

Heitmann Grant – Final Report 2009-2010  
PETE Doctoral Programs: Current Status and Future Directions  
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## PETE Doctoral Programs: Current Status and Future Directions

The grant entitled, “PETE Doctoral Programs: Current Status and Future Directions” addressed three critical research questions, related to: (a) the number, characteristics and possible changes in doctoral granting PETE programs during the past 3 years; (b) the “supply” (PETE doctoral candidate production plus the number of existing PETE professionals, who are successful at changing positions) and the “demand” (job positions availability) issue targeted to the academic year of 2008-2009, and (c) strategies for the enhanced production of future doctoral level PETE professionals. In addition, where possible, Drs. Boyce and Rikard provided: (a) comparison data between the two target academic years of 2005-06 and 2008-09 and (b) longitudinal data from 1996-97 through 2008-09. The entire grant application is found in Appendix A. In terms of organization, each of the three projects with corresponding data are presented separately. The information in this report is based on the “deliverables” outlined for each of the three projects in Appendix A. Information on the respective IRB approvals for each project is also covered (see Appendix B).

### Project One

Project one encompassed a three year follow-up study on number, characteristics and possible changes in doctoral granting PETE programs. Separate sections will delineate information on each of these topics.

### **Number of doctoral granting institutions (DGIs)**

A listing of all current doctoral programs and contacts personnel (see Table 1). This list doesn't include two newly developed programs, University of Michigan and Wayne State University. However, it does include three programs that are currently on-hold or those that have been discontinued because they graduated doctoral students during the 2006-07 through 2008-09 time period. A summary of comparisons between 2005-06 and 2008-09 is located in Table 2.

From this data presented in Table 2 it appeared that in 2008–2009 academic year, there were 23 doctoral programs (this number included three newer programs and two newly developed programs). Based on data collected in the 2005-06 academic year (Boyce & Rikard, 2008), the current number of 23 doctoral programs has decreased slightly compared to the 24 DGIs in 2005-06.

### **Description of program characteristics of DGIs**

The descriptions of the characteristics of the DGIs were broken down into the following categories: (a) average numbers of initial teacher licensure (ITL) at DGIs from 1996-97 through 2008-09, (b) perceptions of doctoral student funding, (c) number of faculty at DGIs, (d) number of faculty by academic rank, (e) ethnicity of PETE faculty at DGIs, (f) gender of faculty at DGIs, (g) part-time vs. full-time status of PETE faculty at DGIs, and (h) retirement of PETE faculty at DGIs. Comparisons, where possible, were made between the 2 academic years of 2005-06 and 2008-09.

*Average number of ITL.* The average number of ITL graduates in the DGIs was 20.1 across the 13 academic year period from 1996-97 through 2008-09. The range of ITL students

Table 1

*List of Current Doc Programs in Pedagogy*

<u>University</u>	<u>Contact</u>	<u>Email</u>
Arizona State University	Pam Hodges Kulinna 480/727-1767	<a href="mailto:pkulinna@asu.edu">pkulinna@asu.edu</a>
Auburn University	Peter Hastie 334/844-1469	<a href="mailto:hastipe@mail.auburn.edu">hastipe@mail.auburn.edu</a>
Boston University	Sarah Sparrow 617/353-3300	<a href="mailto:ssparrow@bu.edu">ssparrow@bu.edu</a>
*Florida State Univ.– disct. '08	Tom Ratliffe 850/644-7588	<a href="mailto:tratliffe@fsu.edu">tratliffe@fsu.edu</a>
Louisiana State University	Melinda Solomon 225/578-2639	<a href="mailto:msolomon@lsu.edu">msolomon@lsu.edu</a>
Middle Tenn. St. Univ. – new	Mary Lou Veal 615/898-2888	<a href="mailto:mveal@mtsu.edu">mveal@mtsu.edu</a>
Ohio State University	Phillip Ward 614/688-8435	<a href="mailto:pward@ehe.osu.edu">pward@ehe.osu.edu</a>
Oregon St. University	Barbara Cusimano 541/737-5925	<a href="mailto:barbara.cusimano@oregonstate.edu">barbara.cusimano@oregonstate.edu</a>
Purdue University	Bonnie Blankenship 765/494-3188	<a href="mailto:bblanke@purdue.edu">bblanke@purdue.edu</a>
Teachers College, Columbia U.	Steve Silverman 212/678-3324	<a href="mailto:ss928@columbia.edu">ss928@columbia.edu</a>
*Temple Univ.- on hold	Rick Swalm 610/389-1323	<a href="mailto:rswalm@temple.edu">rswalm@temple.edu</a>
Texas A & M University	Ron McBride 979/845-8788	<a href="mailto:rmac@hlkn.tamu.edu">rmac@hlkn.tamu.edu</a>
University of Alabama	Matt Curtner-Smith 205/348-9209	<a href="mailto:msmith@bamaed.ua.edu">msmith@bamaed.ua.edu</a>
University of Arkansas	Dean Gorman 479/575-2890	<a href="mailto:dgorman@uark.edu">dgorman@uark.edu</a>

University of Georgia	Paul Schempp 706/542-4379	<a href="mailto:pschempp@uga.edu">pschempp@uga.edu</a>
University of Idaho	Grace Goc Karp 208/885-5929	<a href="mailto:GOCKARP@uidaho.edu">GOCKARP@uidaho.edu</a>
University of Illinois	Kim Graber 217/333-2697	<a href="mailto:kgraber@uiuc.edu">kgraber@uiuc.edu</a>
*Univ.of MA - no new students	Linda Griffin 413-545-0233	<a href="mailto:lgriffin@educ.umass.edu">lgriffin@educ.umass.edu</a>
University of Nevada – LV	Doris Watson 702/895-5085	<a href="mailto:Doris.watson@unlv.edu">Doris.watson@unlv.edu</a>
University of New Mexico	Gloria Napper-Owen 505/277-8180	<a href="mailto:napperow@unm.edu">napperow@unm.edu</a>
Univeristy of NC-Greens.-restart	Catherine Ennis 336/256-8565	<a href="mailto:ess@uncg.edu">ess@uncg.edu</a>
University of Northern Colorado	Missy Parker 970/351-1202	<a href="mailto:Missy.Parker@unco.edu">Missy.Parker@unco.edu</a>
University of South Carolina	Karen French 803/777-3172	<a href="mailto:kfrench@sc.edu">kfrench@sc.edu</a>
Univ. of TX–Austin – new	Louis Harrison 512/232-4785	<a href="mailto:lharrison@mail.utexas.edu">lharrison@mail.utexas.edu</a>
University of Utah	James Hannon 801/581-7646	<a href="mailto:james.hannon@hsc.utah.edu">james.hannon@hsc.utah.edu</a>
University of Virginia	Ann Boyce 434/924-6186	<a href="mailto:bab6n@virginia.edu">bab6n@virginia.edu</a>
West Virginia University	Lynn Housner 304/293-3295	<a href="mailto:Lhousner@mail.wvu.edu">Lhousner@mail.wvu.edu</a>

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*Please note.* \* indicate programs that are curenly on hold or have been discounted.

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Table 2

*Comparison of the # of PETE Doctoral Granting Institutions (DGIs)*

2005-06	2008-09
# of DGIs represented: <ul style="list-style-type: none"> <li>• 27 out of 28 responded</li> </ul>	# of DGIs represented: <ul style="list-style-type: none"> <li>• 27 out of 27 responded</li> </ul>
# of pre-existing DGIs: <ul style="list-style-type: none"> <li>• 24</li> </ul>	# of pre-existing DGIs: <ul style="list-style-type: none"> <li>• 21</li> </ul>
# of discontinued DGIs: <ul style="list-style-type: none"> <li>• 2</li> </ul>	# of discontinued or on-hold DGIs: <ul style="list-style-type: none"> <li>• 3</li> </ul>
# of newer programs <ul style="list-style-type: none"> <li>• 1</li> </ul>	# of newer or program re-starts: <ul style="list-style-type: none"> <li>• 3</li> </ul>
	# of newly developed DGIs <ul style="list-style-type: none"> <li>• 2</li> </ul>
<u>Total # of DGIs = 24</u> (this includes the 1 program that did not participate)	<u>Total # of DGIs = 23</u> (this included the 2 newly developed programs)

ran from 1-65. In 2005-06, 25 out of 27 (93%) DGIs reported that they possessed ITL programs compared to 26 out of 27 (96%) in 2008-09.

*Perceptions of doctoral student funding.* In the 2008-09 year 86% of the doctoral students were funded (see Figure 1). Comparisons between 2005-06 and 2008-09 revealed the following findings: (a) there were 127 doctoral students in 2005-06 vs. 140 students in 2008-09, (b) 89% ( $n=113$ ) received funding in 2005-06 vs. 86% ( $n = 121$ ) in 2008-09, and (c) in 2005-06 doctoral students received funding in 81% ( $n = 22$ ) institutions vs. 74% ( $n = 20$ ) institutions in 2008-09.

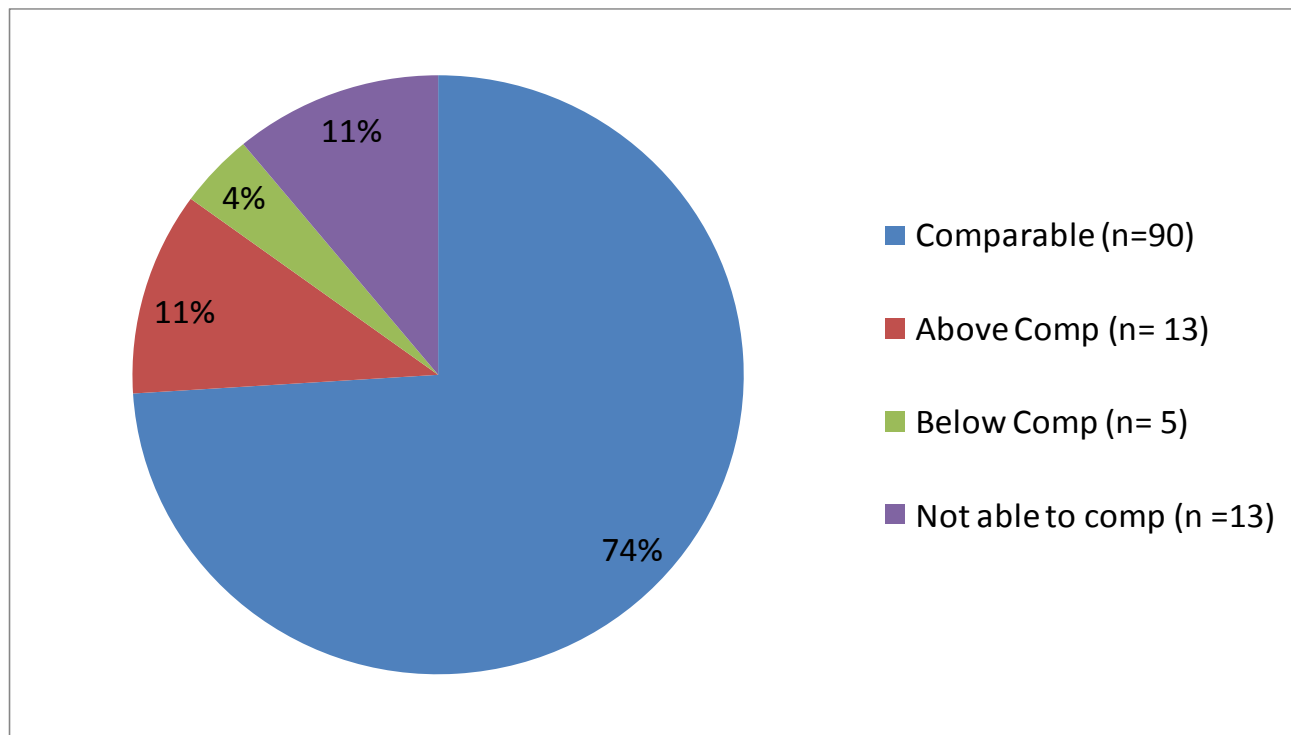
#### Information on PETE Faculty at DGIs

*Number of faculty at DGIs.* In 2005-06 there were a total of 90 faculty members across 27 DGIs compared to 114 faculty in 2008-09. The mean number of faculty was 3.33 with a range of 1-7 in 2005-06 compared to a mean of 4.22 faculty with a range of 1-9 in 2008-09. In the 2008-09 data set, information on part-time faculty was also collected which yielded a total of 10 part-time faculty.

From the overall numbers of faculty serving at these DGIs, data related to the number of pedagogists serving at individual universities was studied. The number of faculty serving the DGIs in 2008-09 was illustrated in Figure 2 and the numbers serving the DGIs in 2005-06 was described in Figure 3. The biggest shift in the number of faculty members was observed in the number of DGIs led by one faculty member. In 2005-05, five DGIs were served by a single pedagogist and in 2008-09 only one DGI was served by a single faculty member. The remaining data in 2008-09 also varied slightly compared to the 2005-06 academic year.

Figure 1.

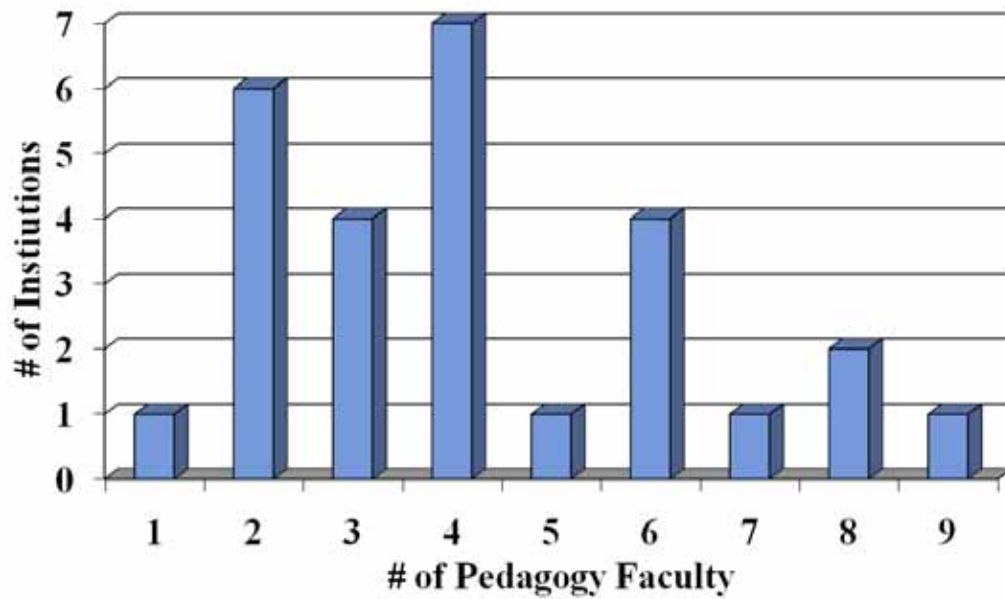
Perceptions of Doctoral Student funding (2008-09)



Note. 121 students were funded out of a total of 140 (86%).

Figure 2.

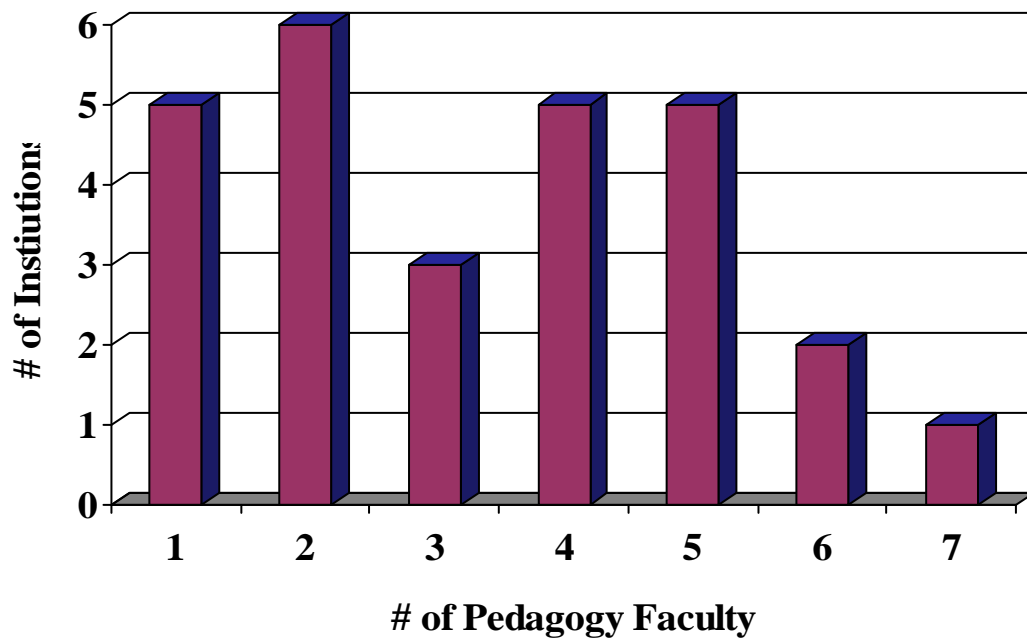
Pedagogists from the 27 Doctoral Granting Institutions (2008-09)



Range 1-9; Mean = 4.22;  $N = 114$  fac. members

Figure 3.

Pedagogists from the 27 Doctoral Granting Institutions (2005-06)



Range 1-7; Mean = 3.33; N = 90 Faculty members

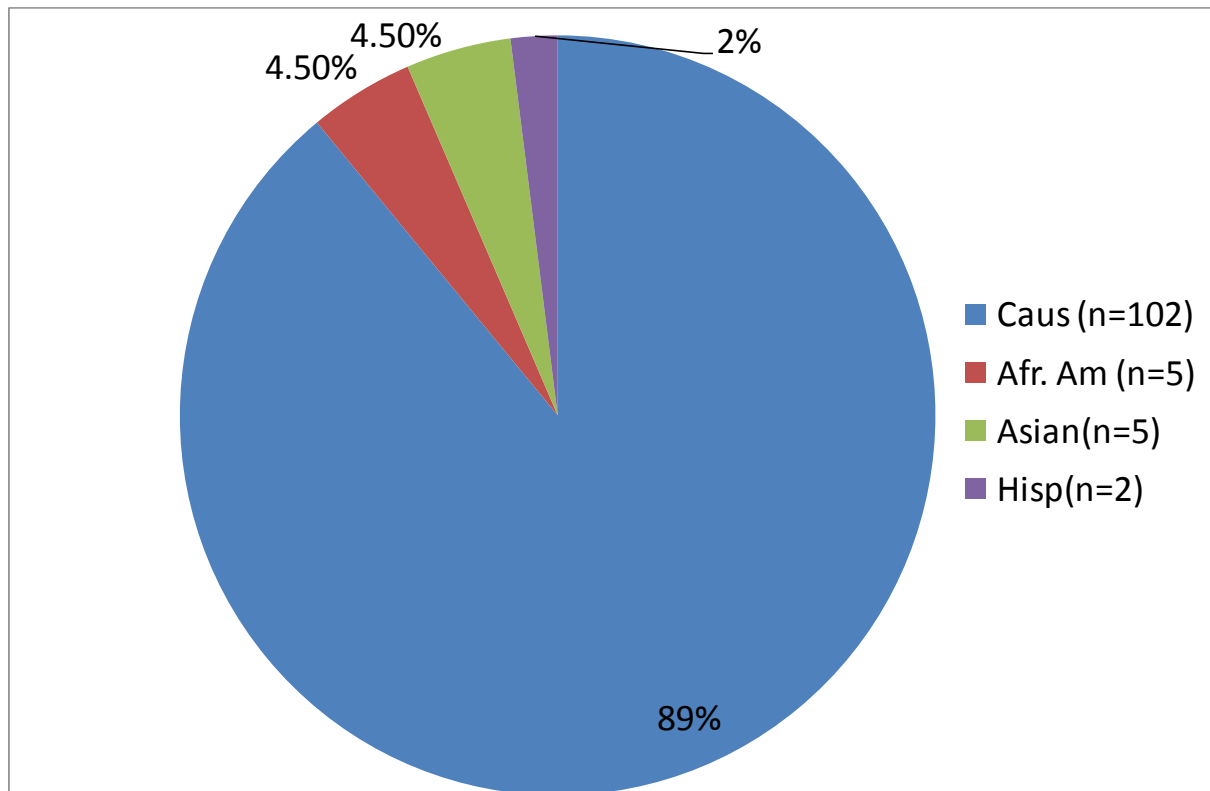
*Number of faculty by academic rank.* The data generated by this variable, faculty by academic rank, revealed somewhat similar findings across the two academic years studied. Comparisons between 2005-06 and 2008-09 are as follows: (a) at the rank of full professor there were 26% ( $n=23$ ) in 2005-06 vs. 25% ( $n=28$ ) in 2008-09, (b) at the rank of associate professor there were 33% ( $n=30$ ) in 2005-06 vs. 29% ( $n=33$ ) in 2008-09, (c) at the rank of assistant professor there were 27% ( $n=24$ ) in 2005-06 vs. 27% ( $n=31$ ) in 2008-09, and (d) at the rank of lecturer/CI there were 14% ( $n=13$ ) in 2005-06 vs. 19% ( $n=22$ ) in 2008-09.

*Ethnicity of faculty at DGIs.* In general, there was very little diversity in our faculty at the DGIs. Figure 4 graphically shows the lack of diversity in the 2008-09 academic year. Comparisons between the two targeted academic years 2005-06 ( $N= 90$ ) and 2008-09 ( $N= 114$ ) follows: (a) Caucasians represent 91% ( $n=82$ ) in 2005-06 vs. 89% ( $n=102$ ) in 2008-09, (b) African Americans represent 6% ( $n=5$ ) in 2005-06 vs. 4.5% ( $n=5$ ) in 2008-09, (c) Asian represent 2% ( $n=2$ ) in 2005-06 vs. 4.5% ( $n=5$ ) in 2008-09, (d) Bi-Racial represent 1% ( $n=1$ ) in 2005-06 vs. 0% ( $n=0$ ) in 2008-09, and (e) Hispanic represent 0% ( $n=0$ ) in 2005-06 vs. 2% ( $n=2$ ) in 2008-09. In summary, only 9% of PETE faculty members in DGIs were non Caucasian in 2005-06 and 11% in 2008-09.

*Gender of PETE faculty at DGIs.* Across the two targeted academic years the gender split of PETE faculty seem to be about even. Specially, in 2005-06 ( $N=90$ ) there was an even 50/50 between females and males compared to 2008-09 ( $N=114$ ) were females held a slight majority with 58% females compared to 42% males.

Figure 4.

Ethnicity of PETE Faculty at Doctoral Granting Institutions (2008-09)



N = 114 PETE faculty members at DGIs

*Part-time and full time faculty in DGIs (2008-09).* In 2008-09, information was collected on part-time and full-time faculty members. Ninety-one percent of the faculty were employed in full-time status compared to 9% of the faculty at part-time status.

*Retirement of PETE faculty at DGIs.* In general not many faculty were planning to retire within the next 5 years in either of the two target years. In 2005-06 ( $N=90$ ), only 11.5% ( $n=10$ ) were planning on retiring compared to 11.4% ( $n=13$ ) in 2008-09 ( $N=114$ ). The teaching responsibilities that these individual held were as follows: (a) in 2005-06, 80% taught both G and UG courses vs. 92% in 2008-09, (b) in 2005-06, 10% taught G courses only vs. 8% in 2008-09, and (c) in 2005-06, 10% taught UG course only vs. 0% in 2008-09.

#### Information on Doctoral Graduates and ABDs

*Number of doctoral students by year.* Across the 13 academic year cycle (1996-97 through 2008-09) an average of 36.8 students graduated per year. With DGIs' ranges reported as low as 0 and as high as 8 graduates per year. Table 3 gives the information on graduates by year. The total number of doctoral students that graduated across 13 year cycle was 479. The success of the employment of these graduates was remarkable, 478 obtained employment out of 479 (99.8%). One graduate in the class of 2009, had severe re-location restrictions and that was the reason her/her inability to find a position.

*Where did the graduates go?* The majority (81%) of the doctoral graduates found employment in higher education. Four percent went to public school teaching or supervision positions which left 15% who took other types of positions.

Table 3

*Supply of Doctoral Students (1996-97 through 2008-09)  
 1997-96 through 2005-06 (N=27/28 DGIs) & 2006-07 through 2008-09 (N=27/27 DGIs)*

<b>Year</b>	<b># Grads</b>	<b>H.Ed./(ABD)</b>	<b>Sup.T/(ABD)</b>	<b>Other/(ABD)</b>	<b>Interntl/(%)</b>	<b>Stayed S/(%)</b>
<b>08-09</b>	46(18)=64	38(13)	3(1)	4(4)	11(24%)	5 (45%)
<b>07-08</b>	36(20)=56	30(11)	3(4)	3(5)	8(14%)	7(88%)
<b>06-07</b>	37(9)=44	35(6)	2(0)	0(3)	8(18%)	3(38%)
<b>05-06</b>	29(16)=45	19(13)	2	8(3)	7(24%)	5(71%)
<b>04-05</b>	36	32	3	1	8 (24%)	7 (88%)
<b>03-04</b>	41	36	1	4	17 (42%)	10 (59%)
<b>02-03</b>	43	40	2	1	12 (29%)	8 (67%)
<b>01-02</b>	42	40	1	1	6 (15%)	4 (67%)
<b>00-01</b>	36	30	2	4	9 (26%)	7 (77%)
<b>99-00</b>	38	38	0	0	8 (22%)	7 (88%)
<b>98-99</b>	30	28	0	2	8 (27%)	6 (75%)
<b>97-98</b>	33	31	1	1	7 (22%)	5 (71%)
<b>96-97</b>	32	28	2	2	6 (19%)	6 (100%)

*Notes.*

# Grad. = Number of Graduates per year  
 H.Ed = # of Graduates who entered Higher Education as Pedagogists  
 Sup. = # of Graduates who were County/City/Statewide Supervisors  
 Other = # of Graduates who other types of positions

*Data on ABDs who took positions (2005-06 through 2008-09).* There were a total of 63 ABDs or less took positions before finishing their degrees. These ABDs who took employment averaged about 15.8 students per year across the 4 academic years. Somewhat similar to their doctoral graduate counterparts, the majority (68%) obtained positions in higher education. The 68% translated into 10.7 students per year who entered higher education positions. Eight percent went to public schools or supervision and 24% went to other types of positions.

*Summary data on non-US graduates (1996-97 through 2008-09).* Across the 13 academic years there were a total 115 students who were from outside of the US. The average number of this type of doctoral graduate was 8.85 per year. A total of 24% of doctoral graduate population was from outside of the US. Seventy percent of these graduates found employment within the US.

*Ethnicity of doctoral graduates (2006-07 through 2008-09).* One of the items not included in the previous data set (1996-97 through 2005-06) was the ethnicity of the doctoral graduates. While the PETE faculty were only about 11% non Caucasian in the 2008-09 academic year, 25% of the doctoral graduate population is non Caucasian across the three academic years. For a more precise breakdown of ethnicity of doctoral graduates (see Figure 5).

*Ethnicity of doctoral students (in progress for the 2008-09 year).* This is another variable, ethnicity of the doctoral student, which was not collected in the previous data set (1996-97 through 2005-06). Again, the percentage of non Caucasians for this group was twice (23%) that of the faculty's ethnicity (11%). For a breakdown of these data see Figure 6.

Figure 5.

Ethnicity of Doctoral Graduates (2006-07 through 2008-09)

**Breakdown across years:**

**2008-09 (n=46)**

US-C (n=29)

US-NC (n=7)

NUS-C (n=7)

NUS-NC(n=3)

**2007-08 (n=36)**

US-C (n=26)

US-NC (n=3)

NUS-NC(n=7)

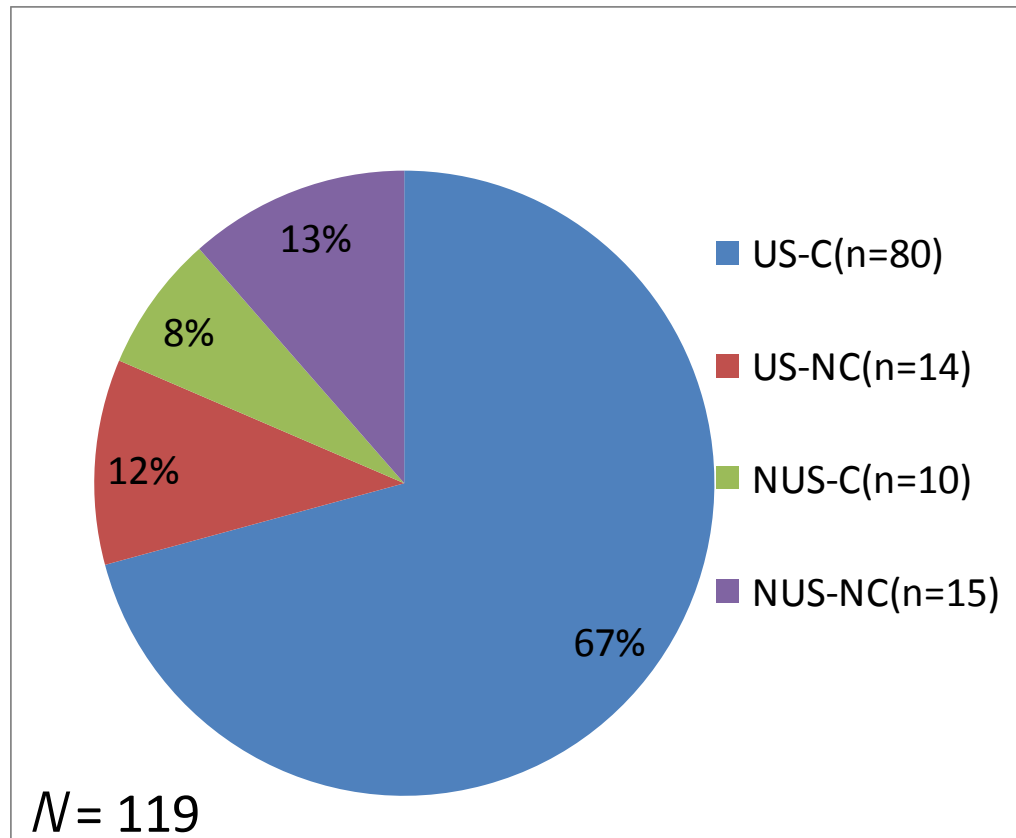
**2006-07 (n=37)**

US-C (n=25)

US-NC (n=4)

NUS-C (n=3)

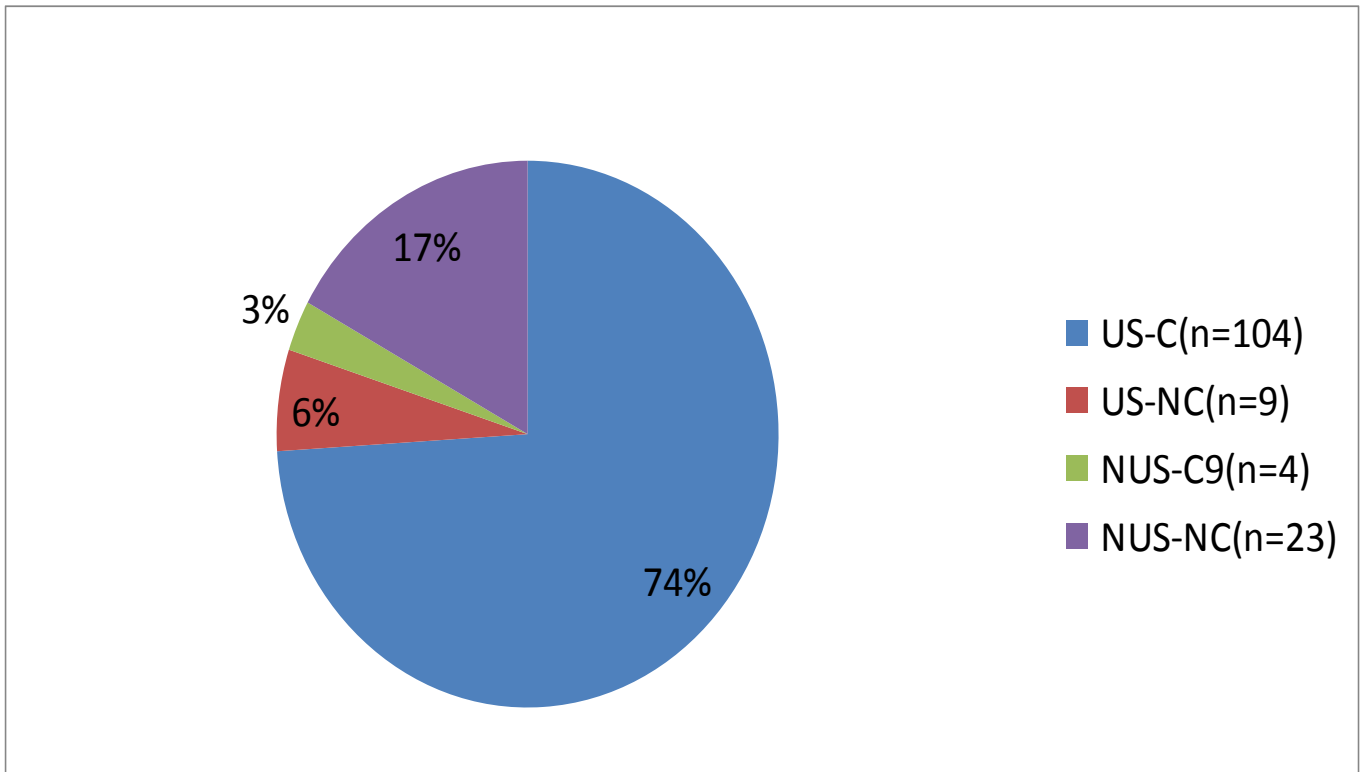
NUS-NC(n=5)



Legend: US = United States; C = Caucasian; NC = non Caucasian; NUS = non United States

Figure 6.

Ethnicity of Doctoral Students (in progress) (2008-09)



N = 140 students

Legend: US = United States; C = Caucasian; NC = non Caucasian; NUS = non United States

## Project Two

Project two was an examination of “supply” (PETE doctoral candidates produced plus existing PETE professionals, who are successful at changing positions) and “demand” (job positions availability) issue which is targeted to the academic year of 2008-2009. Several data sources (*The Chronicle of Higher Education*, *OPERA* and emails/letter of advertised positions) were used to collect information on the advertised positions in the academic year of 2008-09. Where possible, comparisons will be drawn from the 2005-06 academic year based on the previous research of Boyce and Rikard (2008). Separate sections will delineate information on each of these topics.

### **Supply and Demand Information**

*Positions advertised in 2008-09 – filled and not filled.* There were 61 higher education positions advertised. The following breakdown occurred related to these 61 positions: (a) 57% of them were filled by pedagogists (doctoral graduates, ABDs and Master’s level), (b) 26% of these positions were not filled; (c) 5% were not filled, and (d) 12% of these positions were withdrawn.

*Comparison between 2005-06 and 2008-09 advertised positions.* There were 61 positions in 2008-09 compared to 73 positions in 2005-06. In general, about half of the positions in both academic years were filled with pedagogists at various degree levels (Doctoral, ABD and masters). For a more complete breakdown of position status by years and outcome see Table 4.

*Positions by Academic Areas.* In 2005-06 there 99 positions posted in *OPERA* and there was only 14 position difference between *OPERA* and *The Chronicle of Higher Education*.

However, in 2008-09 there were 62 positions advertised in *OPERA* and there was only a 13

Table 4

*Comparison of Advertised Positions in Higher Education*

<b>2005-06 (n = 73 positions)</b>	<b>2008-09 (n = 61 positions)</b>
Filled w/ PED (51%) (n = 37)	Filled w/ PED (57%) (n = 35)
<ul style="list-style-type: none"> <li>• 13 ABDs (18%)</li> </ul>	<ul style="list-style-type: none"> <li>• 9 ABDs (15%)</li> <li>• 4 master's level (5%)</li> </ul>
Filled w/ non PED (15%) (n = 11)	Filled w/ non PED (5%) (n = 3)
<ul style="list-style-type: none"> <li>• APE, MD &amp; Research</li> </ul>	<ul style="list-style-type: none"> <li>• MD &amp; Adult Education</li> </ul>
Not filled (34%) (n = 25)	Not filled (26%) (n = 16)
Positions w/ drawn (0%) (n = 0)	Positions w/ drawn (12%) (n = 7)

PED = Pedagogists; APE = Adapted Physical Education, MD – Motor Development

position overlap between *OPERA* and *The Chronicle of Higher Education*; so comparisons for these years need to be interpreted with caution. In general, based on these data pedagogy controlled the lion's share of the advertise positions (see Figures 7 and 8 for exact breakdowns).

#### Characteristics of Filled Positions

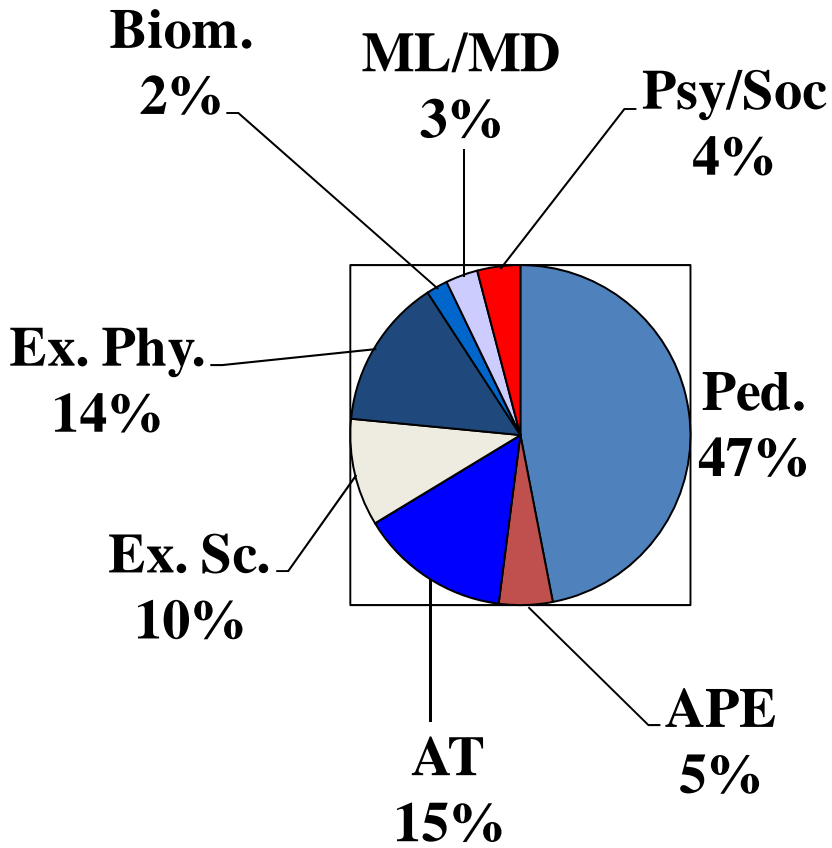
*Positions filled by Academic Rank (2008-09).* Of the 38 positions filled in 2008-09, the following ranks were noted: (a) 3% ( $n = 1$ ) full professor, (b) 8% ( $n = 3$ ) associate professor, (c) 79% ( $n = 30$ ) assistant professor and (d) 10% ( $n = 4$ ) lecturer. The rank of assistant professor included some individuals who were hired at the ABD level and at the rank of lecturer several of these persons were hired with Master's degree. Obviously, the greatest job market is at the assistant level.

*Pedagogy positions filled by university type (2005-06 and 2008-09).* The range of successful position searches ranged based on university type. For example, in the 2008-09 academic year the following observations were made: (a) research 1 institutions were able to fill 87% of their jobs; (b) whereas, comprehensive institutions were less successful at 70%; and (c) small colleges were the least successful at 48%. Comparisons between the 2005-06 and 2008-09 academic years were revealed somewhat similar trends in terms of position hires (see Table 5 for a breakdown).

*Entry or experienced - higher education professionals (2008-09).* It was interesting to note that there was almost an even split between those professionals who had experience and those that did not. In general of the 38 positions filled in 2008-09, 53% were filled by entry level.

Figure 7.

2005-06 Positions by Academic Areas (N = 99) – OPERA advertisements



**Pedagogy** (n=46)

**APE** (n=5)

**Ex. Phy.** (n= 14)

**AT** (n= 14)

**ML/MD** (n= 3)

**Psy/Soc** (n= 4)

**Biom.** (n= 2)

**Ex. Sci.** (n= 10)

Figure 8.

2008-09 Positions by Academic Areas (N = 62) – OPERA advertisements

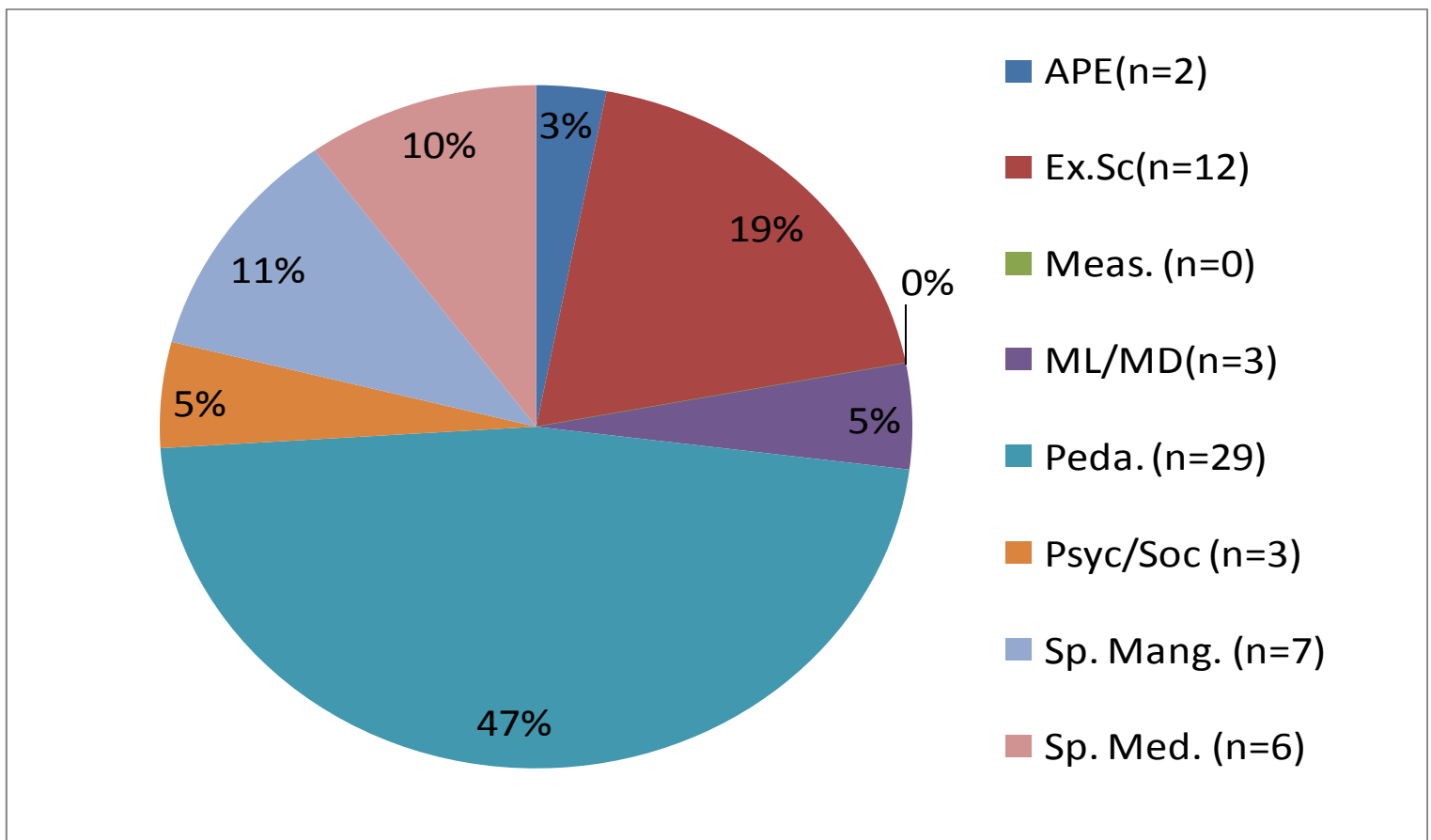


Table 5

*Comparison of Pedagogy Positions filled by Institution Type*

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<b>2005-06 (<i>n</i> = 48 positions hired)</b>	<b>2008-09 (<i>n</i> = 38 positions hired)</b>
Research 1 (77%) <ul style="list-style-type: none"><li>• 10 out of 13 hired</li><li>• Included 2 ABDs</li></ul>	Research 1 (87%) <ul style="list-style-type: none"><li>• 7 out of 8 hired</li><li>• Included 2 ABDs</li></ul>
Comprehensive (71%) <ul style="list-style-type: none"><li>• 25 out of 35 hired</li><li>• Included 8 ABDs</li><li>• 17 out of 25 PEDs</li></ul>	Comprehensive (70%) <ul style="list-style-type: none"><li>• 19 out of 27 hired</li><li>• Included 4 ABDs &amp; 2 Master's</li><li>• 17 out of 18 PED</li></ul>
Small Colleges (52%) <ul style="list-style-type: none"><li>* 13 out of 25 hired</li><li>* Included 3 ABDs</li><li>* 10 out of 13 PEDs</li></ul>	Small Colleges (48%) <ul style="list-style-type: none"><li>• 12 out of 25 hired</li><li>• Included 3 ABDs &amp; 2 Master's</li><li>• 10 out of 12 PED</li></ul>

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individuals and 47% were filled by those with prior experience. A breakdown of the level of experience by university type can be found in Figure 9.

*Ethnicity of newly hired professions (2008-09).* While the ethnicity of past doctorates (25%) and current students (23%) seems to be twice that of PETE professionals in DGIs (11%), the diversity those individuals hired in 2008-09 was disappointing with only 19% of these individuals classified as non Caucasian. For a more complete breakdown by university type and the overall percentages by ethnicity of these data see Figure 10.

*Candidates' PK-12 teaching experience (2008-09).* Overall, 82% of the 38 new hires had PK-12 teaching experience which left 12% without this type of experience. The overall mean for years of PK-12 teaching experience was 5.2 years and the range was 1-14 years. A comparison by institution type revealed the following findings: (a) research 1's employed 86% of new faculty with PK-12 experience (6 out of 7 candidates hired), (b) comprehensive schools hired 89% with PK-12 experience (17 out of 19 candidates hired), and (c) small colleges' employed only 67% of new hires with PK-12 experience (8 out of 12 candidates hired).

*Pedagogical responsibilities of new hires (2005-06 and 2008-09).* In general, the pedagogical responsibilities were different when one compared the two academic years. Overall newly hired candidates had to perform either methods teaching or supervision over 90% of the time. For a more complete breakdown of pedagogical responsibilities see Table 6.

*Job responsibilities beyond pedagogy (2005-06 and 2008-09).* In 2005-06 85% of the positions required a 2<sup>nd</sup> or 3<sup>rd</sup> teaching area (APE, Motor development, Assessment, Wellness, Research, and /or Biomechanics). In contrast, in 2008-09 only 50% of those hired were required

Figure 9.

Level of Experience by Univeristy Type ( $N = 38$ )

R1 ( $n = 7$ ):

- Entry = 3 / Exp. = 4

Comprehensive ( $n = 19$ ):

- Entry=13 / Exp.=6

Small College\_ ( $n = 12$ ):

- Entry = 4 / Exp.=8

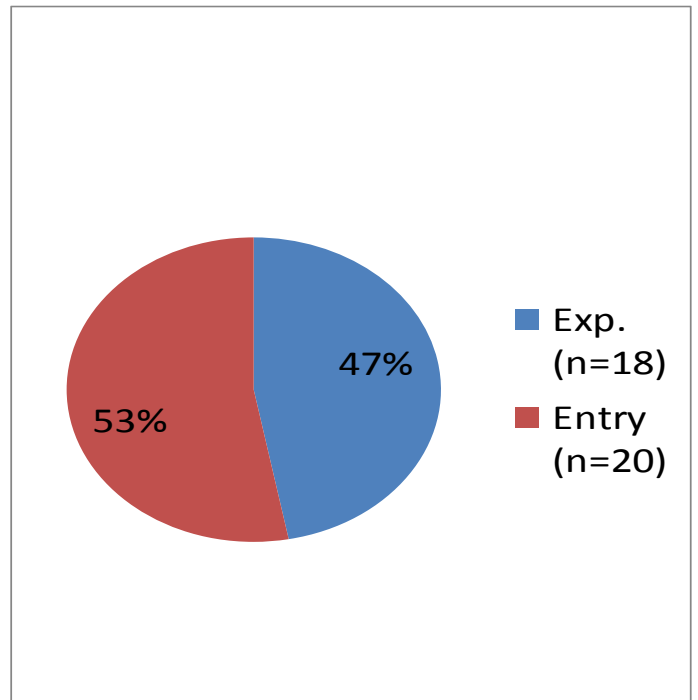


Figure 10.

Ethnicity of PETE Higher Education employees ( $N = 38$ ) & breakdown by institution type

R1 ( $n = 7$ )

- US – Caucasian – 6
- US – Non Caucasian – 1
- N-US -Caucasian – 0
- Non Us – Caucasian – 0

Comprehensive ( $n = 19$ )

- US-Caucasian – 14
- US – Non Caucasian – 2
- N-US-Caucasian – 0
- N-US-Non Caucasian – 3

Small College ( $n = 12$ )

- US-Caucasian – 10
- US – Non Caucasian – 1
- N-US-Caucasian – 1
- N-US-Non Caucasian – 0

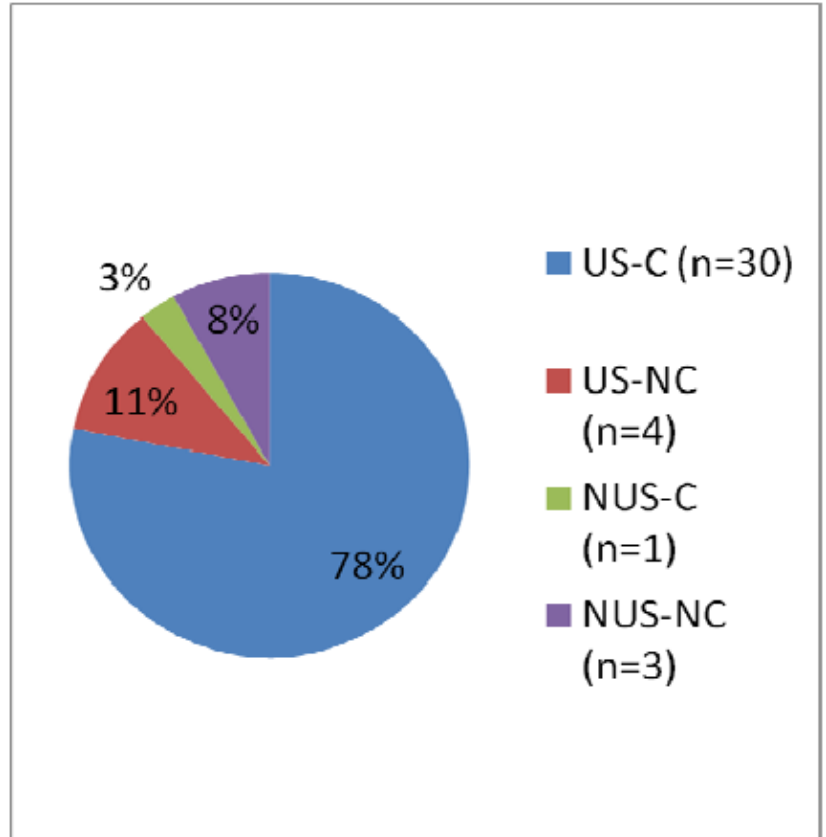


Table 6

*Comparison of Pedagogy Responsibilities*

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<b>2005-06 (<i>n</i> = 48 positions hired)</b>	<b>2008-09 (<i>n</i> = 38 positions hired)</b>
Supervision (78%) <ul style="list-style-type: none"><li>• <i>n</i> = 37</li></ul>	Supervision (48%) <ul style="list-style-type: none"><li>• <i>n</i> = 17</li></ul>
Teaching Methods courses (93%) <ul style="list-style-type: none"><li>• <i>n</i> = 45</li></ul>	Teaching Methods courses (90%) <ul style="list-style-type: none"><li>• <i>n</i> = 34</li></ul>
Either Supervision or Methods (100%) <ul style="list-style-type: none"><li>* <i>n</i> = 48</li></ul>	Either Supervision or Methods (92%) <ul style="list-style-type: none"><li>• <i>n</i> = 35</li></ul>

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to perform in academic areas (Motor Development, APE, Research, Biomechanics, Wellness and/or Physical Activities) outside of pedagogy.

*Pedagogy positions re-advertised (2005-06 and 2008-09).* The percentage of positions re-advertised was somewhat similar across the two academic years. For a comparison across the two academic years as well as a breakdown by institution type (see Table 7). Further, it should be noted that comprehensive and small colleges had a greater number of re-advertised positions compared to research 1 institution.

*Position Status Breakdown by AAHPERD Districts (2005-06 and 2008-09).* The results broken down by AAHPERD districts can be located in Tables 8 for 2005-06. Additional information on search results for 2008-09 is presented in Table 9.

*Reasons for Failed Searches (2008-09).* There were 36 comments made by 23 potential employers who had searches failed. These comments were listed in order of highest to lowest number of comments and their corresponding percentages: (a) weak candidate pool ( $n = 14$  comments / 40%), (b) position withdrawn – lack of money ( $n = 7 / 20\%$ )\*, (c) salary too low to match the high cost of living ( $n=5 / 14\%$ ), (d) institution location ( $n =3 / 9\%$ ), (e) no public school teaching exp. ( $n=2 / 6\%$ ), (f) lateness of position advertisement ( $n=2 / 6\%$ ), (g) family crisis ( $n=1 / 3\%$ ), (h) lack of candidate pool w/ research exp. ( $n=1 / 3\%$ ) and (i) lack of religious background ( $n=1 / 3\%$ ). It was interesting to note that three out of seven of the withdrawn positions were only withdrawn after the search committees failed to hire their 1<sup>st</sup> of 2<sup>nd</sup> choice candidates.

Table 7

*Comparison of Pedagogy Positions re-advertised by Institution Type*

<b>2005-06 (n = 26/73 [36% re-advertised])</b>	<b>2008-09 (n = 19/61[31% re-advertised])</b>
<p>Research 1 (23%)</p> <ul style="list-style-type: none"> <li>• 3 out of 13 positions</li> <li>• # of times re-advertised -2x</li> </ul> <p>Comprehensive (37%)</p> <ul style="list-style-type: none"> <li>• 13 out of 35 positions</li> <li>• # of times re-advertised -2x, 3x &amp; 4x</li> </ul> <p>Small Colleges (40%)</p> <ul style="list-style-type: none"> <li>* 10 out of 25 positions</li> <li>* # of times re-advertised – 2x, 3x &amp; 5x</li> </ul>	<p>Research 1 (13%)</p> <ul style="list-style-type: none"> <li>• 1 out of 8 hired</li> <li>• # of times re-advertised – 2x</li> </ul> <p>Comprehensive (41%)</p> <ul style="list-style-type: none"> <li>• 11 out of 27 hired</li> <li>• # of times re-advertised – 2x, 3x, 4x &amp; 8x</li> </ul> <p>Small Colleges (28%)</p> <ul style="list-style-type: none"> <li>• 7 out of 25 positions</li> <li>• # of times re-advertised – 2x &amp; 5x</li> </ul>

Table 8

*Where were the Higher Education positions and what were the outcomes? (N = 73 positions)  
(2005-06)*

<b>AAHPERD Districts</b>	<b># Positions</b>	<b>Peda. Earned Doc</b>	<b>Non-Peda. Earned Doc</b>	<b>ABD-Pedagogists</b>	<b>Failed Searches</b>
<b>Southern (13 states)</b>	27	11(40%)	7(26%)	4(15%)	5(19%)
<b>Mid-Western (6 states)</b>	8	3(38%)	1(12%)	4(50%)	0
<b>Central (8 states)</b>	4	2(50%)	0	0	2(50%)
<b>Eastern (12 states + DC)</b>	27	6(22%)	1(4%)	4(14%)	16(60%)
<b>Southwestern (6 states)</b>	5	1(20%)	2(40%)	1 (20%)	1(20%)
<b>Northwestern (5 states)</b>	2	1(50%)	0	0	1(50%)

Table 9

*Where were the Higher Education positions and what were the outcomes? (N = 61 positions)  
(2008-09)*

<b>AAHPERD Districts</b>	<b># Positions</b>	<b>Peda. Earned Doc</b>	<b>Non-Peda. Earned Doc</b>	<b>ABD- Pedagogists</b>	<b>Failed Searches</b>	<b>Peda - Masters</b>
<b>Southern (13 states)</b>	14	2(14%)	2(14%)	1(7%)	8(58%)	1(7%)
<b>Mid-Western (6 states)</b>	15	6(40%)	1(7%)	2(14%)	4(25%)	2(14%)
<b>Central (8 states)</b>	6	3(50%)	0	1(17%)	2(33%)	0
<b>Eastern (12 states + DC)</b>	19	7(37%)	0	4(21%)	7(37%)	1(5%)
<b>Southwestern (6 states)</b>	7	4(57%)	0	1 (14%)	2(29%)	0
<b>Northwestern (5 states)</b>	0	0	0	0	0	0

## Project Three

The purpose of project three was to generate a list of strategies that could enhance the production of future PETE doctoral level professionals. In order to accomplish this task, three data collection opportunities were undertaken that include a variety of audiences. In order to gain insights from professionals on the “hiring side” of the equation, a focus group was conducted at the 2009 National Association of Kinesiology, Physical Education in Higher Education (NAKPEHE) conference in January 2009. The two other data collection opportunities were: (1) the NASPE Pre-Convention Workshop entitled, “Insights on the PETE Faculty shortage in the US” conducted in March 2009, and (2) a session at the National PETE conference conducted in October of 2009. At these two venues, the audiences were primarily composed of PETE doctoral students and faculty interested in the production of entry level PETE doctorates. The following is a summary of major findings derived from a series of three focus groups conducted over an eight month period.

### **NAKPEHE Session**

The first focus group at the NAKPEHE conference included oral and written responses from participants while the remaining two discussions were recorded using detailed field notes. The discussions addressed numerous issues in Kinesiology and/or PETE faculty and doctoral students from across career stages. From these discussions, Pedagogy was identified as the area in greatest demand for qualified professors in higher education. Athletic training and sport management were also mentioned to a lesser degree as shortage areas. The areas least impacted by shortages of available professionals as described by this group were sport psychology followed by sport management, exercise science, history, philosophy and sociology of sport.

A series of questions addressed hiring practices of Kinesiology and Pedagogy professionals were also addressed. Members of this focus group stated that the criteria for evaluating candidates for faculty positions were similar for Kinesiology and Pedagogy and included scholarship, teaching, grant acquisitions, compatibility, experience and degree/qualifications. The only exception to these criteria was K-12 teaching experience required by many programs in hiring Pedagogy faculty. Candidate traits and qualities for job positions were also considered similar for both Kinesiology and Pedagogy professions. Both groups acquired referrals using similar strategies of networking and advertising in various publications. In discussing the proper match of candidate to institution, respondents noted the continued need for “strong generalists especially needed in small colleges”. Understanding the demands of the university and the need for qualified teachers were also mentioned.

The second and third focus groups from the AAHPERD Curriculum and Instruction pre-conference workshop and the NASPE PETE Conference were made up primarily of PETE professionals who examined broader issues central to the PETE shortage issue. Strategies for increasing the number of doctoral students entering PETE Programs were of critical concern. The following recommendations are presented separately from the two conferences and were generated from professors and graduate students. These finding and recommendations may also apply to other academic areas in Kinesiology.

### **AAHPERD Curriculum and Instruction Pre-conference Workshop**

Major topics discussed at the AAHPERD Curriculum and Instruction Pre-Conference Workshop, “Insights on the PETE Faculty shortage in the United States”, are presented here.

Recruitment strategies for doctoral students:

- New recruitment strategies for graduate students are needed. We must make direct contact for encouraging the best first year teachers and promising Master's students into doctoral programs. Some respondents suggested that we only have a window of three years to solicit college graduates into graduate programs once they acquire K-12 teaching positions. Other suggestions for recruiting included inviting graduate and undergraduate students to join our research teams for engaging them in research projects. Give talks to promising high school students interested in physical activity and who know little about our careers.
- Seek more grants for funding doctoral study. One suggestion was to require lifelong physical activity classes as a university requirement and this can serve as a funding source for graduate students. Without funding, they will not come.
- Provide options for doctoral students so that they can keep jobs while working on their degrees. Move to more on-line courses to reduce commuting distance and cost of time and money while providing flexible course scheduling. On-line master's programs are an enticement for K-12 teachers and may include summer residencies. There are doctoral degrees provided on-line and we have no idea about their quality. However, we must break out of the traditional model of curriculum delivery if we want to be competitive.
- Hiring packages and conditions for PETE doctoral students should equal that of other education faculty.

Faculty diversity:

- PETE programs have failed to change its image as a nearly all white profession. Hiring diverse non-white faculty is a huge potential source for hiring among our current PETE faculty across the US. Non-white faculty include African Americans, Hispanics, Asians

and other minorities for hiring but we must recruit differently. If diverse doctoral students not have experienced teaching in American schools, this must be provided as part of the program.

K-12 teaching experience and Faculty mentoring:

- The lack of K-12 teaching experience by doctoral students must be provided in doctoral programs. This lack of experience contributes to failed searches where school based field work is emphasized.
- Faculty mentoring is critical to doctoral students pursuing R1 positions and once obtained, these institutions must provide support and mentoring in research and teaching.

### **NASPE Physical Education Teacher Education Conference**

The NASPE Physical Education Teacher Education Conference in October 2009 was the third source of data for examining issues impacting doctoral programs in our field. The presentation was entitled: “Recent findings on PETE faculty shortages and higher education job markets in PETE and Kinesiology”. Comments by those in attendance are listed here.

Knowledge base for teaching and research:

- Master’s programs are designed for providing K-12 teaching credentials rather than doctoral programs. This results in candidates with great practical knowledge but inadequate research skills. One suggestion was the development of a pre-doctoral masters program.
- Prepare doctoral students in a second content area such as motor learning or exercise science so that they have more flexible skills and added content knowledge when seeking positions.

- Create different models for doctoral programs such as “a masters to doctoral program” that includes licensure.
- All institutions should cease the practice of hiring of ABD students who tend to have trouble completing their degrees partly due to heavy teaching loads. They have problems earning tenure. We need them as program completers who contribute fully to the profession whenever possible.
- The quality of doctoral program curricula for producing competent teachers, researchers and grant seekers was discussed. Currently, doctoral program content is unregulated and many lack a strong curriculum for the increasing demands of academia.

Salary needs:

- Doctoral students need strong faculty mentoring at many levels and especially for interviewing preparation and salary negotiation.
- Salary is a big concern for doctoral graduates who may earn less than public school teachers thus causing a lack of viability for a career in the academy. Negotiating for salaries is a skill needed by graduate students.
- Potential doctoral candidates must consider leaving full time jobs to enter graduate schools. This is viewed as a financial problem.

High competence in teaching and research:

- New strategies are needed for reducing failed searches due to unqualified candidates. Also, new faculty hires need protection from heavy workloads to enable them to meet tenure and promotion standards. Doctoral programs must prepare new faculty as competent teachers and researchers.

- The perceived importance of K-12 teaching experience was discussed and increasingly, this seems to be a missing skill set for graduate students seeking faculty positions. Yet, many hiring institutions state this as a requirement in their position descriptions. Therefore, we must continually produce good teachers for all levels of our programs. Some form of K-12 experience must be provided by graduate programs if doctoral programs admit students with no experience.
- R1 institutions focus on creating knowledge while doctoral candidates have more practical skills and don't have the research focus needed to survive. A balance must be reached for doctoral candidates to become leaders of undergraduate and graduate programs and for obtaining tenure and promotion.

Strategies to increase number of PETE Doc programs in the US were not directly addressed. Some participants felt that increasing the number of doctoral students was more urgent than adding programs. However, as stated previously, many suggestions and concerns were expressed regarding the strengthening of current master's and doctoral programs.

## Appendix A

### PETE Doctoral Programs: Current Status and Future Directions

Co-PIs – B. Ann Boyce & G. Linda Rikard

#### *Overview & Research Plan*

*Time* magazine (2006) reported higher education (HE) teaching positions as one of the top five U.S. occupations based on its projected growth by the year 2014. Along with *Times'* projected growth statistics is the projected need cited by Leubsdorf (2006) who noted the tremendous impact that a shortage would have on our existing and future pools of university/college professors. These projections coincide with Castle and Arends' (2000) prediction of a shortage of K-12 teachers in the U.S. due to the retirement of many baby boomers. Unfortunately, the long term impact of fewer physical education-teacher education (PETE) professors in HE will create a reduction in the number of teacher licensure programs and ultimately fewer college/university students who pursue the PK-12 teaching positions. The quality of these licensure programs may also come into question.

Based on 10 years of HE data compiled from 1995-2006 on PETE programs, Boyce and Rikard (2008) found an acute shortage of doctoral level candidates with terminal degrees in the area of Physical Education Pedagogy. This finding was also supported by the work of Woods, Goc Karp and Feltz (2003). Further, Boyce and Rikard determined that the number of new doctorates and existing PETE (job changing) professionals entering HE positions are not keeping pace with the market demand for these individuals. Is this trend related to fewer PETE doctoral candidates continuing in the field? Are we currently meeting the market place demands for PETE faculty? What can we do to recruit and matriculate a sufficient number of PETE professionals who will constitute our next generation of university PETE leaders?

Presently, Rikard and Boyce are pursuing three projects that will address these three critical questions, related to: (a) the number, characteristics and possible changes in doctoral granting PETE programs during the past 3 years; (b) the "supply" (PETE doctoral candidate production plus the number of existing PETE professionals, who are successful at changing positions) and the "demand" (job positions availability) issue targeted to the academic year of 2008-2009, and (c) strategies for the enhanced production of future doctoral level PETE professionals.

*Project/Question One.* In order to answer the first question related to the number, characteristics and possible changes in PETE doctoral granting institutions in the United States, 27 professionals who coordinated existing and discontinued PETE doctoral programs in pedagogy, are currently being surveyed about their respective doctoral programs. Of the 27 PETE institution faculty contacted, all have agreed to participate in this ongoing investigation. Information from these doctoral programs was gathered on the following institutional characteristics and graduation rates: (a) number of pedagogy faculty at each institution and descriptive data on each faculty member (employment status, gender, ethnicity & academic rank); (b) information on initial teacher licensure programs (types of initial teacher licensure programs offered and number of graduates); (c) yearly graduation rates from the '06-'07 through

'08-'09 of doctorates and types of positions (e.g., higher education – PETE positions, supervisory roles, return to public school teaching, other positions) acquired by these graduates; (d) number of doctoral students who accepted employment before graduation (ABD or less) and the types of positions filled by these candidates; (e) ethnicity of these doctoral level students; (f) number of foreign doctoral graduates and their job placements; (g) perceptions of the funding of doctoral students in pedagogy compared to other academic units within the profession of kinesiology and in the university at large; and (h) potential retirements of pedagogists in the next five years. This survey was initially sent electronically in October of 2008 and the data collection process will be completed in October of 2009. Comparisons will be drawn based on information found in the present data set ('06-'07 through '08-'09) and previous data set ('95-'96 through '05-'06 from Boyce & Rikard, 2008) in order to discern if any trends exist.

*Project/Question Two.* The second question addresses the “supply” (PETE doctoral candidate production along with existing PETE professionals who are successful at gaining employment) and the “demand” (job positions availability) issue for the 2008-2009 academic year. Data sources for this question, which dealt with the number of PETE pedagogy positions advertised and filled in 2008-2009 academic year, were obtained from: (a) advertisements in the *Chronicle of Higher Education* from August 2008 through April, 2009, (b) position announcements from *OPERA* from the same time period, and (c) email position announcements not obtained from the two sources previously cited. This harvesting process will yield information on advertised positions. The outcome of these position searches will be determined by phone interviews; this process will be initiated in April of 2009 and completed in October of 2009. These data will provide information in the following areas: (a) status of positions (hired, not hired); (b) type of individuals who filled positions (doctorate completed pedagogists, ABD level pedagogists or non pedagogists); (c) academic rank of these individuals; (d) positions filled based on general university type (Research 1, Comprehensive or Small College); (e) the number and status of repeated searches; (f) extent of K-12 teaching experience; (g) the location of college or universities based on AAHPERD's six district divisions; (h) hiring of a seasoned professional or an entry level doctorate; and (i) reasons for a failed job search as stated by the advertising institutions. Comparisons will be drawn based on information found in the present data set ('08-'09) and previous data set ('05-'06) in order to discern if any trends emerge during these two academic years. Lastly, using the *OPERA* data base for position announcements (2008-2009), the number of pedagogy position announcements will be compared to the number of position announcements in other sub-discipline areas.

*Project/Question Three.* The third project involves the development of strategies that might enhance the production of future PETE doctoral level professionals. In order to accomplish this task, three data collection opportunities will be undertaken that include a variety of audiences. In order to gain insights from professionals on the “hiring side” of the equation, a focus group will be conducted at the 2009 National Association of Kinesiology, Physical Education in Higher Education (NAKPEHE) conference in January. This semi-structured data collection will address the following issues: (a) sub-discipline areas of perceived need, (b) perceived adequacy of doctoral training programs, (c) evaluation of position candidates, (d) traits of viable candidates, (e) retention of candidates in terms of tenure & promotion, (f) referral and recruiting practices, (g) perceptions regarding matching candidates to hiring institutions, (h) perceived success of position searches and (i) strategies to improve recruitment of more highly

qualified candidates. The NAKPEHE focus group questions will first examine all doctoral level candidates across discipline areas and then narrow specifically to pedagogists. The two other data collection opportunities are: (1) the NASPE Pre-Convention Workshop entitled, *Insights on the PETE Faculty shortage in the US* conducted in March 2009, and (2) a proposed session at the National PETE conference conducted in October of 2009. At these two venues, the audience will primarily be composed of PETE doctoral training personnel as well as those who are interested in the production of entry level PETE doctorates. It should be noted that both the NAKPEHE presentation and NASPE pre-convention workshop have been accepted and that the National PETE Conference abstract has been submitted for review.

### References

Boyce, B.A., & Rikard, G.L. (2008). A comparison of supply and demand for PETE faculty: The changing landscape. *Research Quarterly for Exercise and Sport*, 79(4), 540-545.

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Castle, S., & Arends, R. (April 2000). *Vacancies and application pools: Results of the AACTE faculty supply and demand survey*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA (ERIC Documents reproduction No. ED 443329).

Leubsdorf, B. (September 2006). Boomers' retirement may create talent squeeze. *The Chronicle of Higher Education*, 53(2), A51.

*Time*. (October, 30, 2006). What we earn: Hot jobs, cold jobs. Vol. 168, No. 18, p 48.

Woods, M. L., Goc Karp, G., & Feltz, D. (2003). Positions in kinesiology and physical education at the college or university level. *Quest*, 55, 30-50.

### *Research Activities (RA) and Goals (G)*

The research activities and goals will be addressed through delineation of each of the three projects. Research activities and goals for the three projects will be presented with status and a timeline. Also, assurance of IRB approval for both PIs (preliminary task) is provided.

*IRB approval (Preliminary Task).* Linda Rikard (at GMU) and Ann Boyce (at UVa) applied for IRB approval at our respective universities and were granted “exempt status” for this study. The IRB project #s were #2008-0308-00 for UVa and #5981-2008 for GMU. Status-completed; Timeline – September 2008.

*Project One.* Three year follow up study on number, characteristics and possible changes in doctoral granting PETE programs.

RA/G1: Generate a list of PETE doctoral programs (existing & discontinued) along with contacts at each university. Status – completed; Timeline – September - October 2008.

RA/G2: Develop the survey to be sent to each PETE doctoral program. Status – completed; Timeline – September – October 2008.

RA/G3: Send survey to each PETE doctoral program (both existing & discontinued). Status – sent; Timeline – initially sent in October with follow-up reminders in November 2008 with additional follow-up reminders, as needed.

RA/G4: Develop a spreadsheet for survey; Status – completed; Timeline – October 2008.

RA/G5: Summarize data collected on the surveys; Status – on-going data collection; Timeline – January 2009 – March 2009.

RA/G6: Present summarized data in NASPE workshop; Status – ongoing; Timeline – March 2009.

RA/G7: Report current data set ('06-'07 through '08-09) collected and compare this to previous data set ('95-'96 through '05-'06) related to the numbers of doctoral students produced to Heitmann Grant Committee. Status- not completed; Timeline – January 31, 2010.

RA/G8: Report current data set ('08-'09) collected and compare this to previous data set ('05-'06) related to the program characteristics to Heitmann Grant Committee. Status- not completed; Timeline – January 31, 2010.

*Project Two.* Examination of “supply” (PETE doctoral candidate produced plus existing PETE professionals, who are successful at changing positions) and “demand” (job positions availability) issue which is targeted to the academic year of 2008-2009.

RA/G1: Generate a list of HE pedagogy positions from 3 sources (*The Chronicle of Higher Education*, *OPERA*, & emails of job announcements). Status – on-going; Timeline – August 2008-April 2009.

RA/G2: Develop the phone interview survey to be used with potential employers. Status – completed; Timeline – September – October 2008.

RA/G3: Develop a spreadsheet for phone interview survey; Status – not completed; Timeline – January 2009.

RA/G4: Contact potential employer (chair of search committee or department chair) and complete phone survey. Status – to be completed; Timeline – initial contact made in April 2009 and continued until this is finished (May-June 2009).

RA/G5: Summarize data collected on phone surveys; Status – not completed; Timeline – May – June 2009.

RA/G6: Present a summary of available positions up to that point (March 2009) at NASPE workshop; Status – ongoing; Timeline – March 2009.

RA/G7: Present summarized positions available at NPETE conference; Status – ongoing, abstract submitted in October 2008; Timeline – October 2009.

RA/G8: Report current ('08-'09) data set collected and compare this to previous data set ('05-'06) related to “supply” and “demand” data to Heitmann Grant Committee. Status- not completed; Timeline – January 31, 2010.

RA/G9: Using the *OPERA* data base for position announcement (2008-2009), compare the number of pedagogy position announcements to the number of position announcements in other sub-discipline areas; Timeline – June 2009.

*Project Three.* Generate a list of strategies that could enhance the production of future PETE doctoral level professionals. In order to accomplish this task, three data collection opportunities will be undertaken with a variety of audiences.

RA/G1: Identify viable sources (e.g., professional conferences) to collect information from professionals on strategies to enhance the recruitment and matriculation of PETE doctorates. Status - completed; Timeline - September – October 2008.

RA/G2: Submit abstract to NAKHEPE. Status – completed & abstract accepted; Timeline – January 2009.

RA/G3: Submit workshop proposal to NASPE (please note that Marianne L. Woods is the workshop coordinator but Rikard and Boyce are presenters and discussion leaders). Status – completed & workshop accepted; Timeline – March 2009.

RA/G4: Submit abstract to National PETE conference. Status - abstract submitted and awaiting acceptance; Timeline – October 2009.

RA/G5: Summarize strategies generated through the three data collection sessions. Status – on-going; Timeline – November 2009.

RA/G6 Report findings related to strategies to Heitmann Grant Committee. Status- not completed; Timeline – January 31, 2010.

### *Methods and Analysis*

The methods and analysis will be discussed for each of the three projects. A variety of methods and analyses will be employed.

*Project One.* Three year follow up study on number, characteristics and possible changes in doctoral granting PETE programs.

Method: Structured Survey completed via email; follow-up requests completed by email and personal phone calls.

Analysis: Descriptive data (e.g., means, frequency counts, range) will be used to address project one.

*Project Two.* Examination of “supply” (PETE doctoral candidate produced plus existing PETE professionals, who are successful at changing positions) and “demand” (job positions availability) issue which is targeted to the academic year of 2008-2009.

Method: Structured Phone Interview Survey completed by personal phone calls to each of the institutions where PETE positions are posted.

Analysis: Descriptive data (e.g., means, frequency counts, range) will be used to address project two.

*Project Three.* Generate a list of strategies that could enhance the production of future PETE doctoral level professionals.

Method: Structured Questions will be posed to professionals in the audiences of the three targeted conferences (NAKPEHE, NASPE workshop, National PETE). Summaries of the outcomes (strategies generated) will be recorded.

Analysis: Qualitative data will be analyzed to check for agreement among the three groups and to generate strategies to increase the effectiveness of recruitment and matriculation of PETE doctoral professionals.

### *Timeline for Heitmann Grant Application*

The timeline for each of the three projects will be presented separately. Because timelines for each of the research activities/goals have been delineated the overall timeline for each project will be presented.

*Project One.* Three year follow up study on number, characteristics and possible changes in doctoral granting PETE programs.

Overall Timeline: To complete the RAs/Gs 1-8 related will require a time period that will run from September 1, 2008 through January 31, 2010.

*Project Two.* Examination of “supply” (PETE doctoral candidate produced plus existing PETE professionals [who are successful at changing positions]) and “demand” (job positions availability) issue which is targeted to the academic year of 2008-2009.

Overall Timeline: To complete the RAs/Gs 1-9 related will require a time period that will run from August 1, 2008 through January 31, 2010.

*Project Three.* Generate a list of strategies that could enhance the production of future PETE doctoral level professionals.

Overall Timeline: To complete the RAs/Gs 1-6 related will require a time period that will run from September 1, 2008 through January 31, 2010.

### *Budget Request for Heitmann Grant Application*

Due to budgetary cutbacks in the state of Virginia, it is highly probable that travel money and graduate student support will be greatly curtailed. Therefore, Boyce and Rikard would like to request money for travel needed to complete project three and graduate student support (for data entry and audio tape transcription) needed to complete all three projects.

The University of Virginia will act as primary recipient with George Mason University identified as a “subcontractor.”

Graduate student support - \$1000 (data entry and audio tape transcription)

Travel funds - \$9,000 (for airfare, mileage, hotel and food) for both Boyce & Rikard

Boyce - \$5000 for travel expenses to the following professional conferences:

- 1) NAKPEHE (January 2009) conference - \$1000
- 2) AAHERD/NASPE workshop (March 2009) - \$2000
- 3) National PETE conference (October 2009) - \$2000

Rikard - \$4000 for travel expenses to the following professional conferences:

- 1) AAHERD/NASPE workshop (March 2009) - \$2000
- 2) National PETE conference (October 2009) - \$2000

Total request of \$10,000

*Deliverables from Boyce & Rikard*

Deliverables will be addressed separately through delineation of each of the three projects.

*Project One.* Three year follow up study on number, characteristics and possible changes in doctoral granting PETE programs.

Deliverables from Project One:

- 1) Current list of all PETE doctoral program in the US
- 2) Status report on the changes that occurred in PETE doctoral program – comparison of the following academic years: '05-'06 to '08-'09
- 3) Description of program characteristics on PETE doctoral programs ('08-'09):
  - a. number of pedagogy faculty at each institution and descriptive data on each faculty member (employment status, gender, ethnicity, & academic rank);
  - b. information on initial teacher licensure programs (types of initial teacher licensure programs offered and number of graduates);
  - c. perceptions on the funding of doctoral students in pedagogy compared to other academic units within our profession of kinesiology and in the university;
  - d. potential retirements of pedagogists in the next five years;
  - e. comparison between 2 academic years ('05-'06 and '08-'09) for items 3) a.-d.
- 4) Summary of the number and description of PETE doctorates:
  - a. yearly graduation rates from the '06-'07 through '08-'09 of doctorates
  - b. types of positions (e.g., higher education – PETE positions, supervisory roles, return to public school teaching, other positions) acquired by these graduates;
  - c. number of doctoral students who accepted employment before graduation (ABD or less) and the types of positions filled by these candidates;
  - d. ethnicity of these doctoral level students;
  - e. number of foreign doctoral graduates and their job placements;
  - f. comparisons among 13 academic years ('95-'96 through '08-'09) for items 4) a.-e.

*Project Two.* Examination of “supply” (PETE doctoral candidate produced plus existing PETE professionals [who are successful at changing positions]) and “demand” (job positions availability) issue which is targeted to the academic year of 2008-2009.

Deliverables for Project Two:

Listing of all PETE positions in the US

Summarized data on the positions, which includes the following information:

- a. status of positions (hired, not hired);
- b. type of individual who filled the position (doctorate completed pedagogists, ABD level pedagogists or non pedagogists);
- c. academic rank of these individuals;

- d. position filled by general university type (Research 1, Comprehensive or Small College);
- e. number and status of repeated searches;
- f. whether the employees had K-12 teaching experience;
- g. college or university location based on AAHPERD's six district divisions;
- h. whether a seasoned professional or an entry level doctorate was hired;
- i. reasons for a failed job search as given by the advertising institutions.
- j. comparisons will be drawn based on information found in the present data set ('08-'09) and previous data set ('05-'06) in order to discern if any trends exist between these two academic years.
- k. using the *OPERA* data base (2008-2009), compare the number of position announces in pedagogy to the number of positions announcements in other sub-discipline areas.

*Project Three.* Generate a list of strategies that could enhance the production of future PETE doctoral level professionals.

Deliverables for Project Three:

- 1) Listing of strategies to enhance the entry level PETE professional entering the field based on the perspective of those who hire these individuals (NAKPEHE professionals)
- 2) Listing of strategies to increase recruitment and matriculation of entry level PETE professionals based on the perspective of those who educate and are committed to doctoral preparation of PETE professions (NASPE & National PETE professionals)

All deliverables will be transmitted through a power point presentation and/or via a written report.

## Appendix B

### Acknowledgements and IRB Approvals for all three projects

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- Ann Boyce and Linda Rikard would like to express their gratitude to NASPE's Heitmann Grant Committee.
  - IRBs
    - Projects one & two – UVa #2008-0396-00 “exempt status”,  
Mason- #2008-6218
    - Project three – three focus groups sections:
      - Jan. 2009 – NAKPEHE mtg. – UVa # 2008-0308-00 “exempt status”
      - March 2009 – NASPE/AAHPERD mtg. – Mason # 2009-6218
      - Oct. 2009 – NPETE mtg. – UVa #2009-0242-00 “exempt status”
    - Comparison Data – UVa #2006-0104-00 (1996-97 thru 2005-06)
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