

Seoul National University
Department of Physical Education
Program Review

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Overview

This is a strong department which offers excellent provision at undergraduate and graduate levels of study. The faculty members are highly qualified; their research output and income generation are as good if not better than those of comparable departments across the world. Given the international reputation of Seoul National University, there is arguably more work to be done in relation to internationalization although the current global pandemic might make this difficult in the short-term.

I. Education

The department members are qualified to offer a wide range of disciplinary specialisms although I wonder if there might be a need for at least one more sport psychologist for the sake of balance and more expertise in areas of sport management in addition to marketing. I like the fact that students get some choice of courses at undergraduate level. This is something that has been lost in my own institution to the detriment, in my opinion, of the student experience. In an era of increasing rationalization, I hope that choice will remain a feature of the curriculum. It is reassuring that following graduation, the former undergraduates are finding employment, perhaps not surprisingly especially in PE teaching. On the other hand, one might expect to see more of them getting jobs with sport-related companies and even in the sports media. It is heartening to see that scholarships are provided for postgraduate students and that many PhD graduates acquire jobs as academics in a range of universities.

II. Research

There is substantial evidence of research productivity and high-quality output. I hope that the reasons for the discrepancy in terms of metrics between the natural sciences and the social sciences are fully understood and are taken into account when academic staff are appraised and/or applying for promotion. I would make the same comment in relation to external funding which is impressive overall even though there will be inevitable differences in how much funding each discipline is likely to need and is able to attract. It would be good see more evidence of international collaboration in the published output. Finally, the provision of research equipment is good.

III. Internationalization

The department has had numerous international partnerships over the years. However, I often wonder what these can actually achieve in terms of making university departments world leading. So much depends on what the partner institution is and what results from the partnership. Too often the partnerships are the result of personal contacts rather than of a well thought out strategy aimed at securing the partnerships that can be of most value.

IV. Recommendations

There needs to be more emphasis on internationalization (recruitment of foreign staff members, more collaborative research with foreign scholars) which can have a significant impact on citation figures and on the global perception of what an academic department actually does. I would recommend in this regard a serious appraisal of the value of partnerships to date and the development of a strategy to identify potential partnerships that would be most beneficial to the department.

V. General Comments

The department is world leading in many respects, not least the quality of the staff and the employment destinations of undergraduate and especially postgraduate students. What would enhance the department's global image further is recruitment of more foreign students and, more importantly, foreign members of the academic staff together with more evidence of international collaborative research.

Seoul National University
Department of Physical Education
Program Review

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Overview

The Department of Physical Education, Seoul National University is one of the world-leading departments and was ranked 22 in QS World University Rankings by Sports-Related Subjects 2020. The aim of the Department is to “increase quality of life and develop a healthy social system and culture through physical activity and sports, as well as to cultivate true educators who can pass these values on to the next generations”. The self-evaluation material is comprehensive and highlights the strengths of the Department in three pillar areas, namely, education, research, and internationalization. I would like to express my sincere appreciation to the administrative support from the Department Chair and his staff throughout this review program process.

I. Education

The Department offers high quality education at the undergraduate, master, and PhD levels. For example, its undergraduate program endeavors to provide students with a wide range of theory and practical courses so as to cultivate them to become best talents and future leaders in specialized fields. The statistics on employment on undergraduate students (2015-2018) showed that 23% of them were physical education teachers, while 17% of them continued pursuing graduate studies, demonstrating their high levels of knowledge and research capabilities acquired from their undergraduate study. The Department offered scholarships to more than 230 undergraduate/master/PhD students in the past five years. This demonstrates their commitment and contribution to the development of students’ academic excellence.

The curriculum of the master and doctoral programs is comprehensive. The number of graduate students who earned a master or PhD degree in 2016-2019 was 341, of which 53 were PhD students. The number of enrolled students was fairly stable. Each professor supervised approximately 2.9 PhD students, in which the number was believed to be manageable and high-quality supervision could be guaranteed. PhD graduate destinations were impressive, and many of them got an academic position in well-reputed universities in Korea, China (Zhejiang University) and US (University of Mississippi).

II. Research

Staff members in the Department are very committed to their research. In 2015-2019, there was an increasing trend for paper achievements quantitatively (3.36 papers per professor) and qualitatively (e.g., 49.6 SCI papers, averaged SCI 3.4) that are comparable to other world ranking universities by sports-related subjects. Similarly, there were significant improvements in the number of research projects and research funding amount from 2017 to 2019.

The quality of PhD supervision is high, which was demonstrated by the number of publications and conference presentations that were committed by their PhD students. Students published their work in refereed journals including the international ones. High impact research was evident such as in the areas of exercise physiology, motor behavior, and sport participation and health promotion. There are more than 15 laboratories with well-equipped facilities that greatly enhance research quality and quantity in the Department.

III. Internationalization

The Department put efforts in diversifying graduate student populations and offering English courses in the last five years. It is important to internationalize the curriculum so that programs could be attractive to international students while contributing to the academic development of the Korean students.

It is noticed that the Department has established formal partnerships with 11 institutions: eight of them are in South East Asia and only one is still valid. It would be a good opportunity for the Department to refine the internationalization strategy by revisiting the contract terms of existing “expired” partners (e.g., Loughborough University) and identifying new strategic partners that further enhance the teaching and research development in the Department.

IV. Recommendations

The Department demonstrates strong evidence in its efforts to gain local and international prominence in its teaching and research. The following recommendations are highlighted below:

1. The Department has three research areas (sports science, human exercise science, and global sports management) and it would be good to identify key research themes or clusters that may further enhance high impact research and drive future strategic hiring.
2. The Department has put resources (e.g., laboratories) to support high impact research and can consider making good use of inter-disciplinary research to further promote and feature the scholarly work of professors.
3. The Department continues its efforts in identifying and embarking strategic partnerships and collaborations with world-leading universities with shared visions. This may take the form of student exchange, visiting scholars, invited colloquia/symposium/conference, joint research projects, co-authored publications and so on.

V. General Comments

The substantial efforts devoted to self-analysis by the Department are well recognized. The Department demonstrates its strengths, capitalizes its success, and builds up a sound international profile and standing in its teaching and research. There is potential to establish strategic collaborations with international scholars and hence formal partnerships between the institutions.

Seoul National University
Department of Physical Education
Program Review

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Overview

According to the evidence provided, the Department of Physical Education clearly has already established a good reputation within the field internationally. Many members of the academic staff of the Department are well-known within their respective international scholarly communities. The Department has healthy numbers of both Undergraduate (UG) and Postgraduate (PG) students supported by an outstanding scholarship scheme, including foreign students. The sub-disciplines represented by the specializations of the academic staff cover a full range of possibilities and is a feature which I believe is to be commended.

I. Education

The Department has a good critical mass of students at UG level and an excellent staff-student ratio. This kind of staff-student ratio would lend itself well to a 'personal tutor' system of pastoral care for students. It is not clear from the information provided whether a system like this is in operation. Also, I cannot tell from the data what is the typical numbers of students in classes.

The provision of scholarships for so many UG and PG students is an outstanding feature of the Department's work and is to be highly commended. There is no information on who the recipients are. In Scotland, for example, Government require universities to recruit talented students from low socio-economic groups. A scholarship system such as the one operating at SNU could be used to support such students, thereby fulfilling a social justice mission for the university.

The curriculum of the UG degree appears to be comprehensive, though it also appears to be

quite traditional. In some countries, UG degrees have developed to focus on quite specific preparation for particular professions, especially beyond teaching. I note that around a quarter of UG students go on to teaching. There may be some scope to consider different pathways within the UG program, for teaching and for other sport and health-related professions. I attach a paper of research carried out in Australia on the physical activity field in higher education for your consideration with respect to the configuration of the field and how this may affect the development of UG programs. Although it is now a little dated and is specifically concerned with the physical activity field in Australia, many of the issues raised then continue to apply now.

I also note that the physical activity aspects of the UG program are very content-based. It may be worth considering, for those on the teacher education track at any rate, some of the more recent developments using pedagogical models in physical education (see eg. Casey, A. & Kirk, D. (2021) *Models-based Practice in Physical Education*, Routledge).

The PG staff-student ratio is again very good, and there are good numbers of students in the Masters and doctoral programs. Funding support for foreign students is very impressive and could be a big boost to internationalization. Do you follow students up and maintain contact when they return home? The provision of scholarships for PG students generally is a very impressive feature of the Department's approach.

I note that both Masters and doctoral programs include a part-time option, which increases the flexibility for students who need to work while they study and so is commendable.

Again, I would comment with the same observation of the UG program that the Masters program looks somewhat traditional. Given the comprehensive range of expertise held within the Department as I noted in the Overview, is there the possibility to offer increased specialization pathways in particular (popular or important) sub-disciplines of the field?

The numbers of successful completions of Masters and doctoral students is impressive, with an average of approximately 70 of the former and approximately 13 of the latter on average graduating each year between 2016-2019. It would have been helpful to see the figures for successful completions beside overall enrolments during this period to calculate the percentage success rate.

The table showing the appointment of graduating doctoral students to academic posts in other universities suggests students graduating from the Department's doctoral program are highly regarded nationally and internationally.

II. Research

I note a general upward trend of research output between 2015-2019 which is to be commended. There is also an impressive amount of research income both in terms of numbers of grants and the value of the awards. As is the case internationally, the sports sciences lead in this area due to the fact that such research is expensive in terms of specialized facilities and equipment.

The PG students are clearly conducting high quality publishable research and they are also clearly encouraged to write for publication, suggesting a supportive culture within the

Department. They have also presented to major conferences, many outside South Korea. The labs and other research facilities appear to be well-equipped.

III. Internationalization

There is a good number of foreign Masters and doctoral students currently, which suggests the Department has already established a strong reputation in the international community. It would have been helpful to know where the students are coming from. I note the numbers of foreign language courses offered and the numbers in English. This suggest SNU is receptive to and welcoming of foreign students. International partnerships have been with some of the leading universities in the field.

IV. Recommendations

In light of my preceding comments and the Department's priorities for the future, I make a number of comments and suggestions.

In order to increase the internationalization of the Department, the creation of a strategic plan might be appropriate. Building on the already strong base of international students, the Department could use partnerships and collaborations with overseas institutions to recruit PG students in particular. It may be possible also to use these partnerships to establish exchange programs, especially for UG students, where students from each institution visit and study for period of time.

It may also be worth considering inviting leading foreign scholars to become adjunct members of the academic staff of the Department. Typically such schemes do not involvement payment of salaries, though they would cover travel and subsistence expenses. This could be a relatively simple means of raising the international profile of the Department further and of enriching the scholarly culture at SNU. Building on this idea, you might also consider establishing an annual or biennial lecture, perhaps named after someone who has been a significant force in the establishment of the Department, and invite an international scholar each year to give the lecture.

It may be worth establishing a follow up scheme for international students for when they complete their studies and return to their home institutions. Some of these students will undoubtedly go on to become leaders in the field, and so maintaining a connection with them could be of mutual benefit.

The intention to develop global leaders from among the academic staff and students is laudable. For academic staff, if there is not one already, establishing a sabbatical scheme would allow staff to spend short periods of time overseas engaged in collaboration with other specialists in their field. A scheme like this may also assist academic staff of the Department to target more international journals, writing in collaboration with international scholars.

I note in your future plans that you intend to reorganize the UG curriculum. This I think would be a worthwhile process so that the Department continues to remain current in its educational

endeavours.

V. General Comments

Thank you for the opportunity to review the information about the Department of Physical Education at SNU. I am very impressed by many features of the Department's work. I wish you success in your planning for the future.

Seoul National University

Department of Physical Education Program Review

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Overview

This report consists of a review and evaluation of the Seoul National University (SNU) Department of Physical Education (PE) program. The report is based on a review of the evaluation material provided by the SNU Department of PE to the advisory committees in Nov. 2020. Different criteria were used to evaluate the following three core areas: I.) education, II.) research, and III.) internationalization components of the program. The program review results and evaluation are presented by each component below:

I. Education

The portion of the program evaluation that is focused on education is based on the two following indicators: 1) student/faculty ratio, and 2) core curriculum of undergraduate program. The evaluation of the indicators is discussed in detail below. Due to the limited data availability and the format of data provided by SNU PE department, the scholarship, postgraduate curriculum, and student employment-related indicators were not discussed in this report.

1) Student/Faculty ratio

The data for student/faculty ratio was collected from the QS university rank (www.topuniversities.com) and the American Kinesiology Association (AKA) review (2008-2017). The data from the Top 100 universities, the universities in Asia ranked in Top 100, the universities in Korea ranked in Top 100, and SNU (overall) were collected from the QS university rank. The data from the kinesiology departments at Big Ten US public universities were obtained from the AKA review (1). The results are summarized below in Table 1.

Table 1. Summary of student/faculty ratio.

	Student/Faculty Ratio
Top 100 universities ^a	8.4 : 1
Universities in Asia ranked in Top 100 (n=25) ^a	8.7 : 1
Universities in Korea ranked in Top 100 (n=6) ^a	6.5 : 1
Seoul National University ^a	6.6 : 1
Kinesiology departments at Big Ten US universities ^b	36.6 : 1
SNU PE department (undergraduate + graduate)	27.6 : 1

Note: ^a data collected from the QS university rank (2021), ^b data collected from AKA review.

The results indicate that the student/faculty ratio of SNU PE department (undergraduate=13.6:1, graduate=14:1, and undergraduate + graduate=27.6) is higher than the average of the Top 100

universities (8.4:1), the universities in Asia ranked in Top 100 (8.7:1), the universities in Korea ranked in Top 100 (6.5:1), and Seoul National University (6.6:1). However, the student/faculty ratio was lower than that of Big Ten kinesiology departments in the US (36.6:1). The AKA review suggested that student/faculty ratios of less than 25:1 have “good” faculty resources and are in the best position to provide the desired level and quality of instruction. Those with student/faculty ratios in the range of 25:1 to 50:1 have “fair” faculty resources whereas ratios of more than 50:1 have “poor” faculty resources and are in need of additional faculty, restrictions in student enrollment into the program, or both. Based on this, SNU PE department has “fair” faculty resources and may consider hiring additional faculty and/or restrictions in student enrollment to provide the high quality of instruction to students.

2) Core curriculum

The core curriculum of SNU PE department was evaluated based on the American Kinesiology Association (AKA) Undergraduate Core Curriculum (2). The AKA Undergraduate Core consists of the following four elements: 1) physical activity in health, wellness, and quality of life, 2) scientific foundations of physical activity, 3) cultural, historical, and philosophical dimensions of physical activity, and 4) the practice of physical activity. Further explanation and importance of each element is discussed in detail elsewhere (2, 3).

Based on the SNU PE department undergraduate curriculum, it appears that the present curriculum covers those four elements that are suggested by AKA Undergraduate Core Curriculum. For example, the element “the practice of physical activity” is well covered by the present curriculum as there are practical (activity) courses in the major course requirements and in the major elective courses that are required for students to take. The scientific foundation of physical activity is also well covered as several scientific foundation courses are provided for students in the present curriculum (e.g. physiology of sports, motor learning and psychology, kinematics, and physiology of sports). The present curriculum also provides several courses that cover the cultural, historical, and philosophical dimensions of physical activity. These courses include history of physical education and philosophy, sociology of sports, and sport media. However, it appears that the present curriculum does not have enough coverage for the element “physical activity in health, wellness, and quality of life”. For example, there are fewer courses available for students to take that cover the “physical activity in health, wellness, and quality of life” element, compared to the other three elements. Although the AKA includes a variety of areas of study such as exercise science, sports management, physical education, and other health related fields, caution is required when interpreting these results since the overall curriculum design of SNU PE undergraduate program may differ from those of US universities.

II. Research

The portion of the program evaluation that is focused on research is based on the National Academy of Kinesiology (NAK) 2020 review criteria. The NAK has been conducting formal reviews of Kinesiology doctoral programs in the US every five years since 2005. The most recent review was conducted in 2020 using 2015-2019 data. Forty-three of the 74 Kinesiology doctoral programs in the US participated in the NAK 2020 evaluation. Data were collected on program faculty (9 performance indicators related to productivity, funding, and visibility) and on students in the program (7 performance indicators related to admissions, support, publications, and employment). Raw data for individual indices were converted to standard T-scores, to which weighting were applied (2% - 20%),

and all participated programs were ranked based on the total standard T-scores. NAK doctoral program reviews are available from the NAK website

(<https://nationalacademyofkinesiology.org/SubPages/Pages/Results>).

From the SNU PE data, I was able to extract the following data spanning over a 5-year period (2015-2019): 1) the average number of papers/publications per faculty over 5 years; 2) the average number of books or book chapters per faculty over 5 years; 3) the average number of presentations per faculty over 5 years; 4) the total amount of research funding over 5 years; 5) the total number of papers/publications for students over 5 years; and 6) the average H-index (see Table 2). The variables 1) to 5) were the same from NAK program review performance indicators, so I converted the SNU raw data to standard T-scores in order to compare it with other programs in the US by each performance indicator and by the program ranking.

Table 2. Descriptive statistics for selected performance indicators

Number	Performance Indicators	NAK	SNU	T-Score
1	Papers/Publications (20%)	22.5 (9.6)	16.8	44
2	Books and/or book chapters (5%)	2.1 (2.2)	2.3	47
3	Presentations (5%)	26.9 (8.8)	11.9	33
4	Federal Funding (15%)	\$365,310 (\$404,201)	\$12,812,000	70
5	Student Papers/Publications (2%)	83.3 (48.5)	14	36
6	H-index	26.1 (6.6)	3.4	

Note. In the “Performance Indicators” column the percent weights of each variable are shown within parenthesis. Under the “NAK” and “SNU” columns the data for 1, 2, and 3 are based on the average number per faculty over 5 years, 2015-2019 (SD within parenthesis). Data for 4 and 5 represent the total number of federal funding and student papers/publications, respectively, over the 5-year period (SD within parenthesis). No T-score is available for the H-index.

Based on the results, the SNU PE department was ranked 19th among all 44 programs (T-score of 57; see Appendix table). Notably, when examining the T-score for the “funding” performance indicator, SNU scored 70 which is among the highest. All other categories, however, were below the average compared to all programs in the US included in the NAK report. The H-index was not used to determine the ranking in the NAK report. However, it was collected as a potentially useful program metric. Specifically, the H-index (SCI) for SNU is lower than the NAK average of 26.1.

III. Internationalization

The portion of the program evaluation that is focused on internationalization is based on the three indicators: 1) the proportion of international students, 2) the proportion of international faculty, and 3) the proportion of English-medium instruction (EMI) courses. These indicators are discussed in detail below.

1) Number of international student and faculty

Since no data were available on the number of international students and faculty from other universities’ PE program, the proportions of international students and faculty of SNU PE department were compared with those of the Top 100 universities (QS ranking, 2021), the universities in Asia ranked in Top 100, the universities in Korea ranked in Top 100, and Seoul National University (overall). All data was collected from the 2021 QS World University Ranking. The results are

summarized in Table 3.

Based on the results, the proportion of international students in SNU PE department was below the average of the Top 100 universities (13.28% and 28.51%, respectively). The proportion of international students in SNU PE department was also lower than that of the universities in Asia ranked in Top 100 (20.64%). However, the results indicate that the SNU PE department has a higher proportion of international students compared to universities in Korea ranked in Top 100 (12.73%) and overall at SNU (8.41). The proportion of international faculty in SNU PE department was 0%, which was below the average score of the Top 100 universities, the universities in Asia ranked in top 100, the universities in Korea ranked in top 100, and overall SNU (35.09%, 31.88%, 10.65%, and 10.03%, respectively).

Table 3. Summary of the proportion of international students and faculty.

	Proportion of International Students (%)	Proportion of International Faculty (%)
Top 100 Universities	28.51	35.09
Universities in Asia ranked in Top 100 (n=25)	20.64	31.88
Universities in Korea ranked in Top 100 (n=6)	12.73	10.65
Seoul National University	8.41	10.03
SNU PE Department	13.28	0.00

Note: All data except for the SNU PE department was collected from the QS university rank (2021).

2) *English-medium instruction (EMI) courses*

There is limited data on the proportion of English-medium instruction (EMI) courses in major international universities and kinesiology programs. Instead, the number of EMI courses in the SNU PE department was evaluated based on the proportion of EMI classes in Seoul National University and other major universities in Korea.

Based on SNU's 2007-2025 long-term development plan, the goals were set to increase the proportion of EMI courses to 15% in 2010, 30% in 2015, and 50% in 2025. The proportion of EMI courses tripled between 2005 and 2010 in SNU (4% to 15%), which was below the targeted proportion of SNU's long-term development plan (4). In other major universities in Seoul area, it was reported that universities were providing EMI in 20-40% of all classes: 40% at Korea University, 34% at Kyung Hee University, 29% at Yonsei University, 26% at Sogang University, and 20% at Chung-Ang University. In 17 major universities nationwide, 13.6% of all their classes (6,892 of 50,590) were conducted in English (4). Based on the data from SNU PE department, the total ratio of EMI classes offered (undergraduate + postgraduate) in the last 5 years (2016-2020) was 4.48%, which is far below the proportion of EMI classes in major universities in Korea and at SNU overall. The total ratio of EMI courses was 4.81% for undergraduate and 22.63% for postgraduate. However, the EMI course ratio for graduate courses decreased to 5.35% after excluding DTM from the graduate program. This indicates that the number of EMI classes should be increased especially for the undergraduate and postgraduate programs (excluding DTM) to promote the program internationalization.

IV. General Comments & Recommendations

The program review and evaluation were based on the evaluation material provided by the SNU PE department. Specifically, education, research, and the internationalization components of the PE

program were evaluated by comparing criteria/indicators with major international universities and kinesiology programs. The general comments and recommendations are presented below:

- Overall, the present curriculum of the SNU PE program covers all of the AKA Undergraduate Core Curriculum elements. However, it appears that there is a lesser number of courses that are related to the element “physical activity in health, wellness, and quality of life” compared to other elements. Therefore, the department may consider creating more courses that cover “physical activity in health, wellness, and quality of life” to provide more options for students to take.
- The department should enhance infrastructure for promoting publications in high-impact journals from both faculty and students. The effectiveness of existing incentives for increasing productivity needs to be assessed in order to motivate faculty and students to disseminate their research more, which in turn leads to increased visibility for the department.
- The department should consider increasing the number of EMI classes (especially for the undergraduate and postgraduate programs excluding DTM) in order to promote the internationalization of the SNU PE department and to create a globalized academic environment. The lack of sufficient English ability for the students may be one of the potential problems for EMI. To resolve this, the department should consider providing systematic English language training and services for groups of students or individuals.
- The department should also consider enhancing the infrastructure for employing visiting scholars from abroad and attracting international students into the PE program. This may be improved by increasing the number of EMI classes, expanding the partnerships with abroad institutions (e.g. MOU), and developing an exchange student program. In addition, developing online courses (remote delivery of education) may provide more opportunities for national and international students to join the program.
- Due to the format of data provided by the department, some indicators were not feasible for evaluation. For example, the data on “statistics on employment of undergraduate students” did not provide any useful information for evaluating the program. It would be more useful, for example, if the data was provided with the raw data, that is, the time that students spent between the graduation and job employment. The department may consider reviewing and updating the department’s evaluation material for future program evaluations.

Appendix Table. Overall rank and total T-scores including SNU Department of Physical Education

Rank	University	Pubs	Books	Pres.	Funding	Students Pubs	Overall T-Score
1	University of Connecticut	69	75	71	45	54	62
2	University of South Carolina	62	52	61	63	71	62
3	Rutgers University	55	57	67	71	37	61
4	Teachers College, Columbia University	54	73	60	60	38	58
5	University of Mississippi	76	46	45	41	64	58
6	University of North Carolina, Chapel Hill	61	46	63	51	71	57
7	University of Central Florida	71	49	51	41	46	56
8	University of Delaware	43	45	50	76	47	55
9	University of Virginia	55	51	57	52	64	54
10	University of Wisconsin, Madison	42	48	47	76	44	54
11	Pennsylvania State University	50	76	54	48	63	53
12	Ohio State University	51	57	71	47	62	53
13	University of Florida	49	44	49	61	57	53
14	University of Utah	58	51	47	47	44	52
15	University of Michigan	44	48	51	63	55	52
16	University of Illinois, Urbana-Champaign	54	52	55	45	65	51
17	University of Southern California	47	43	61	57	50	51
18	University of Nebraska, Omaha	47	44	46	63	39	51
19	Seoul National University	44	47	33	70	36	51
20	University of Texas, Austin	50	59	40	48	57	50
21	University of Arkansas	49	50	75	42	45	49
22	Syracuse University	58	42	45	43	38	49
23	University of Minnesota	48	60	44	48	50	49
24	Auburn University	50	45	54	44	68	49
25	University of Illinois, Chicago	46	46	57	49	44	48
26	University of Alabama	49	47	60	41	56	48
27	Iowa State University	46	46	46	50	52	48
28	Indiana University	49	49	49	43	56	47
29	Michigan State University	50	49	48	43	48	47
30	University of Georgia	48	51	44	44	61	47
31	University of Texas, Arlington	48	47	45	47	40	47
32	University of Massachusetts, Amherst	45	43	44	51	49	47
33	East Carolina University	40	41	52	56	37	46
34	University of North Carolina, Greensboro	44	50	40	47	44	45
35	Virginia Commonwealth University	50	43	42	41	39	45
36	Oregon State University	44	44	43	48	40	45
37	University of Tennessee, Knoxville	43	50	47	43	53	45
38	Colorado State University	46	42	35	45	41	44
39	University of Maryland	41	51	37	46	49	44
40	Louisiana State University	43	47	45	42	40	43
41	Florida State University	42	43	37	45	44	43
42	University of Oklahoma	39	44	38	42	50	41
43	Purdue University	39	41	41	43	38	41
44	Mississippi State University	36	45	35	42	41	39

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Overview

This program review report was prepared based on the evaluation materials, information available in department homepage, and faculty curriculum vitae. Overall, the department of PE boasts a high level of achievements, abilities, and potential to grow. This academic unit has a healthy number of tenure track faculty members with a variety of expertise in sport science, human exercise science, and global sport management. Each faculty member established their academic reputation and leadership in their fields. It is very important to make sure that faculty members in each of the three units closely work together to create synergy for creating innovative academic infrastructure (e.g., education, research, and outreach in local, national, and international level). Students, the best talents in South Korea, receive abundance of benefits from the breadth of faculty expertise and experiences.

I. Education

1. Undergraduate

A) Faculty/student ratio

Student to faculty ratio is one of the standard metrics used to gauge the number of teaching resources a department provides for its students. With 13-14 students for every one tenure track faculty member, SNU PE department has less students split among the same faculty when compared to the U.S. national average of 15. This metric might be an indicator that reasonably smaller class sizes may be the norm, especially in major courses.

B) Undergraduate scholarship

Several questions need to be answered:

- Are scholarships need-based? Performance-based? Are there any scholarships for student-athletes?
- Where does funding for scholarships come from? (department, college, University, or development fund)
- The current average scholarship covers only 31-35% of tuition fees. Scholarships are spread too thin and may need to be increased for need-based scholarships, perhaps by reducing overall numbers of beneficiaries (students who receive scholarships) and increasing the scholarships amount.

C) Undergraduate Curriculum

- Major requirement “subjects” (i.e., Sports Education, Education Teaching Material Research and Methods, Physical Education Theory, PE Logic and Essay) seem to be relevant mainly for the students who pursue PE teaching career. Additionally, students are required to complete 21 credit hours to obtain the teaching license. When considering employment data, however, only 23% of graduates become PE teachers. Why do the other 77% of students take 11 credits of PE requirement courses and 27 credits of teaching related courses? There could be a gap between the current curriculum and student’s needs. My suggestion is to make certain PE and general education requirements optional even though the PE department is under College of Education umbrella.

- One remedy or tentative resolution for this issue could be to: 1) divide students into either teacher track and non-teacher track, then require Teaching Aptitude and Theory of Teaching courses only for the teacher track students. 2) Move current major requirement subjects to “Major Elective” and include other general courses (e.g., Sociology of sport, ethics, and history) in the Major requirement subject category. These courses may provide PE students with important background of sports as leisure activities in society and their evolution into business entities. 3) add additional courses for non-teacher track (e.g., Sport Marketing).
- Consider updating some course titles and materials to meet current demands. For example, the name of “History of Physical Education” could be revised into “History of Sport”, and “Measurement and Evaluation of Physical Education” could be transformed into “Sport (Business) Analytics”

D) Questions on Statistics over Employment of Undergraduate students (2015-2019)

- Did you have major changes in the past decade or two in where students are placed post-graduation?
- “Graduate school” – do students go mostly to a sport-related field?
- “Others category” – 23% is quite a large number; can you provide some examples?

2. Graduate

A) Faculty/student ratio

Each tenure track faculty member advises an average of 6 Ph.D. and 8 MS students, which seems to be high. This metric might be an indicator that high class sizes may be the norm, especially in major or required courses, particularly for the doctoral program. It is necessary to further explain the nature of “Students enrolled in a course” and “Registered students.” Why is the number of master’s research students so low? (8 overall and 0.4/faculty). This indicates that the MS program is mostly practitioners-oriented, like in the case of many of US sport management programs (non-thesis track). This MS program for research students should be improved because the MS thesis track becomes an important pipeline for developing future scholars in the field. This is particularly true for a leadership program like SNU.

B) Graduate scholarship

(Master program)

- The current total amount of MS scholarships is about \$60,000 for 20 students, and the average scholarship covers only 16-18% of tuition fees. This seems very low particularly if most beneficiaries are MS research students and teaching assistants.
- Is this scholarship need-based? Performance based?
- Where does funding for scholarships come from? (department, college, University, or development fund)

(Ph.D. program)

- The current total of Ph.D. scholarships is about \$40,000-\$50,000 for 12 students, and the average scholarship covers only 35-40% of tuition fees. The scholarship seems low for a doctoral program. Are students teaching PE activity courses as TA's or working as full-time/part-time employees (e.g., teachers) while pursuing their degree? Financial support for the doctoral students is critical considering their life stage (e.g., married) and level of commitment for education.

C) Graduate Curriculum

- The MS program requirement seems reasonable. A total of 18 credits required for specific field of majors should help students develop critical understanding of topical areas and learn research skills for completing their thesis project. "PE study design" seems applicable to everyone. What are the specific contents of "Fundamentals of PE"?

D) Number of graduate students earning degrees

- 12 doctoral students and 65 master students earned degrees each year – this is impressive

E) Professor appointment – 5 each year (20 total in the past 4 years) – this is also impressive. Where do doctoral students who did not make professor appointments get placed after their degree?

II. Research

1. Research productivity of faculty

- All faculty members published each year with 3.36 papers/faculty in a 5-year span. The overall number of publications has been increasing with an average of 60 papers/year.
- Faculty members in sport science show highest number of paper publications. Faculty members in sport studies area may need to focus more on SSCI indexed journals to improve their impact factors. Does "Paper Achievement (qualitative)" indicate ALL publications faculty members made?
- Research funds – Although there is a varying degree, all faculty members continually secured research funds with an average of 16 grants/faculty in the past 5 years. This is very impressive.

2. Research productivity of graduate students

- Primary author - A total of 14 papers published in the past 5 years – This measure should be significantly improved. Students' research productivity is the most important indicator of doctoral programs in a research-1 school.

III. Internationalization

1. International students – the PE department has a healthy number of international students in graduate programs. It needs to be improved in the undergraduate program – only 1 in each

year.

2. English courses offered – Over 22% of graduate courses and 5% of undergraduate courses are taught in English. Improving the number for the undergraduate level may attract more international students.

3. Partnerships with abroad institutions – Made MOU with 11 different Universities around the world. They were mostly expired though. The department needs to reactivate this initiative to improve international collaboration and exchange.

IV. Recommendations

- Overall, the SNU PE department is very impressive in terms of faculty research productivity. However, financial support for undergraduate and graduate students needs to be significantly improved. Additionally, the research productivity of graduate students does not stand out in the evaluation materials. Job placement of doctoral students will be significantly improved along with their enhanced research productivity. Considering the varying career choices of students, the current undergraduate curriculum seems outdated. To meet a variety of needs of students, it is necessary to revisit and renovate the curriculum. Finally, to improve global presence of the department, additional international collaborations (e.g., faculty research collaboration, student exchanges, and outreach) need to be in place and maintained.

V. General Comments

- 1) DTM program – a very unique and highly impactful program.
- 2) As an alumni member of SNU PE department myself, I had numerous experiences working with SNU alumni members as a colleague, partner, and mentor. Particularly, as a faculty member of one of the leading sport management programs, I had a chance to work with talented graduate students from highly ranked universities (e.g., SNU, Waseda, Keio, and Beijing Sport University); SNU alumni always stand out and outperform other students.
- 3) With some of the major and minor changes in the department indicated throughout this document, the SNU PE department will show sustainable growth and strengthen its leadership position in the sport science field.
- 4) I am honored to be a part of the SNU PE department as an alumni member. Thank you very much for the opportunity to review the program and contribute to the department.



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January 6, 2021

To: Professor Song, Wook
Department Chair
Department of Physical Education
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Seoul National University

Re: Advisory Committee Report for the Department of Physical Education at Seoul National University

Overview

This letter summarizes the evaluation of the Department of Physical Education (DPE) at Seoul National University (SNU). I was asked to evaluate DPE on three particular elements: education, research, and internationalization. It is my understanding that this report is advisory to the committee, and as requested, I provide my feedback that best reflects the current status of the Department based on the given materials. I also disclose that I am an alumnus of the program and know many colleagues both professionally and personally. My evaluation followed the suggested guideline to provide strengths and weaknesses on each of the requested criteria, and will add further comments that I observed deem important for the purpose of this advisory committee.

Education

Curriculum - The DPE is housed in the School of Education. This has both pros and cons. The undergraduate curriculum requires certain teaching-related courses to be taken. Courses that focus on teaching are quite extensive and geared towards training best PE-teachers in the country. Teaching-related courses are also required in the graduate curriculum. While this might be a strength for students aspiring their career in PE-related positions, this would also pose a problem for students with no interests in becoming a PE teacher. Data in the report suggests that only 23% of graduates became PE teachers in the past five years (2015-2019). This number seems very low, albeit becoming a PE teacher is very competitive, suggesting that DPE might benefit from restructuring of the current curriculum or the departmental structure. The latter would be more difficult but DPE can become a stand-alone unit on campus and have more flexibility on the curriculum. If restructuring is not a feasible option in the foreseeable future, offering separate tracks within DPE can help diversify concentration areas and offer more relevant and focused curriculum for students. Using the University of Michigan's case as an example, we currently offer four different undergraduate programs under the School of Kinesiology (i.e., Applied Exercise Science, Movement Science, Athletic Training, and Sport Management). All four programs have their respective curriculum and even within each of those program area, we offer different 'tracks' for students wishing to specialize on any specific areas of study. Perhaps DPE can maintain the current pedagogical track as is, and create several tracks that will help students to best prepare their career post graduation. Depending on the track, students might be able to choose which degree they can receive - e.g., B.S. in Physical Education, B.S. in Movement Science, B.S. in Sport Management - and take required courses to meet the criteria.

Student-to-faculty ratio - The Student-to-faculty ratio is comparable to the average ratio of larger institutions in the U.S. that offer both undergraduate, master's and doctoral degrees (16:1 is average according to the U.S. News and World Report), while top Ivy League schools have lower ratios (7:1 for Harvard, and 6:1 for Yale).



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PhD student faculty appointments - It is commendable that some of the graduates of the doctoral program took a full-time faculty position in institutions abroad. This is promising and shows the quality of students and training offered at SNU DPE. To further enhance the department's global reputation as a world leading program, more job placements at high-profile institutions in both Korea and abroad is necessary. Such job placements will naturally promote SNU DPE's visibility and reputation.

Research

Peer-reviewed publications

The average number of publications made by the DPE faculty member per year is about 3.36 which seems comparable to the average of tenure-line faculty in R1 universities in the U.S. However, research-oriented institutions look for both and overall citation impact. Thus, I looked up Scopus H-index scores of DPE faculty members as a more stringent measure. The average H-index was 8.22 (SD=7.03; range from 2 to 31). Considering the fact that SNU faculty also publish in Korean journals, the index might not fully capture individual's research productivity and its impact. However, if SNU DPE aims to become a world leading research program, publishing in high-impact journals within the respective field will help elevate the overall H-index scores. An academic unit's research profile and its scholarly reputation is based on the scholarly impact it makes to the field of study. While quantitative index (e.g., H-index) might not be perfect, it is considered an important factor for recruitment, and tenure and promotion decisions in R1 universities. As a point of reference, the average Scopus H-index score of the University of Michigan School of Kinesiology's tenure-line faculty is 18.14.

Projects

DPE faculty in general seems actively engaged in various research projects. Average number of projects per faculty is around 3.13 and accumulated research funds received range from \$75,000 to \$4.9M. Whether those research projects turn into scholarly publications remains unknown from the report but I suspect DPE faculty members are highly sought after for various research collaborations and consulting opportunities. Various public- and private-research engagements in the report attest to this fact and this should be further encouraged and promoted.

Graduate student research productivity

Publication (14) and presentation (21) numbers by graduate students seems a bit underwhelming considering the size of the cohort in the past 5 years (PhD students = 53; Master's students = 288). I suspect the report did not count Korean journals or conferences hosted by Korean associations. Nevertheless, the overall number needs to go up to stand out among other PhD-granting institutions.

Internationalization

Ratio of international students

Based on the data given, it seems that DPE is not currently or has potential to appeal to non-Korean speaking students. Very few courses were offered in English in both undergraduate and graduate programs. However, opportunities might rise to recruit graduate students from China who have Korean language efficiencies. Considering the current climate between U.S.-China, it is likely that SNU and other leading institutions in Asia (e.g., Singapore, Hong Kong) could be very appealing to prospective graduate students especially coming from China. For instance, the University of Michigan's overall graduate student enrollment in 2020 decreased by 15% from 2019, and this decline is mainly attributable to a significant drop among Chinese students. However, this might present a temporal shift depending on the climate, which can drift quickly.



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Courses offered in English

As mentioned above, there seems very limited course options that are available in English. Before discussing about the ratio of English-delivered courses, I wonder if those courses are received well among students and faculty. Unless they have certain benefits to student learning (not as a top-down departmental requirement) or DPE aims to recruit non-Korean speaking international students, it seems questionable whether offering more English-delivered courses is quintessential and adds value.

International Partnerships

The report showed that SNU DPE engaged in multiple partnerships with foreign institutions in the past 5 years. Forming an international partnership is one thing, but what comes out of it is more important. With that said, it was difficult to evaluate the value of those partnerships reported in the document. Unless the partnership yields a tangible benefit (which was not documented in the report) to both institutions involved, it is not advisable to develop or maintain such partnerships. Tangible benefits might include student- or faculty-exchange, dual degrees, research collaborations, and international symposiums or seminars. If SNU DPE plans to continue partnerships with institutions abroad, I recommend partnering with peer institutions that share similar prestige and reputation.

Additional Comments

Here, I provide additional comments that I observed from the material. In my view, the Dream Together Master's (DTM) program has brought SNU DPE a tremendous visibility and exposure to position the program as a global leader in sport management. The program has brought in world leading scholars and bright minds of future sport administrators across the world, which is a natural promoter at a global scale. There is no other program like this and it needs to be further utilized as a marquee program that epitomizes SNU DPE as a true leader in this space. In terms of research, offering a dual degree from with partnering institution (an example between Yonsei and Alberta University) could be something that SNU DPE could also establish. Allowing students to earn degree from both institutions will attract more high quality students from in and outside Korea. Although it might take a lot of time and institutional commitment to forge that type of relationship, the tangible benefit is foreseeable to those joining the dual degree program. This will further help job placements of PhDs in reputable institutions abroad. In addition, expanding a speaker series inviting high-profile scholars and hosting international symposiums and conferences will further solidify SNU DPE as a world leading program. Along with these efforts, communication (via sports.snu.ac.kr) can be improved to publicize research and teaching accomplishments and excellence to the global audience.

Summary

Overall, I believe SNU DPE can be in a far better position to grow the program by restructuring its current departmental structure and the curriculum. Less than a quarter of graduates end up in PE-related positions and restructuring of the current curriculum is needed to better serve students' varying demands. Research excellence can be further advanced by focusing on citation impact. Graduate students' research productivity can also improve. The current international students and courses offered in English does not indicate SNU DPE is an ideal destination for non-Korean speaking students. Partnerships aiming for more tangible benefits to internal stakeholders are encouraged if the strategy going forward is to further foster such institution-to-institution partnerships. At a global scale, Dream Together Master's program is already an excellent asset for SNU DPE to leverage its global reputation and prestige.



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Thank you for inviting me to join the advisory committee and the opportunity to share my review of the department. I wish this review is helpful in further deliberating the meaningful growth of the department. As a proud alumnus, it is exciting to see how SNU DPE has grown and is leading the university's global reputation. This is something that I never imagined when I was a student. With the world class faculty, students, and facility, I have no doubt that the department has all of the resources to make even further leap. I wish everyone in the department a healthy New Year.

Please contact me (kwakd@umich.edu) at any time if you have any questions. I would be happy to assist in any way I can.

Respectfully yours,

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Program Review

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Overview

At the request of the Chair of the Department of Physical Education at Seoul National University, this reviewer agreed to examine the Department's current state and progress for the period between 2015/2016 and 2019/2020. The reviewer received and reviewed the materials including the 18-page self-study document and faculty CV's. In addition, the reviewer examined the materials posed on the department website.

The self-study document, covering the years 2015/2016-2019/2020, was relatively brief, but well-organized containing sections related to undergraduate and graduate education, research, and globalization. The document was helpful with regard to providing appropriate data in all relevant areas.

However, the departmental mission and strategic plan or departmental history was not included in the self-study document or the department website, which put this reviewer a challenge regarding the review process for appropriate recommendations with respect to the department's roadmap or strategic plans. In addition, it could have been very helpful to have interviews with graduate and undergraduate students regarding the subjective perception on their learning experiences in the department.

Overall, the department's undergraduate and graduate education seem appropriate although graduate students' productivities seem to require some attention, the faculty research appears excellent, and the globalization seem appropriate. It was not immediately clear, though, why the globalization was one of the categories in the self-study document and one of the department review criteria. It may be simply due to the inaccessibility to the department mission or the strategic plans.

I. Education

- The department has been able to maintain health and excellent student-to-faculty ratios.
- The scholarship for students has been consistently steady and great in quantity.

- A course requirement imposed based on the gender appears inappropriate as it can potentially cause gender-based bias in students' education and, more importantly, gender-based disparity and inequality (although this requirement may be related to the course requirement for PE Teacher Certificate/License).
- It was not immediately clear to this reviewer what the courses PE1 and PE2 entail.
- The variety of sports/physical activity courses offered by the department is excellent, but it is not clear if this department should offer such breadth at the #1 ranked university in Korea.
- Each undergraduate student is required to take many required courses that comprise the various scholarly perspectives, but it was not clear how undergraduate students would integrate the knowledge they gained from different subfields of physical education. A suggestion is to be made to offer several courses incorporating problem-based approaches at their 3rd and 4th years as electives or requirements so that students can try to solve real-life problems by integrating and synthesizing the knowledge and skills they acquired from multiple subfields of physical education. The physical education/kinesiology discipline is naturally multi-disciplinary. However, if the department truly wants to become a global leader in undergraduate education, it is suggested that the department should make an effort to incorporate inter-disciplinary approaches in the academic curriculum. Under the current curriculum, it is not clear how these undergraduate students will learn knowledge integration and problem solving.
- This reviewer is not familiar with the Korean Ministry of Education's requirements for an accredited PE program in Korea, but, considering the fact that only 23% of students become PE teachers, it is recommended that the department should make an effort to prepare undergraduate students for other careers after graduation. One way to partially address this issue is to have a 2-3 tracks (pedagogy, science, socio-culture, etc.) and offer different course requirements and electives for the tracks.
- As a person holding a secondary teacher certificate myself and having had multiple years of research and teaching in a relevant field, this reviewer very much values the critical role and importance of PE education in middle school and high school. However, it is not immediately clear to me if the PE teacher generation should be the main task of this department at the #1 institution in Korea. My bias is that this department's role and responsibility should include more knowledge generation and its application. Having said that, there seems to be too many required courses (again, it may be related to PE teacher certificate/license which this reviewer has limited knowledge on).
- The number and amounts of scholarship seem fairly low for graduate students although it is not clear if the research assistantship is also considered as scholarship. If "except for research personnel expenses" means "excluding research assistantship", it would have been helpful to be able to examine some numbers regarding research assistants and their financial support. Regardless, the encouraging trend is that the scholarship % has been increasing over the years examined.

II. Research

- The self-study document contains different time periods for different categories (e.g. 2015-2019, 2016-2020, etc.), and it is somewhat confusing.

- If I understood the table on “Paper Achievements” correctly, the quantity of SCI publication appears to be fairly low (149 pubs /5 years /18 faculty = 1.65 pubs/year/faculty), especially considering the excellent research grant track records shown in the self-study document.
- It was not clear if the grant dollars included the actual expenses processed through the department. For example, every dollar of \$200,000 grant received as a Co-PI or Co-I might not have been spent by the particular Co-PI or Co-I. It is suggested that the actual expenses processed through the department should be included in the research grant data.
- Research papers published by graduate students as a lead author seem fairly low (14 cases/5 years = less than 3 paper per year for the whole department), especially considering the excellent research grant track records.
- It was not clear if the table on research equipment included all items. If it did, the department needs to consider making a serious commitment and investing to research resources.

III. Internationalization

It is not clear to me why this category is included as a major component of the program review. More critically, this reviewer does not have in-depth experiences or proper references to compare the data provided to.

IV. Recommendations

- Consider developing a strategic plan for the next five years to optimize the time and energy commitments of the department.
- Consider making different tracks in the department.
- Consider requiring basic science and socio-cultural courses as a pre-requisite for all students (or for different tracks: for example, chemistry and physics for a science track).
- Consider reducing the number of required courses.
- Consider creating/increasing the number of upper-level option courses for knowledge integration and synthesis.
- Consider developing and implementing a targeted graduate student recruitment plan from the undergraduate students within the department.
- Consider developing and implementing a plan to improve graduate students’ research productivity, particularly as a lead author.
- Consider making commitment and investing to research resources.

V. General Comments

In general, the Department has a comprehensive width from “cells to society” with strong academic programs. The Department has been a leader in extramural funding, and its faculty

members are conducting high quality research. Its research and scholarship are among the best in Korea and comparable to leading programs in other countries. In addition, despite the limited research equipment, the faculty remain highly engaged in acquiring grant funding to support their research in an environment that has become increasingly competitive for fewer grant dollars.

Seoul National University
Department of Physical Education
Program Review

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Overview

This review encompasses the Physical Education Program from 2015-2019. The primary emphases of this review include the education, research, and internalization activity within the program. It should be noted that with any external review, strengths, weaknesses, and recommendations could only be made from what is presented in the document. Where data is missing (ex research equipment) or not complete or not clear could be included and revised in a future report are noted within this document.

I. Education

Strengths: Faculty-student ratios are very small, ranging from 1:14 in 1st semester to 1:13 in 2019. One-third of the undergraduate students have been awarded the scholarship. From a student perspective, this is an asset and should be used in marketing the program. The undergraduate curriculum is providing diverse courses in the field of physical activity, education theory, and exercise science giving a wide variety of elective courses.

The DTM program is a unique global program recruiting international students giving them a chance to get quality education funded by government subsidies. There was an effort to establish the employment status of both undergraduates and Ph. D graduates. About 77% of undergraduates got clear goals in diverse fields of areas. Also, a total of 19 cases of professor appointments were reported from 2016 to 2020. This data is giving clear and valuable evidence of the quality of the program.

Weaknesses: In the Undergraduate program, there are two courses, Introduction to Modern Dance and Introduction to Korean Dance, required for female students only. It is inappropriately described in this report (female students only) not considering the characteristic of the student body who are required to register. Only 1/3 of the graduate students (Ph.D. program) have been awarded the scholarship.

II. Research

Strengths: All faculty members seem to engage in research very actively. Faculty are members of a variety of professional organizations, specifically associated with their field of expertise, which demonstrates a commitment to their professional growth. Overall, grant funding status and productivity including the number of publications are very impressive.

Weaknesses: The average number of publications per faculty (3.36 per year) is somewhat low compared to the top institutions in the world. Several faculty members are delineated from the average number and amount of funds awarded. The number of publication (14) and presentations (21) by graduate students were very low based on the number of graduate students (about 150 per semester). The majority of students' presentations (17 out of 21) were predominantly conducted in 2018-19. It is not clear if there were only 4 presentations for the rest of the year or just misrepresentation. The status of the research equipment is not complete.

III. Internationalization

Strengths: The number of the international graduate is impressive. The English version of the brochure is well developed and organized.

Weaknesses: The number of international undergraduate students is too low if we consider the status of the program (best in Korea and top-ranked in the world). Most of the foreign partners have been expired. Also, most of the partnerships were established only in 2014-15 with predominantly in Asian countries. [https://:sports.snu.ac.kr](https://sports.snu.ac.kr) needs to be updated.

IV. Recommendations

Education: Based on the undergraduate completion Bylaws, it was indicated two courses (Introduction to Modern Dance, Introduction to Korean Dance) are required for female students only. Since gender would not be the criteria to reflect students' curriculum plan, it is recommended to revise comments from 'female students required' to 'dance major required'. Indicating the gender ratio of both undergraduate and graduate programs is recommended.

Research: Increasing student engagement in research activities including publication and presentation. Increasing productivity of research (publication) per faculty member. Revising lab description focusing more on research capacity, activity, and equipment.

Internationalization: Recruiting more undergraduate students. Establishing more foreign partnerships. Revising and updating the program website. Especially, lab descriptions should be focusing on more in lab activity, not faculty achievement (Some lab descriptions look like faculty CV).

The discrepancy of names in the research area should be resolved and described consistently.

Sport Studies, Sport Science, and Global Sport Management in this evaluation material.

Sports Science, Human Exercise Science, and Global **Sports** Management in program website.

V. General Comments

Overall, Seoul National University Physical Education Department is ranked # 1 in Korea and 12th in sports-related courses based on the 2019 QS World University rank. It has excellent faculty members, facilities, and a curriculum with a great student body.