula and programs
- Develop marketing strategy for graduate programs
- Increase funding of graduate assistants

3. Develop a reputation as an innovator in undergraduate education

Develop a strategy around centrally serving students

Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

- Director of Student Success hired at end of fiscal year
- Began discussions with University College about advising models
- Revised admission standards from University College into Department of Physical Education in order to better insure student success once admitted

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Evidence of Progress for 2010-2011:

- Director of Student Success hired

Activities planned for 2011-2012:

- Develop a plan for advising
- Hire staff advisor(s)
- Develop and implement mechanisms to track student placement

Innovate in the delivery of undergraduate education

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

- Revisited and revised learning outcomes and assessment of learning outcomes for all majors in the school
- The Department of Physical Education revised all of its curricular offerings such that all of the seven tracks can be completed within 124 credits. The undergraduate revisions streamlined the exercise science and physcial education teacher education offerings and completely overhauled the sport management offerings all with the goal of providing innovative programs that lead to high retention and graduation

- Developed strategies around increasing RISE course offerings as a means of improving learning and retention
- Redesigned course held at Camp Brosius in Elkhart Lake, Wisconsin to focus on leadership, teamwork and personal development with significant assistance from the Department of Military Science

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Evidence of Progress for 2010-2011:

- Between 2006-07 and 2010-11, the school increased its number of graduates 40% to 232
- Between 2006-07 and 2010-11, the school increased its overall retention rate from 80% to 85%, and its freshman to sophomore retention rate from 76% to 82%
- Dr. Rafael Bahamonde, Chair of Physical Education, and Dr. Amanda Cecil, Assistant Professor of Tourism, Conventions and Event Management, received a $21,700 Center for Teaching and Learning-Learning Environments Grant that allowed the school to remodel an outdated lounge into a flexible learning laboratory
- Number of RISE course offerings increased from 21 unique courses to 28 unique courses
- Sports Management curriculum overhauled
- Dr. Sotiris Hji-Avgoustis and Dr. Yao-Yi Fu of the Department of Tourism, Conventions and Event Management further developed a unique international program by escorting a delegation of undergraduate students to Iten, Kenya in order to promote the High Altitude Training Center as a tourist destination for distance runners
- Ms. Rachel Swinford and Mr. Steve Fallowfield of the Department of Physical Education further developed "InShape IUPUI". Building off Governor Daniels' existing InShape Indiana branding, InShape IUPUI was developed as a service-learning program that provides exercise science and fitness management majors with real-life experience by assisting members of the IUPUI community with exercise prescription and support
- The Department of Tourism, Conventions and Event Management expanded their experience-based learning activities to include the following partners on class projects: the Kentucky Derby, the Operation Hire a Hoosier Vet Career Fair, the J.W. Marriott Indianapolis, Outback Steakhouse, and Habitat for Humanity
- The Department of Physical Education's redesigned course at Camp Brosius increased its enrollment in the leadership, teamwork and personal development course in the Summer of 2011
- The Department of Physical Education developed a course on health, wellness and fitness that could be targeted to the entire IUPUI campus

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Activities planned for 2011-2012:

- Enhance RISE offerings by seeking to further develop existing opportunities and identify new opportunities that enhance student learning
- Develop and propose at least one minor in areas consistent with the school's focus
- Revise and better coordinate the Physical Education elective curriculum
- Develop an advising model that stipulates the role of central advising and faculty advising
- Develop systems to better track student placement into careers

4. Leadership in faculty/staff development

Enhance processes around faculty and staff development

Campus Planning Theme: Best Practices, Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

- Revised PETM promotion and tenure document to clearly specify requirements around research and teaching. Draft of promotion requirements for clinical-track and lecturers circulated
- Implemented Performance Management Process for all staff
- Implemented mentoring activities for faculty:
  - For tenure-track faculty, this took the form of meetings to de-mystify the P&T process and departmental research seminars
  - For all faculty, there were two seminars conducted on the Scholarship of Teaching and Learning. This was targeted at increasing the research on teaching and learning conducted by clinical-track faculty and lecturers interested in seeking promotion
- Re-organized staff to provide greater efficiency in the support systems

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Evidence of Progress for 2010-2011:

- Clinical-track faculty and lecturers expressing an interest in promotion and either beginning to prepare their dossier or identifying areas where work is needed in order to develop a successful portfolio
- Annual evaluations of staff completed, including a discussion on goals for the year

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Activities planned for 2011-2012:

- In conjunction with the PETM Faculty Affairs committee, develop a faculty workload model that allows highly research active faculty to achieve a reduction in teaching loads
- Compare faculty goals versus accomplishments using faculty plans
- Finalize P&T document changes such that promotion guidelines are clearly articulated for clinical-track faculty and lecturers
- Support staff professional development as a non-financial incentive

Increase intra-school communication

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

- Began bi-monthly meetings with Department Chairs and Directors (Finance/Administration, Development/External Affairs and Student Success)
- Conducted six faculty meetings
- Began staff meetings

Evidence of Progress for 2010-2011:

- Additional communication occurring on matters where communication previously did not occur

Activities planned for 2011-2012:

- Develop and publish intra-school newsletter to create greater understanding of PETM's work and its faculty and staff
- Better develop staff governance as a means to improve efficiency and communication
- Work with faculty to identify best ways to communicate information about the school and to determine what information staff and faculty are most interested in receiving

5. Increase the resource base

Develop a space plan for research and additional graduate students, faculty and staff

Campus Planning Theme: Research, Scholarship and Creative Activity, Best Practices
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

- Exploreed feasibility of moving forward with significant renovation to Natatorium (school-controlled space) following the completion of architectural drawings

Evidence of Progress for 2010-2011:

- Renovation plan put on hold pending evaluation of entire Natatorium building

Activities planned for 2011-2012:

- Identify small, incremental improvements that can be made to enhance the research, teaching, and development spaces in the school

Develop Dean's Council of community members to assist in the development of the school

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

- Developed a list of potential members for the Dean's Council

Evidence of Progress for 2010-2011:

- Five members successfully recruited to the Dean's Council

Activities planned for 2011-2012:

- Recruit at least 10 members for the inaugural Dean's Council and hold one meeting in early 2012

Increase money raised through development function

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

- Hired Assistant Director of Development and External Affairs in an effort to create more fund-raising capabilities in conjunction with the IUPUI IMPACT development campaign
- Increased focus on the development of proposals targeted to foundations with an interest in the promotion of physical activity
- Developed a case for support for the IUPUI IMPACT development campaign

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Evidence of Progress for 2010-2011:

- During FY 2011, six funding proposals were submitted to corporations/foundations. $180,000 was funded to benefit the school's involvement in the Chase Near Eastside Legacy Center as well as the school's Physically Active Residential Communities and Schools partnership with the Indianapolis Public Schools
- The school requested and received additional funding for three students to study abroad from the Efroymson Family Fund, a CICF Fund
- By the end of FY 2011, the school achieved 84 percent of its $2.15 million campaign goal

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Activities planned for 2011-2012:

- Submit additional funding proposals to support teaching and research work at the Chase Near Eastside Legacy Center
- Submit additional funding proposals to support efforts around Cultural Tourism initiatives
- Enhance annual fund development efforts to not only immediately boost and sustain annual financial resources, but also develop stronger relationships with donor prospects who have capacity to become viable major gift prospects

Fiscal Health

Reallocation Plan

Other Question(s)

1. What changes are you seeing in the characteristics of incoming and returning students, and how are you preparing these students to meet the changing needs of the future workforce?

The School of Physical Education and Tourism Management (PETM) students who entered the program in fall 2011 are academically more prepared. This is in part to a change in the admission requirements implemented for fall. Students directly admitted into the school are now required to have a 3.0 high school GPA, 1000 SAT score/21 ACT score or an Academic Honors Diploma. Changing the admissions criteria helps students being accepted into the program to start off on more academically sound footing.

The departments in PETM are also taking additional steps to help students be better prepared before entering into one of their majors. Both departments are reviewing their internal admission requirements, so that students who apply for their programs from another internal department (University College, Liberal Arts, etc.) are successfully completing specific course requirements that will indicate preparedness in order to be accepted into one of the programs. In the case of the Department of Physical Education, each of the majors identified five courses which students in University College must successfully complete before entering the school. These five courses were recently reduced to three courses that most accurately predict future success in PETM.

In order to further support and prepare its students, PETM has created a new position, Director of Student Success, which was filled in the fall of 2011. The Director of Student Success is charged with developing processes, resources, and policies that assist students in being more successful both in school and in the workforce. One aspect of this person's job is to launch the CSO – career job posting site, so that students will have a location to review open positions in their academic areas. This will provide students with some insight into the skills that employers are looking for in an employee. The Director of Student Success will also be developing student communication pieces on career information (career events, resume/interview/networking tips, etc.). As the new Director's position continues to develop, one of the goals of the position is to continue to establish additional resources (workshops, employer panels, etc.) for students on how to be prepared for employment in their chosen industry. PETM's student success office plans to add two advisors in 2012, one of which will be shared with University College.

Over the last two years, the PETM faculty has also taken a number of important steps directed toward enhancing the preparation of its students for entry into the workforce. Below is a partial listing of the strategies that PETM is using to prepare students for the changing needs of the future workforce:

- All students must complete a required internship and PETM actively nurtures and develops relationships with potential intern sites and future employers
- The Department of Physical Education revised all of its majors to align with national standards. For example, the exercise science majors were all revised to align with the knowledge, skills, and abilities set forth by the American College of Sports Medicine and student learning toward these "KSA's" form the foundation of the assessment plan
- Many of the Tourism, Conventions and Event Management (TCEM) students work at least half time in the industry while completing their degree thus allowing for immediate application of knowledge outside of the classroom.
- Every semester, the TCEM department invites industry professionals to campus to conduct professional development seminars
- The Department of Physical Education typically offers numerous courses every semester which engage students in the utilization of physical activity to promote health. These programs challenge students to immediately apply what they have learned for the benefit of the following communities:
    - The IUPUI community through the INShape IUPUI program where students work with members of the exercise prescription in a pre-internship class
    - People with disabilities – students learn about adaptive physical activity and then apply it for the benefit of children with disabilities on Saturday mornings and adults with disabilities on Tuesday nights
    - Indianapolis youth – students in teacher preparation programs develop a menu of after school programming that is delivered in various schools throughout the city
    - Indianapolis adults – nearly all students spend time at one of three IPS high school fitness centers, helping provide guidance, support and advice to members of the community looking to improve their health

In all of these cases, student preparation for the workforce, which will increasingly focus on preventive health is enhanced

- The Department of Physical Education completely revised its educational experience at Camp Brosius in Elkhart Lake, Wisconsin to exclusively focus on leadership, teamwork and personal development. Assessment of the six day experience suggests significant personal growth occurred during the Summer of 2011 courses.

2. What are your plans for any surplus amounts in your fund balance?

The School plans to utilize their surplus funds to improve its infrastructure and on one-time expenses related to new faculty hires. The school sees the sport and exercise sciences areas growing significantly as changes in health care are implemented there is an intensified focus on the utilization of exercise as a prevention strategy. Accordingly, we anticipate the health care industry needing our students to serve a critical role in improving health. Credit hour income is sufficient to provide ongoing funding of faculty, replacement of retiring faculty, and some modest growth of faculty and student support services. The new faculty hires will help to broaden our scope of expertise and to lower our faculty/student ratio in the Department of Physical Education and the Department of Tourism, Conventions and Event Management. Some of the reserve is earmarked for startup packages for new faculty members. However to maximize the impact of these investments, PETM must reengineer our existing space to provide new faculty offices, research laboratories and both formal and informal learning spaces. This could be accomplished by converting a two-story all-purpose room into two floors of offices, labs and classrooms. Such a project has been designed by the IU architect's office and would require the commitment of a large portion of the current reserve.

3. What are your short-term and long-term plans for ensuring adequate facilities to meet your mission? To what extent are on-line and/or hybrid courses a useful strategy in addressing any anticipated space constraints?

Like most schools on the IUPUI campus, the School of Physical Education and Tourism Management is extremely constrained by space. Long ago, PETM outgrew its original footprint in the Natatorium. This is particularly true with respect to research laboratory space, teaching laboratory space, and office space. In the fall of 2011, PETM moved into its third off-campus space at the National Institute for Fitness and Sport. Space was leased to provide six faculty/staff offices, space for graduate student offices, and an exercise physiology laboratory. The leased space is in addition to space currently occupied at 1000 Waterway and 1200 Waterway.

The Department of Tourism, Conventions and Event Management (TCEM) was one of the first programs to deliver courses online and continues to offer a number of courses online, thus reducing the need for additional classroom space. Building on this success, the Department of Physical Education has also moved toward offering some of its non-lab oriented courses in an online format. Both departments have also offered, with some success, to teach courses on Fridays to take advantage of existing space. Finally, TCEM faculty are experimenting with hybrid courses as another mechanism to address space constraints.

4. What marketing strategies/materials are you planning to develop/disseminate during the coming year?

- **a. Who is the intended audience for each?**
- **b. What do you hope to accomplish with this strategy with this audience?**
- **c. How much are you planning to spend for each strategy?**
- **d. How will you tell if your expenditure was worth your investment? [Provide return on investment (ROI) data for past expenditures, if available, and plan to track ROI in the future.**

2012 Marketing Strategy

To broaden Physical Education and Tourism Management's (PETM) resource base through increased community awareness, constituent communications, and community collaborations.

Our recruitment, fundraising, marketing, and communications efforts are all tied together underneath this strategy, which primarily focuses on relationship building.

Tactics employed strive to be as personal as possible and audience-driven/focused. They include face-to-face meetings, events, volunteer and alumni engagement, electronic and print communications, website and social media communications, sponsorships, public relations and low-cost advertising.

With the goal of all tactics being to increase the school's resource base, relationship building with each audience is key to success. Our approach, therefore, is audience-driven and externally focused, with tactics employed strategically selected for the audience-specific needs and goals.

Community Awareness

Goals:

- Communicate key attributes to internal professional audiences.
- Increase school recognition through public relations efforts targeting Indianapolis and higher education communities

Audiences: University College and Admissions counselors, IUPUI Public Affairs and Governmental Relations, IUPUI External Affairs, and the IU Foundation.

Communications vehicles: e-mailed communications and newsletters, printed informational postcards designed to drive people to the school's website, meetings, and media relations. One significant cost is the purchase of a PETM skywalk banner through PAGR, estimated cost at $4,000. Remaining costs are less than $2,500.

ROI: measured in student applications, admissions, enrollment, website hits, and media mentions.

Constituent Communications

Goals:

- Recruit PETM students and Camp Brosius guests.
- Engage donors and alumni.
- Cultivate and maintain relationships with students, donors, donor prospects and Camp Brosius guests.

Audiences: PETM prospective and current students, PETM alumni and donors, and Camp Brosius prospective and current guests.

Communications vehicles: limited traditional advertising (for Camp Brosius), e-mail, social media, website development, and electronic news designed to drive people to the website, print communications for people with whom we cannot reach electronically or where appropriate (donor communications, for example). A few significant costs in this area include website content and creative development (approximately $17,000 per year), audience-driven appeal letters beyond the outreach supplied by the IU Foundation for the purposes of donor acquisition and Camp Brosius (approximately $16,000 per year), and alumni communication pieces designed to reach more than 60 percent of our donors/alumni/camp guests/student prospects for whom valid e-mails do not exist (approximately $20,000).

ROI: measured in enrollment, guest reservations, donations (new donors, donor retention, upgraded donors, and major gift prospects), website hits, constituent volunteer engagement, graduation and retention rates, and constituent surveys.

Community Collaborations

Goals:

- Broaden and strengthen strategic partnerships
- Build ideas, resources and innovation through advisory board connections

Audiences: Industry professionals, community partners, potential funders, and strategic partners.

Communications vehicles: Primarily in-person meetings and events. Anticipated costs are less than $10,000.

ROI: with engagement measured by enrollment, resource base changes, number of contacts achieved, student placement, and website hits.