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History of the Department of Physical Education and Wellness for the Academic Years 1983-84 Through 2007-08

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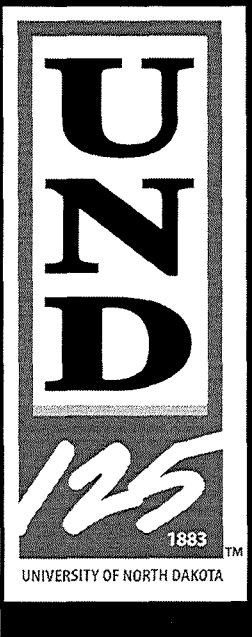
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**HISTORY OF THE DEPARTMENT OF
PHYSICAL EDUCATION AND
WELLNESS FOR THE ACADEMIC
YEARS 1983-84 THROUGH 2007-08**

Patricia A. Warcup and Dietta K. Watson



HISTORY OF THE DEPARTMENT OF PHYSICAL EDUCATION AND WELLNESS FOR THE ACADEMIC YEARS 1983-84 THROUGH 2007-08

Patricia A. Warcup and Dietta K. Watson
December, 2007

INTRODUCTION

This history of the department called Health, Physical Education and Recreation (HPER), Physical Education and Exercise Science (PEXS), and, most recently, Physical Education, Exercise Science and Wellness (PXW) was gleaned from a review of what the department chairs revealed in their annual reports, from a review of the academic catalogs for the relevant period, from university budgets and from memorandums and various departmental reports and meeting minutes.

Every effort was made to report this information as accurately as possible. The interpretation of this information and any errors of fact are the responsibility of the authors.

Most of the annual reports, catalogs and budget information can be found at the Chester Fritz Library in the Elyn B. Robinson Special Collections while the departmental materials can be found at the Hyslop Sports Center. If more specific information is needed the reader is directed to these sources.

ORGANIZATION

The Department of Health, Physical Education and Recreation (HPER) was, at the beginning of the University of North Dakota's second 100 years, a large and cumbersome department located in the College of Human Resources Development (HRD). It consisted of four diverse divisions: Physical Education, Recreation, Graduate and Athletics. Wrapped into the HPER structure with the academic programs and athletics were two very large service programs: Basic Instruction and Intramurals. They were stuck together more by historic habit than common goals.

Not only did the Athletic Division have no academic mission, but functioned independently. The Athletic Director reported directly to the University President by-passing academic administrative structure. In a memorandum to Alice T. Clark, Vice President for Academic Affairs from HRD Dean Henry Tomasek RE: Background on Functional Duties of Department of HPER and the Division of Athletics dated October 13, 1986, Tomasek stated that, In addition to by-passing academic administrative structure, the Athletic Division had its own budget. It also had oversight over most of the activity facilities on campus and had jurisdiction over its own coaching and support staff. This was essentially as it had been since University athletics first began. HPER and Athletics existed together in surprising harmony so long as they were managed by one administrator. When this changed struggles for facilities, faculty positions, workloads, salaries, and a host of other differences began to appear.

A meeting held on April 16, 1985 significantly altered the historic organization of the Department of Health, Physical Education and Recreation. According to the 1984-85 Annual Report attending this meeting were University President Thomas Clifford, Vice President for

Academic Affairs Alice Clark, Assistant to the VPAA Dave Bowen, Vice President for Finance Lyle Beiswenger, Dean of the College of Human Resources Development Henry Tomasek and Athletic Director John Gasparini. Notably absent from the meeting was Harvey White, Chairman of the Department of Health, Physical Education and Recreation who apparently was not invited.

In a memorandum from Dean Tomasek to Harvey White and the HPER Faculty/Staff dated April 18, 1985 RE: Reorganization of the Department of Health, Physical Education and Recreation, Dean Tomasek informs HPER of the following agreement:

1. The transfer of 12 faculty positions and nine classified positions with salaries to Athletics. (Three of the positions were tenured faculty positions. The salary for these positions were moved to Athletics but they continued to be listed as HPER faculty until one resigned in 1987, one retired in 1993 and one remains in 2007-2008).
2. Remaining in HPER were 13 faculty plus the three athletic faculty and one classified position. (One of the tenured faculty members was the women's golf coach for which HPER was to be compensated two credit hours per semester).
3. Athletics will furnish 55 credit hours of free instruction to HPER each semester. Two credits were given for the golf coach leaving 53 credits per semester owed to HPER so long as she remained golf coach.

What was not included in this memorandum, but was later made clear in the 1984-85 Annual Report, was the transfer to athletics of the Intramural Program along with the student fees that funded it. Also not mentioned was the removal of the athletic budget from the College of Human Resources Development to the control of the Athletic Director.

Placing the Director of Athletics directly responsible to the University President was not part of the reorganization document, as was widely believed, but was a long standing practice as recognized by Dean Tomasek's October 13, 1986 memo to VPAA Alice Clark.

The reorganization of HPER with athletics taking with them control of facilities, tenured faculty positions, the intramural program, and a majority of the shared budget was described in the following fall faculty orientation meeting by Professor Warcup who summed up the results: "In the divorce between HPER and Athletics, Athletics got the house and money while HPER got the kids".

HPER continued with its organization into Physical Education, Recreation and Graduate Divisions with each having a division director until the academic year 1995-96. The department was then reorganized with leadership responsibilities divided between graduate and undergraduate. This is essentially its organization in the 2007-2008 academic year.

With the exodus of Recreation and Leisure Studies to the Department of Social Work in 1998, the Department of Health, Physical Education and Recreation (HPER) changed its title to the Department of Physical Education and Exercise Science (PEXS). The name was once again changed in 2007 to the Department of Physical Education, Exercise Science and Wellness (PXW).

FACILITIES

Overview

The number of students participating in all aspects of HPER and Athletic programs had progressed in 1983-84 to the point where they had outgrown the facilities. The women's athletic program, that started in 1965 and given impetus by Title IX in 1972, accounted for much of the pressure on athletics. The academic programs in HPER diversified and expanded while the Basic Instruction and Intramural Programs continued to grow. All of this growth contributed to an escalating pressure between HPER and Athletics in terms of facilities, personnel and financial support.

The completion of the addition to the Hyslop Sports Center in the 1983-84 academic year more than doubled the number of indoor facilities available for sports activities and did much to alleviate some of the competition between HPER and Athletics over facility use. It added 131,917 square feet of useable space consisting of a large multipurpose room, 12 handball/racketball courts, dance studio, olympic size pool, six locker rooms, wrestling room and classrooms.

The original Hyslop Sports Center contained an arena with its basketball floor and track, a small multipurpose gymnasium, weight rooms, locker rooms, offices, athletic training facilities, handball/racketball courts, classrooms and the Human Performance Laboratory. The facilities for the various programs in HPER and Athletics included, in addition to the expanded Hyslop Sports Center, the Memorial Stadium with surrounding athletic field space, Ray Richard's Golf Course, Hockey Arena and the outdoor field space called the "Bronson Property" which contained playing fields for softball, soccer, field hockey, etc. and tennis courts.

The new addition to the Hyslop Sports Center helped alleviate another long-standing problem. The renovations to the older facility to accommodate attaching the new addition, allowed, for the first time since the Fieldhouse opened in 1954, access by women from the classrooms/office/laboratory side of the building to the locker room/arena area without 1) going outside and around the building, 2) traveling thru the men's dressing room, and 3) going up to the third floor and through the access door to the top level of arena bleachers and then down to level one. Although the new addition to Hyslop had an elevator, the original section remained inaccessible to the handicapped.

Regardless of the nearly doubling of activity space, the various HPER and athletic programs moved in and filled them up and scheduling continued to present problems.

The addition to the sports center did little, however, to alleviate departmental educational facility needs. It lacked good faculty and student working space and failed to provide a common area for faculty offices proximate to the secretarial staff and easily found by students. The department needed teaching space that was available on a regular basis, adequate research space, and computer access by faculty and students.

The completion of the addition to Hyslop Sports Center rendered the space occupied by the old swimming pool vacant. This was a two story area. Plans were made for finally providing office and work space for the department where they would have access to each other, the office staff and the students would be able to find them.

Two floors of space were created when an elevator was added making Hyslop finally handicapped accessible. Occupational Therapy was moved into the second floor space as 'temporary' housing. Fourteen years later they are still there. Upon completion of the first floor space, Athletics moved in retaining their previous spaces for coaches offices and storage. The department was forced to continue to house their faculty all over Hyslop requiring, as Brinkert stated, a "ten minute walk" to reach some faculty.

Weight rooms were created from the gymnastic gymnasium and the old pool deck. The pool dressing rooms became an athletic meeting room and women's athletic dressing room.

Changes to the original fieldhouse were more often than not made without input from the department. Chairs and deans frequently cited the lack of departmental control over space in their Annual Reports. The athletic director continued to have jurisdiction over all athletic facilities.

In 2006 the department lent space to Wellness to use until the Wellness Center was built. Brinkert reported that the department was in jeopardy of losing that space. Instead of the space being returned to the department, a committee was formed to determine its fate. Once again the department was not represented on the committee until after it was formed. Brinkert in his 2006 Annual Report stated: "This is the underhanded nasty stuff that tends to go on in Hyslop when space is the issue."

Wellness moved into its new building in 2007. Committee discussions to determine the fate of the vacated space came to a standstill when it was determined that there was no money for the needed renovations. The department moved back into HSC370 to restore it to a dance studio/exercise room. A floor to ceiling wall had been created for Wellness dividing HSC370 into two small spaces. According to Brinkert in his 2007 Annual Report, the department had been promised that the wall would be removed once Wellness moved out but once the move was completed they were informed that there is no money to remove the wall. In 2007 a \$5000 sound system was installed, the wall remains and the facility is shared with Theater Arts.

The completion of the Englestad Arena and the "Betty" saw men's and women's basketball, volleyball and their coaches moving to the new building. The spaces they had in Hyslop were quickly occupied by the coaches of the sports left behind such as track, baseball, softball and golf. The main athletic offices are still in Hyslop.

Annual reports of both chairs and deans have decried the state of the facilities for the department and the effect these deficiencies have on the ability of the department to meet its mission.

Classrooms and Work Spaces

When the addition to Hyslop was completed in 1984 there were three classrooms in the facility,

HSC315 and HSC321 in the original section and HSC172 in the new. In 1985-86 two old handball courts were converted into a classroom and given the number HSC318 while a former classroom, HSC321, was converted into a laboratory for pedagogy complete with carrels for students to study their classroom performances. HSC321 was later to become a conference room. The classroom space apparently stayed stable through the next few years.

More recent annual reports describe the weakness of the classroom space. HSC315 classroom is shared with Occupational Therapy. It has a computer linked to a TV monitor but lacks internet access. The equipment works only occasionally. The monitor is small, projects a distorted picture and is located too high for comfortable viewing. HSC172 classroom had the same type of computer equipment as HSC315 with the equipment in the same shape.

HSC318 is the only classroom with computer projection equipment for large screen projection and internet access. This is an inside classroom with no windows and poor ventilation. Brinkert reports that temperatures often exceed 80 degrees prompting students to leave class. This space was created out of two original handball courts and still retains the "aura" of hard-fought matches.

The annual report of 2004 states that the department was unsuccessful in its attempts to upgrade the student computer laboratory and the information technology in Hyslop Sport Center classrooms which do not meet standards found in other buildings on campus.

Brinkert, in his 2006 Annual Report stated: "...I cannot emphasize enough how far behind our classrooms are in terms of the technology needed to effectively deliver curriculum."

Brinkert's plea to upgrade the classrooms and improve the environment in HSC318 were finally answered. The department was successful in getting money from the College of Education and Human Development Student Technology Fee Committee in the spring of 2007 to make two classrooms, HSC172 and HSC316 into "technology smart classrooms". These classrooms were given internet access, large projection screens with the capability of projection from computers, CD, video tape, overhead sheets or a table top camera. The department purchased fans to help with the air circulation problems in the classroom and activity spaces.

Brinkert's report of 2004 describing the unsuccessful attempt to upgrade HSC305, the student computer laboratory, resulted in receiving ten new computers in the spring of 2005. There are now fifteen computers in the laboratory on a rotation agreement to be upgraded every three years. Faculty computers were placed on the same rotation schedule.

Laboratory Space/Equipment/Technology

The Human Performance Laboratory located on the third floor of the Hyslop Sports Center is the research center for faculty and students.

In 1984-85 it was reported that plans were underway for the renovation of laboratory space in Hyslop. The renovation was to provide space for a computer room, calculating room, for laboratories for exercise physiology, anthropometry, strength, biomechanics and motor learning, a film analysis room and a digitizing room.

Three computers located in the third floor computer room were hard wired to the University computer during the academic year 1985-86. It was reported that most of the faculty have access to a personal computer although many are owned by the faculty. The next year audio visual and some computer equipment was purchased with an outside grant.

The 1985-86 report states that plans were being made for the renovation of space on the third floor of Hyslop Sports Center to accommodate the additional needs of the new faculty. The plans included converting a handball court to laboratory space while the remaining two courts were to be converted into a classroom.

What was actually done was reported in 1986-87. Two areas in Hyslop, once a handball court, were remodeled into motor behavior and pedagogy laboratories. A \$16,000 grant was awarded to purchase equipment for the labs. HSC 318, a classroom, was created from the remaining two handball courts.

Annual reports for 1987-88 and 1988-89 mentioned that funding for equipment to support teaching and research had typically been a problem and that equipment was sparse and dated in biomechanics, motor learning and exercise physiology laboratories.

Pemberton reported her concerns in 1989 stating that problems with funding had impacted every faculty member's teaching and research, as well as, facilities, equipment, office function and computer needs. Budget cuts placed a strain on limited resources. She also reported that faculty moral was low perhaps creating an atmosphere leading to faculty seeking positions elsewhere.

Joseph E. Donnelly, Professor/Director, Human Performance Laboratory, University of Nebraska--Kearney was engaged in 1991 to assess laboratory space for exercise science. In his report dated May 14, 1991 he stated that the Human Performance Laboratory was too small and the equipment too sparse and antiquated for undergraduate much less for graduate and faculty level research. Donnelly went on to state: "In my judgment, the University has not provided the resources normally associated with a state supported institution and the current faculty operate under a considerable handicap."

Reported in 1996 was the leasing of a metabolic cart and the purchase of a treadmill and a micro-stat multi assay Analyzer for the Hyslop Human Performance Laboratory. These purchases corresponded with the hiring of a specialist in exercise physiology. The 2002 report indicated a substantial purchase of equipment for laboratory, teacher education, first aid and office use made possible because the department was able to convert faculty salary dollars from vacant positions. By 2004 it was reported that, due to budget restrictions, the department could no longer afford the maintenance contracts for its major laboratory equipment. The specialist in exercise physiology resigned at the completion of the 2003-2004 academic year.

FACULTY

Faculty Resources

At the start of 1983-84 and through the 1984-85 academic years there were 16 full time

tenured faculty in the Department of Health, Physical Education and Recreation with academic responsibilities. Of the 16, three had over fifty per cent coaching responsibilities while one had less than 20 per cent coaching duties. See the Appendix for a list of faculty members.

Teaching loads were high in HPER even for those carrying additional administrative and coaching responsibilities. The faculty also assumed a wide range of service responsibilities. The scholarly activities of the faculty were limited with one published article, a book chapter and the departmental history.

HPER started the 1984-85 academic year with two open positions created by the resignation of Linda Ochs and the retirement of Walter Koenig, both Associate Professors. Another vacancy was to be created with the pending retirement of Louis Bogan in May. The department focused its efforts and resources on replacing these three senior tenured faculty positions with well-qualified recent doctoral graduates as attempted the previous year to fill a senior level position with another proved futile because the position was underfunded. Subsequently three entry level faculty members were hired in the spring for fall semester of the 1985-86 academic year.

From 1984-85 thru 1990-91 HPER continued to hire well-qualified recent doctoral graduates to replace resigning and retiring faculty. This practice changed after 1992 as more senior level replacements were sought.

The number of full time tenured/tracked faculty positions remained fairly stable between the academic years 1983-84 to 1997-98.

The reorganization of 1985 resulted in the loss of one position to Athletics decreasing the number of positions from sixteen to fifteen. More accurately the number of positions at the end of the reorganization process was thirteen and one half as Gunther and Stiles were listed as faculty but Gunther's responsibilities were totally in Athletics while Stiles had Athletic responsibilities of about fifty per cent. The Gunther position was listed until his retirement in 1993 while Stiles is still listed as departmental faculty.

One more position was lost in 1987 (Mauch position went to Social Work) and another in 1993 (Gunther retired). The department was now down to a total of thirteen full time tenured/tracked positions.

The number of positions remained at thirteen until the end of the 1997-98 academic year. Recreation and Leisure Services moved to Social Work reducing the number of positions from thirteen to ten. The department lost two more positions, Humphries and Parker, to the budget cuts mandated by the College of Education and Human Development for FY1999 further reducing the number of positions to eight.

According to the budget plan for the College of Education and Human Development dated April 10, 1998, cutting the Humphries and Parker positions for FY1999 would result in a contribution of \$102,763 to the colleges target budget reduction total of \$172,049. With the loss of these two senior positions, the Department of Physical Education and Exercise Science was called upon to shoulder sixty per cent of the total college budget reduction. This move seriously damaged the graduate and undergraduate faculty resources for the physical education discipline. It also

removed the graduate program in physical education and coaching, a program that produced over the years most of the regional leaders in physical education and athletics and many of the regional school administrators.

The number of positions allocated to a department does not accurately portray the number of faculty 'ready for duty' come fall semester. Marilyn Peterson retired in 1994. Her position contained about half as much money as the market demanded for replacement. Hers was kept as an open position for seven years until filled as a half time position. The Eklund position was held open for two years at the same time the Peterson position remained open. The vonDuvillard position was held open for four years until filled in 2006. In their annual reports the chairs stated that, in many cases, they were not allowed to pursue replacement.

Unsuccessful attempts to fill senior faculty positions were continuously reported by the department chairs. The reason most frequently cited was that the position was underfunded making it impossible to provide the salary compensation and startup packages sought by experienced level faculty with a record of research and scholarly activity.

The department remains for the 2007-2008 academic year at eight positions. Two of these positions are filled by faculty who are on fifty per cent phased retirement.

Loss of faculty resources would certainly have placed a strain on existing resources. Uncertainty about the acquisition of the resources needed to meet current and future commitments have plagued the department since 1997.

Faculty Salaries

The early annual reports are quiet in regard to faculty salaries. The salaries were probably depressed as the department experienced a great deal of difficulty filling vacant positions with equal level faculty. With the loss of positions goes not only the salary but also future budget increases for the line item leaving the department impotent when competing in the market for competent replacements.

Faculty Productivity

Faculty activities in 1983-84 and 1984-85 were primarily teaching and service. Only Professor Bolonchuck's affiliation with the Human Nutrition Laboratory and his use of their facilities resulted in research in Exercise Physiology. The Human Performance Laboratory in Hyslop Sports Center, which was carved out of a boxing room and a dance studio, was primarily a teaching laboratory with no research level equipment available for the exercise sciences of Motor Learning, Biomechanics and Exercise Physiology. Without a sense of adequate equipment support for these areas there was little incentive in establishing and maintaining a research agenda.

As each new entry-level faculty member was hired, they started qualitative research in their areas of expertise in sport psychology, pedagogy, fitness, outdoor education, tourism and therapeutic recreation. The scholarly productivity increased dramatically with the addition of the new faculty who were awarded startup money and some small grants to assist their efforts.

Between 1985-86 and 1994-95 the department faculty authored two books, wrote 121 articles and made 212 presentations to professional groups. Much of the research activity was the result of tenure track faculty eager to produce the scholarly activity that would lead to promotion and tenure.

Two of these young faculty, Cindy Pemberton and Melissa Parker, achieved professor rank. They were the first two women in the history of the department to achieve that status. Between 1985-86 and 1991-92 an average of \$35,290 grant dollars were received by departmental faculty. The majority of this amount was in grants earned by William Bolonchuk to fund his exercise physiology research at the Human Nutrition Laboratory. When his collaboration with the Human Nutrition Laboratory ended with Professor Bolonchuk assuming the chair of HPER, the amount of grant money declined to amounts seldom exceeding a couple of thousand dollars.

Part Time Faculty (Call Staff)

Call Staff are local professionals who have completed at least one university degree and who are working in their field. Their assignments vary according to the needs of the department and the expertise of the individual. They may be hired to teach classes for professors on leave, teach classes left uncovered by resignation or retirement, or teach classes in the Basic Instruction Program that Graduate Teaching Assistants and Athletic staff are unable to cover due to lack of expertise or not enough staff hours available. They may also be employed to teach in areas of the program where there is no longer faculty expertise.

The decrease in the number of full time faculty, vacant faculty positions left open over time denying the department that position's expertise, decreases in faculty work loads, an erratic supply of athletic staff all led to the increased dependency by the department on call staff starting in the early 1990s and continuing to the 2007-08 academic year.

Call staff expenditures in the FY2007 were \$71,549. Salary money from open positions and the half time salaries of Brinkert and Watson from phased retirement were used to fund call staff appointment. For the fifteen years prior to the current academic year, the funding for call staff has been from vacant faculty salaries. It may have been economically necessary to keep vacant faculty positions open over time for just that purpose.

Brinkert, in his FY2007 Annual Report, addresses the issue of funding call staff faculty in the future. During the writing of his annual report there were no longer any open faculty positions. The only available source for funds were the monies recovered from Brinkert and Watson's fifty per cent phased retirement salaries. The department is also faced with athletics stated intention to no longer supplying the 49 credit hours per semester of instruction to the department and the question of monetary compensation for the Robert Stiles position, a tenured faculty member, whose salary line item is in Athletics and whose retirement is eminent.

PROGRAMS

Introduction

None of the programs in the three academic divisions of the Department of Health, Physical Education and Recreational experienced much change in the decade prior to the 1983-84 academic year. The Physical Education Division programs of study consisted of a major in physical education leading to a B.S. in Health, Physical Education and Recreation granted by the College of Human Resources Development (HRD) and two Center for Teaching and Learning (CTL) degrees: B.S. ED with a Major in Physical Education and a B.S.ED degree with a Combined Major in Elementary Education and Physical Education. These were the original degrees available to the major in physical education before HRD offered it's degree. The division also offered five minors: adapted physical education, physical education, health education, athletic coaching and athletic training.

In addition to the academic programs, the Physical Education Division offered the Basic Instruction Program which consisted of a program of classes offered to provide activity opportunities for students from the University at large.

Programs of study in the Recreation Division consisted of two major programs, one a major in recreation and the second a major in recreation with a choice of emphasis areas in Administration of Parks and Recreation; Leadership in Community, Public and Private Recreation Agencies and Recreation for Special Populations (Therapeutic). The division also offered a minor in recreation.

The Recreation Division's non academic responsibilities were managing the Intramural Program and Campus Recreation Program.

The Graduate Division offered programs of study leading to the M.S. Degree with a Major in Physical Education (thesis or non-thesis option) with a choice of emphasis areas from Physical Education Methods and Techniques, Sport Science, Recreation Administration or Recreation Therapy.

After the reorganization resulting in the separation of HPER and Athletics in the spring of 1985, the department hired a series of consultants and engaged in a variety of activities as they studied every program in HPER.

The first of the consultants was Dr. Roberta Park, Professor and Chairperson of the Department of Physical Education, University of California at Berkley. Spring semester 1986 she presented a series of seminars revolving around issues in graduate education and undergraduate preparation in physical education. She reviewed the programs and shared her assessment and recommendations.

In the 1986-87 academic year Dr. John Shultz, Recreation Division Director at the University of Minnesota was brought on campus to access the feasibility of National Recreation and Parks Association/American Association for Leisure Recreation (NRPA/AALR) accreditation and Council for Therapeutic Recreation certification (NCTR) for the Recreation program.

In that same year, Dr. George Graham, Virginia Tech University and Dr. Darryl Siedentop, Ohio

State University were on campus to advise the Physical Education Division on its teacher education program. This was followed by visits by Professors Steen and Watson to the Universities of Massachusetts and South Carolina to view their teacher preparation programs. The assessment, consultation and observation led to a retreat by the division to Maplelag Resort in Callaway, Minnesota to assimilate the input and to begin to revise the teacher education program.

The focus was on the athletic coaching minor with the visit of Dr. Rainer Martens, publisher, Human Kinetics Publishing Company in October of 1987. Martens had developed the American Coaching Effectiveness Program (ACEP). His presentations were on coaching education research in athletic coaching and publishing research. The ACEP program became the curriculum for the Athletic Coaching Minor.

The flurry of advice from consultants and in-house program analysis led to course changes, course content revisions and program changes. The following section tracks changes in Physical education, recreation and graduate programs.

Physical Education

The Undergraduate Bulletin for 1986-88 reveals that the Minor in Health Education was suspended until it could be evaluated. Dr. Arlyss Grosz, a health educator, was hired to review the Health Education Minor and to offer suggestions for change. It was restored to the curriculum in 1990 after revisions to the program were made.

Athletic Training had both an academic and a practice component. It was through the practice component that Athletics received most of its team trainers. Almost all of the trainers were students in the HPER Athletic Training Program. Revision of the program was in progress to move it to an option of the B.S. Degree in Physical Education enabling the students in the program to earn a degree. Parker, in her Annual Report of 1989-90, stated that the revision had been forwarded to the HRD Curriculum Committee in December 1989. In January 1990 a meeting between John Gasparini, Athletic Director, Henry Tomasek, Dean of HRD and President Clifford resulted in the transfer of Athletic Training practice component to the School of Medicine. Another reorganization meeting of HPER with no HPER representation. The department dropped the Athletic Training Minor.

Other dropped programs that year were the minors in Adapted Physical Education and in Physical Education. The degree title also changed in 1990 from a B.S. in Health, Physical Education and Recreation to a B.S. in Physical Education.

The degree in physical education was offered by the College of Human Resources Development in 1992 as a B.S.P.E. Degree containing a common core of required courses with two options. One, option (A), was teacher education certification while the other, option (B), was in related areas for those students interested in private and non-school related public pursuits.

The pattern of three degree choices available to the major in physical education, one in the B.S.P.E. in the College of Human Resources Development and two in the Center for Teaching and Learning, continued until those two colleges were combined in 1996. The degrees that remained after the union were the B.S. in Physical Education (with two options) and the B.S. ED with a Combined Major in Elementary and Physical Education. These degree choices for the major in

physical education remain to the academic year 2007-08.

Another option was added to the major in physical education in 2005. This was the long-sought Option C designed for those students interested in pursuing a degree leading to a specialty in fitness/wellness. First efforts to develop a program in fitness occurred in the late 1980.s. Parker wrote in the 1992-93 Annual Report of her frustration in the inability of the department to establish a program in fitness. The subsequent visit by a consultant may have further frustrated progress in program development as his report dwelt on the high commitment of laboratory equipment and space required to support such a program.

What did change iduring the past twenty five years was the expertise of the faculty hired and the influences they brought to bear on curriculum and program focus. In the mid 80's the faculty hired specialized in sport psychology, sport sociology, motor development, pedagogy and fitness. Departmental focus changed from a traditionally based program in teacher education to programs in pedagogy and exercise science.

As those faculty left UND the replacement's specialties focused more on exercise physiology so changes in curriculum reflected their areas of interest.

Once again, when the exercise physiologist left, the new faculty hired altered the focus of the department so it reflected their specialties in exercise science (not including exercise physiology) and in fitness/wellness.

Part of the shifts in focus that the physical education programs have experienced have been due partly to the inability of the university to financially support laboratory based programs and to the evolution of a profession. A large part of focus change, however, has been due to who-shows-up-in-the-fall-ready-to-work'.

Some notable events arose out of programing efforts in physical education. The annual reports did not always supply enough information to include some events.

Dr. Steen started a collaboration between St. Mary's Elementary School and the department's teacher education program. Students in physical education taught St. Mary's elementary physical education program for ten years. This provided those students with the oppportunity to teach real live students under the careful supervision of their program leader.

Student teacher placement had been expanding over the years to include placements as far away and Arizona and Nevada. The placement program went global with students placed in Australia and New Zealand to hone their teaching skills before graduation.

More recently Dr. Sandra Short developed two courses, Sports Psychology and Sport Sociology, for online delivery to students and graduates using Continuing Education to achieve their educational goals.

Recreation

The degree granted through recreation continued to be the B.S. in Health, Physical Education and Recreation with a Major in Recreation until 1988 when the degree was changed to B.S. in

Recreation. The major program provided options to focus study on Administration of Park and Private Recreation Agencies, Leadership in Community, Public and Private Recreation Agencies or Recreation for Special Populations. Recreation also offered a minor program.

The Recreation Division was charged with oversight over two non professionals programs, Intramurals and Campus Recreation. It lost its Intramural and Campus Recreation programs to Athletics as part of the 1985 reorganization of HPER and Athletics.

In 1992 the recreation name was changed to Recreation and Leisure Services to better reflect it's growing involvement in Therapeutic Recreation and its new options in Outdoor Leadership, Prison Recreation, Tourism Administration and Commercial Recreation.

The degree and programs offered by Recreation and Leisure Services remained about the same with some curricular changes within the options. Recreation and Leisure services left the Department of Health, Physical Education and Recreation for the Department of Social Work in 1998.

Graduate

The degree offered in Health, Physical Education and Recreation twenty-five years ago was an M.S. with a Major in Physical Education (thesis required) through the College of Human Resources Development (HRD) and a M.S. ED degree with a Major in Physical Education (non thesis option) from the Center for Teaching and Learning (CTL).

In 1997 the program name changed from physical education to Kinesiology. The degree became M.S. with a Major in Kinesiology.

Emphasis areas of study in the mid 1980's included Sport Administration, Sport Pedagogy or Sport Science. The sport science emphasis area required a thesis. In 1993-94 catalog the areas of emphasis were Sport and Exercise Science or Pedagogy.

Emphasis areas became areas of concentration in 1997-99 and were expanded to include Exercise Physiology, Physical Education Teaching, Fitness/Wellness, Sports Coaching, Sports/Exercise Science. In 1999-01 the areas of concentration were limited to Exercise Physiology, Fitness Wellness and Sports/Exercise Science. Gone were the emphasis areas of teacher education and sports coaching.

The areas of concentration became more general as found in the *2005-2007 Undergraduate and Graduate Academic Catalog* which states that individualized programs of study in the scientific foundations of kinesiology as well as several of its professional applications are offered.

The *1991-93 Graduate Bulletin* cited entry requirement to the Graduate Program were Graduate Record Examination scores and a minimum of 20 undergraduate semester credits in physical education (excluding basic instruction) or appropriate undergraduate courses as judged by the graduate faculty.

Entry requirements became more specific in the 1993-95 Graduate Bulletin which lists them as: 1. Graduate Record Examinations scores, and 2. A minimum of 20 undergraduate semester

credits in physical education and related areas. The undergraduate work should normally include courses in exercise physiology, biomechanics or kinesiology, motor behavior, psycho social aspects of physical activity, and sport pedagogy. The requirement excludes basic activity courses.

Entry requirements became admission requirements in 1997-98 and were listed as:

1. A minimum of 20 semester credits of undergraduate work in kinesiology, physical education and related areas.
2. A personal statement of academic goals, which will be used to evaluate the adequacy and appropriateness of undergraduate preparation.
3. An applicant without satisfactory undergraduate preparation may be admitted to the program, but will be required to remove deficiencies by completing the necessary undergraduate courses without receiving graduate credit for them.
4. Satisfactory scores on the Graduate Record Examination (General Test).

They have remained the same until the *2005-2007 Undergraduate and Graduate Academic Catalog* which listed them as follows:

1. A minimum of 20 semester credits of undergraduate work in kinesiology, physical education and related areas.

The following undergraduate courses (or equivalents) are required:

- a. Adapted Physical Education (PXW 404)
- b. Exercise Physiology (PXW 404) or Biomechanics (PXW 332)
- c. Motor Learning (PXW 276) or Motor Development (PXW 355)
- d. Sport Psychology (PXW 440) or Sport Sociology (PXW 401)

Note: An applicant without satisfactory undergraduate preparation may be admitted to the program, but will be required to remove deficiencies by completing the necessary undergraduate courses without receiving graduate credit for them.

2. A personal statement of academic goals, which will be used to evaluate the adequacy and appropriateness of undergraduate preparation.
3. Satisfactory scores on the Graduate Record Examination (General Test).

Basic Instruction

The Basic Instruction Program is a non professional program which provides a wide variety of classes in aquatics, sports, dance, fitness and exercise to all students in the University. This is a big, popular program with thousands of students involved. Basic Instruction has generated over half of the student credit hours reported by the department annually. When the department's college was Human Resources Development, the student credit hours from the Basic Instruction Program constituted almost 20 per cent of the total College student credit hours as reported in college annual reports.

The majority of instruction in the Basic Instruction Program is supplied by athletic personal as per the 1985 reorganization agreement. The remainder of the instructors needed to staff the program are hired by the department as call staff.

The quality of the instruction in this program has been a continuous concern expressed in departmental annual reports. As coaching demands increased and coaches perceptions of what

was of primary importance to their success focused more and more on their coaching duties, the time and effort they spent teaching became secondary to coaching. More and more of the new coaches being hired lacked preparation for teaching and breadth of basic instruction courses continued to be limited and restricted due to the expertise available from Athletics personnel.

Over the years since the 1985 reorganization, Athletics has provided 55 credit hours of teaching each semester. On September 20, 1991 the agreement between HPER and Athletics reduced the credit hours per semester from 55 to 49.

Neither athletics nor the department were ever happy with the agreement. The coaches, who were not happy with this addition to their responsibilities, didn't always meet their classes regularly and sometimes filled the class with their own athletes eager for an easy grade. Teaching evaluations went to Athletics and were not shared with the department who became increasingly critical of teaching performances.

This situation continued until 2007 when athletics reported that it could no longer supply the credit hours of instruction to the department in support of the Basic Instruction Program. Yet another committee, this time with departmental representation, was charged with the responsibility to resolve the '55 credit hour' situation plus the disposition of the tenured faculty position still credited to the department but with funding in Athletics.

More than one departmental Annual Report addresses the problems associated with the Basic Instruction Program. The department does not have both administrative and operational responsibility for the program yet must shoulder an increasing financial burden generated by the program.

Equipment and supplies used in the program come from the departmental equipment and supplies budget. Over the years requests have been made to establish a fee structure to provide financial relief for the department. With some exceptions these requests were not approved. Revenues to the University generated by the student credit hours do not come back to the department.

Faculty call-staff are hired by the department to cover classes not taught using athletic staff and Graduate Teaching Assistants. The source for funding call staff have been vacant faculty positions and funds from leave agreements. In addition to funding staff and supplying equipment to the program, the departments must allocate administrative time to get all this done. The department has finally filled all of the positions currently allocated to it. They have only the revenue from the two faculty members on fifty per cent phased retirement left in the till to pay for call staff. The decision as whether the University will charge fees to support this program or will return to the department money generated by student credit hours has yet to be made.

SCHOLARSHIPS AND AWARDS

During the academic year 1993-94 the Department of Health, Physical Education and Recreation received bequests from two alumni. Avis Sclosser left \$18,651 in trust to the department while Julia Isensee Keegan Memorial Scholarship was endowed with a gift of \$90,000 to provide for scholarships of approximately \$5,000 per year to students in physical education.

Additional scholarships are the Len and Ceil Marti Scholarship, created shortly after Len Marti's retirement, provided \$150 annually to a student in physical education and the Sandra Modisett Memorial Scholarship. created shortly after her death, provides an award of \$625 annually to a student in recreation.

The Keegan Awards and the Marti Scholarship continue to be given annually to students in physical education.

SUMMARY

Trying to present the facts that influenced the work of the department's faculty and their influence upon the students and the publics it serves was made difficult by the diversity of the divisions within the department.

The Physical Education Division provided professional preparation programs in community and school health, teacher preparation, fitness specialists, special populations, athletic coaching, athletic training and a service program of activities for all University students.

The Recreation Division offered professional preparation programs in community and commercial recreation, administration, therapeutic (special populations) and tourism.

The Graduate Division offered degrees in both recreation and physical education with emphasis areas in just about all of the above.

Only the Athletic Division operated under a single purpose, it men's and women's athletic programs.

In the twenty five years since 1983-84 HPER and Athletics were separated, athletic training left to join the school of medicine and recreation became a part of the Social Studies department. What remained were undergraduate and graduate programs which were refined into teacher education, exercise science and wellness.

A department that started the second hundred years of the University of North Dakota's existence with sixteen full-time tenured or tracked faculty positions entered the 2007-2008 twenty five years later with eight.

The review of annual reports produced reoccurring themes such as the underfunding of programs, the slow decrease in the number of faculty, the decrease in the number of credits and quality of instruction provided by coaches, the increasing need for hiring call staff to cover classes, high expectations for publications and research activities while assigning heavy teaching loads, expectations of research in exercise science without providing adequate laboratory space or the equipment necessary for exercise science research, expectation that laboratory equipment should be purchased through the receipt of grants rather than through University funding. None of these problems have gone away over time.

The Department has a new name, as of 2007. It is now the Department of Physical Education, Exercise Science and Wellness (PXW). It also has a new chair, Dr. Dennis J. Caine who comes to

the University from Western Washington University. The responsibility for leadership in finding solutions to the many problems PXW faces rests with him.

The problems arising from the department's responsibility for the Basic Instruction Program are long standing and perplexing. Athletics wants out of it's agreement to provide instruction for the program and the department has few financial options left to fund the call staff needed to support Basic Instruction along with the many other needs of the program arising from understaffing.

Brinkert concluded in the 2007 Annual Report that unless and until the staffing issues are resolved, the Department will no longer be in a position to meet its academic needs.

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Bolonchuk, William W. "Annual Report, Department of Health, Physical Education and Recreation, Academic Year 1993-1994". College of Human Resource Development. University of North Dakota. Grand Forks, ND.

Brinkert, Ronald H. "Annual Report, Fiscal Year 1998, Physical Education and Exercise Science". College of Education and Human Development. University of North Dakota. Grand Forks, ND.

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Brinkert, Ronald H. "Annual Report, Fiscal Year 2000, Physical Education and Exercise Science". College of Education and Human Development. University of North Dakota. Grand Forks, ND.

Brinkert, Ronald H. "Annual Report, Fiscal Year 2003, Physical Education and Exercise Science". College of Education and Human Development. University of North Dakota. Grand Forks, ND.

Brinkert, Ronald H. "Annual Report, Fiscal Year 2004, Physical Education and Exercise Science". College of Education and Human Development. University of North Dakota. Grand Forks, ND.

Brinkert, Ronald H. "Annual Report, Fiscal Year 2005, Physical Education and Exercise Science". College of Education and Human Development. University of North Dakota. Grand Forks, ND.

Brinkert, Ronald H. "Annual Report, Fiscal Year 2007, Physical Education and Exercise Science". College of Education and Human Development. University of North Dakota. Grand Forks, ND.

Koenig, W. C. "1983-84 HPER Annual Report to the President". College of Human Resources Development. University of North Dakota. Grand Forks, ND.

Parker, Melissa. "Annual Report, Department of Health, Physical Education and Recreation, Academic Year 1990-1991". College of Human Resources Development. University of North Dakota. Grand Forks, ND.

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Academic Year 1991-1992". College of Human Resources Development. University of North Dakota. Grand Forks, ND

Parker, Melissa. "Annual Report, Department of Health, Physical Education and Recreation, Academic Year 1992-1993". College of Human Resources Development. University of North Dakota. Grand Forks, ND.

Pemberton, Cynthia. "Annual Report, Health, Physical Education and Recreation, Academic Year 1988-1989". College of Human Resources Development. University of North Dakota. Grand Forks, ND.

Pemberton, Cynthia. "Annual Report, Department of Health, Physical Education and Recreation, Academic Year 1989-1990". College of Human Resources Development. University of North Dakota. Grand Forks, ND.

Short, Sandra. "Annual Report, Fiscal Year 2006, Physical Education and Exercise Science. College of Education and Human Development". University of North Dakota. Grand Forks, ND.

White, Harvey "1984-85 Annual Report, Department of HPER". College of Human Resources Development. University of North Dakota. Grand Forks, ND.

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White, Harvey. "1986-87 Annual Report, Department of HPER". College of Human Resources Development. University of North Dakota. Grand Forks, ND.

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Harris, Mary. "1995-1996 Annual Report". The Center for Teaching and Learning, University of North Dakota. Grand Forks, ND.

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Harris, Mary. "1997-1998 Annual Report". College of Education and Human Development, University of North Dakota. Grand Forks, ND.

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Rice, Dan. "1999-2000 Annual Report". College of Education and Human Development, University of North Dakota. Grand Forks, ND.

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College of Education and Human Development. "Budget Plan FY1999". University of North Dakota. Grand Forks, ND. April 10, 1998.

Donnelly, Joseph E. Report on the February 21-23, 1991 Visit to Provide Recommendations to Study the Feasibility and Costs of Implementing a Fitness Program at UND. University of Nebraska--Kearney. Kearney, NE. May 14, 1991. A copy may be found in Appendix B of Parker, Melissa. "Annual Report, Department of Health, Physical Education and Recreation, Academic Year 1990-1991". College of Human Resources Development. University of North Dakota. Grand Forks, ND.

Modisett, Sandra, ed. "Growing and Changing". *Hyslop Highlights*. Department of Health, Physical Education and Recreation. University of North Dakota. Grand Forks, ND. Spring, 1988.

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Tomasek, Henry. Memorandum to Harvey White HPER Faculty/Staff Titled: "Reorganization of the Department of Health, Physical Education & Recreation". College of Human Resources Development, University of North Dakota. Grand Forks, ND. October 13, 1986.

Tomasek, Henry. Memorandum to Alice T. Clark Titled: "Background on Functional Duties of Department of HPER and the Division of Athletics". College of Human Resources Development, University of North Dakota. Grand Forks, ND. October 13, 1986.

APPENDIX
FACULTY AND STAFF 1983-2008

Faculty

Anderson, Dale A., M.S. University of North Dakota. Moved to Department of Social Work, fall 1998.
Anderson, Lynn, Ph.D. University of Minnesota. 1989 - moved to Department of Social Work, fall 1998.
Barber, Heather, Ph.D. University of Oregon. 1990 - 1993.
Bogan, Louis, M. Ed., University of North Dakota. Retired 1985.
Bolonchuk, William, M.S., University of Saskatchewan. Retired 1996.
Brinkert, Ronald, Ph.D. University of Oregon. 1994 to present.
Caine, Dennis J., Ph.D. University of Oregon. 2007 to present.
Eklund, Robert C., Ph.D. University of North Carolina at Greensboro. 1993-1998.
Gunther, David, M.Ed., Wayne State University. Retired 1993.
Humphries, Charlotte, Ph.D. Louisiana State University. 1986 - 1998.
Johnson, Amy, Ph.D. University of Iowa. 2006 to present.
Jorgensen, LaVernia, P.Ed.D. Indiana University. Retired 1988.
Koenig, Walter C., Ph.D., University of Oregon. Retired 1984.
Mauch, Patricia, M.S., University of North Dakota. Retired 1987.
Miller, Patricia Dierks, M.S., University of North Dakota. Resigned 1986.
Modisett, Sandra, Ed. D., Northern Colorado. Died 1990.
Ochs, Linda, M.S., University of Oregon. Resigned 1984.
Parker, Melissa, Ph.D. Ohio State University. 1987 - 1998.
Pemberton, Cynthia, Ph.D., University of Illinois at Urbana-Champaign. 1985 - 1990.
Peterson, Marilyn, M.Ed., University of North Dakota. Retired 1993
Rindfleisch, Kent, 1988-1988.
Rudisell, Mary, Ph.D., Florida State University. 1985 - 1986.
Schroeder, Tim, Re.D Indiana University. 1991 moved to Department of Social Work, fall 1998.
Short, Martin, Ph.D. University of Florida. 2000 to present.
Short, Sandra (nee Moritz), Ph.D. Michigan State University. 1999 to present.
Smiley, Helen, Ph.D., University of Iowa. Moved to Athletics 1984.
Steen, Thomas B., Ph.D. Ohio State University. 1985 to present.
Stiles, Robert, M.S. University of North Dakota. To present.
vonDuvillard, Serge. Ph.D. University of North Texas. 1996 - 2002.
Warcup, Patricia A. ABD Indiana University. Retired 1992.
Watson, Dietta, M.A. Adams State College. To present.
White, Harvey, - Ph.D., University of New Mexico Resigned in 1987.
Whitehead, James R., Ed.D. Arizona State University, 1988 to present.

Faculty Granted Emeritus Status

Louis D. Bogan
Dr. LaVernia Jorgensen
Patricia A. Warcup

Departmental Chairs

Walter Koenig, Chair, 1983-1984.

Harvey White, Chair, 1984-1985 thru 1986-1987.

Dale Anderson, Interim Chair, 1986-1987.

Cynthia Pemberton, Chair, 1987-88 thru 1989-90

Melissa Parker, 1990-1991 thru 1992-1993.

William Bolonchuk, Chair, 1993-1994 thru 1994-1995.

Ronald Brinkert, Chair, 1994-95 thru 2001-2002 and 2003-2004 thru 2005-06.

Bruce Dearden, Professor and Math Department Chair served as Acting Chair while Brinkert was on leave, 2002-2003.

Sandra Short, Interim Chair, 2006-2007, while the department searched for a chair.

Dennis Caine. Chair, 2007-2008.

Staff Secretaries

Bostad, Anita. 1998 - 2003

Gravning, Shirley. 2001 - 2005

Hanson, Cecilia . 1990 -1991

Liddle, Lisa. 1991 - 1998

Lovegren, Vicki Lynn. 1988 - 1989

McEnroe, Joni. 2005 to present

Naas, Christine. 1989 - 1998

Spivack-Wynne, Julie. 1983 - 1987

Useldinger, Ravon. 1983 - 1987

Wood, Fern. 2003 to present