



January 9, 2012

Vivian S. Lee  
Senior Vice President for Health Sciences  
5<sup>th</sup> Floor, CNC  
Campus

RE: Graduate Council Review  
Department of Exercise and Sport Science

Dear Vice-President Lee:

Enclosed is the Graduate Council's review of the Department of Exercise and Sport Science. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to Interim President Betz for his review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

Charles A. Wight  
Dean, The Graduate School

Encl.

XC: James E. Graves, Dean, College of Health  
Barry B. Shultz, Chair, Department of Exercise and Sport Science

**The Graduate School - University of Utah**

**GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT FOR  
HEALTH SCIENCES AND THE ACADEMIC SENATE**

*August 29, 2011*

The Graduate Council has completed its review of the **Department of Exercise and Sport Science**.

The External Review Committee included:

John Ivy, PhD, Professor  
Chair, Department of Kinesiology and Health Education  
University of Texas, Austin.

Martha Ewing, PhD, Associate Professor  
Department of Sport Psychology  
Michigan State University

Mark Hoffman, PhD, Associate Professor  
Department of Nutrition and Exercise Sciences  
Oregon State University

The Internal Review Committee of the University of Utah included:

Mary Burbank, MEd  
Clinical Associate Professor  
Urban Institute for Teacher Education

John McDonnell, PhD  
Professor  
Department of Special Education

Stephanie Richardson, PhD, RN  
Associate Professor  
College of Nursing

This report is based on the self-study report submitted by the Department of Exercise and Sport Science, the reports of the internal and external review committees, and the responses to these reports from the Chair of the Department and Dean of the College of Health.

## **DEPARTMENT PROFILE**

### **Overview**

The College of Health, Physical Education, and Recreation was renamed the College of Health in 1973. Physical Education was one of the divisions within the College of Health. In 1982 the College of Health became departmentalized and the Department of Physical Education was formally established. The changing nature of Physical Education nationally resulted in a name change in 1988 to the Department of Exercise and Sport Science (ESS). During the 1980s and early 1990s the Department's focus was on the scientific study of sport performance. In support of this focus, discussions began in 1986 to create a clinical component of the Department that eventually became the PEAK (Performance Enhancement through Applied Knowledge) Academy. In addition to being a fee-for-services entity within the Department, the PEAK Academy began a faculty-staff fitness program in the fall of 1988, and provided an opportunity for hands-on experiences for undergraduate and graduate students.

During the mid-1990s the mission of the Department began to shift towards providing scientific-based evidence of the health benefits of physical activity. The conversion from quarters to semesters in the fall of 1998 allowed the Department to critically review its curriculum and the health benefits of exercise became the driving force in the new curriculum. The result of this change in focus was the development of a new mission statement (2000), which was revised in 2005: The mission of the Department of Exercise and Sport Science is to enhance health and quality of life through discovery, dissemination, and the application of knowledge regarding human movement. This mission is accomplished through undergraduate and graduate teaching, research, service, and clinical activities.

The Department has a large number of academic programs at both the undergraduate and graduate level and many of them have corresponding clinical sites which help support graduate student stipends and scholarships. Although the ranking of the Department nationally is not especially high, it has a good reputation in specific areas and appears to be respected for its service programs on campus and in the greater metropolitan area of Salt Lake City.

The Department has grown considerably over the last 6 years, and now has approximately 1,000 undergraduate majors. Its graduate program has remained stable at approximately 75 students. The growth in the undergraduate program follows a national trend due to a rise in popularity of Exercise Science and Kinesiology programs. The Department currently produces 29.77% of the weighted credit hours in the College of Health and receives 23.7% of the state allocated funds.

The previous Graduate Council review (2004) of the Department identified several areas of needed improvement: (1) increase budget and staff support in order to carry out vital administrative functions; (2) establish a formal system of mentorship for junior faculty; (3) streamline the curriculum; (4) encourage continued research collaboration across program areas; and (5) develop a strategy to promote the Department's mission and purpose within the College of Health and the wider Salt Lake City community. Two follow-up reports written by the current Department Chair (dated December 3, 2008 and May 1, 2009) suggest that good progress has been made in four of the five areas but that streamlining the curriculum has proved to be problematic. Despite considerable discussion of how this might be achieved, other considerations have in fact led to an increase in programs offered. The Chair recognizes that streamlining the curriculum is important and suggests that work on it will begin anew at the start of the fall semester.

## **Faculty**

The Department of Exercise and Sport Science has 13 tenure-track and 11 auxiliary faculty members in the core academic program. Two tenure-track positions are currently open and are being searched. In addition, the Department hires 187 part-time instructors to teach in the ESS Fitness Service Program, which provides physical activity programs to the University and the community.

Of the current tenure-track faculty, 3 are full professors, 7 are associate professors, and 3 are assistant professors. There are 8 male and 5 female tenure-track faculty members, all of whom are Caucasian. The auxiliary faculty consists of 3 males and 8 females, all of whom are Caucasian.

The tenure-track faculty as a whole has a solid record of publication and has had some success in obtaining extramural funding to support research and teaching activities. The Department Chair indicates in the self-study report that, over the last five years, faculty members have published an average of 2.4 manuscripts per year. However, there is significant variation in scholarly productivity, with about half of the faculty members publishing the majority of manuscripts. Extramural funding has increased over the last five years, but again the majority of these funds have gone to a relatively small group of faculty members. Student instructor and course ratings presented in the self-study report and awards won suggest that there are many strong teachers on the faculty.

A formal mentoring system that was being put in place at the time of the last Graduate Council review appears to be working well, and is credited with producing some new collaborations across areas; nevertheless, both internal and external reports draw attention to low faculty morale. The Chair's response quite reasonably suggests that this is partly a consequence of recent economic struggles in which the faculty has consistently been asked to do more; however, tension along disciplinary lines, specifically between behavioral science/pedagogy faculty and physical science faculty researchers, is evident. The Department RPT document equally values teaching and research, but it seems that some faculty do not sufficiently appreciate the work of their peers, and the external reviewers speculate that part of the problem may be that faculty do not have a clear mandate as to what is expected of them.

## **Students**

The ESS self-study indicates that in 2010 the Department had 974 undergraduate majors and 222 pre-majors. In the last five years undergraduate enrollment has increased by 22%. The majority of undergraduate majors are male (55%), Caucasian (83%), and residents of Utah (91%). Seventy-eight percent of the undergraduate students are enrolled full-time. In the fall of 2010, there were 51 students enrolled in the master's degree program. The proportion of male (51%) and female (49%) students is essentially even. Approximately 86% of these students are Caucasian. Twenty-seven students are currently enrolled in doctoral programs in ESS. Thirteen (48%) of these students are female and 14 (52%) are male. Twenty-two (81%) of them are Caucasian. Fifty-one of the graduate students currently receive support from various teaching assistantships, research assistantships, and scholarships.

The Department does not have a systematic undergraduate recruitment program in place. Student recruitment at the graduate level is program specific and is achieved through a variety of means including the Department webpage, personal recruitment by faculty members at professional conferences, and selected advertisement in professional journals, especially for research assistants tied to specific grants. The Department's efforts to recruit students from diverse backgrounds are primarily linked to the College's efforts to recruit students from underrepresented groups. However, as indicated in the self-study report, "the department has put relatively little time and resources into recruiting a more diverse student population."

The Department has expanded the number of clinical settings in which undergraduate students receive training. These sites also provide graduate students opportunities to develop their supervision skills and receive financial support to complete their programs. Many ESS students are engaged in volunteer work with one of the many service options available in the Department. The quality of the graduate students is praised by the external reviewers. Graduate student teaching does not appear to be a significant problem for undergraduate students and would seem to be invaluable experience for the graduate students. Overall student satisfaction within the Department is high.

## **Curriculum and Programs of Study**

The undergraduate (BS) degrees offered consist of two application programs and three emphases. The application programs are the Athletic Training Education Program (ATEP), which became a distinct major in 2009, and the Physical Education Teacher Education (PETE) program. The other professionally oriented program is the Fitness Leadership emphasis. The two other emphasis programs are Exercise Physiology and Exercise Science. An Honors Program that began in 2005 is integrated within the Exercise Physiology and Exercise Science emphases. A Coaching minor is offered to students in the College of Education. The ESS major is an open-enrollment major. In order to maintain the quality of programs and yet meet the increased demands for classes in recent years, the Department has increased class sizes, and reduced the number of laboratory and practical experiences offered. Still, the external review notes that within most program areas the Department provides students excellent specialized training, practical experiences and clinical opportunities for professional preparation.

Both internal and external reviews note that the Department offers an unusually large number of options within the degree, and a large array of courses. The internal review notes that, while there appears to be several courses that could serve as a core to emphases and programs, they are not identified or recognized as such, and concludes that the diversity of options for students to consider and the Department to maintain is, on balance, a liability. The external reviewers question the sustainability of so many areas of emphasis. There is general agreement that streamlining of the curriculum is past due.

At the graduate level students can pursue a Master of Science within the following areas: Coaching Wellness, Exercise Physiology, Psychosocial Aspects of Sport, Special Physical Education, Sport Pedagogy, or Sports Medicine. Some of these areas overlap and others have subspecialties. The Department provides excellent training and preparation for graduate students teaching courses in the Department and gives them the opportunity to be involved in cutting-edge research. As with the undergraduate programs, however, the reviewers feel that curricular tracks could be streamlined at the master's level. At the doctoral level students specialize in one of four areas: Exercise Physiology, Psychosocial Aspects of Sport, Special Physical Education, or Sport Pedagogy. Students who cannot pass the qualifying examination or decide not to complete a dissertation may accept the Master of Philosophy as their terminal degree.

### **Program Effectiveness and Outcomes Assessment**

There has been recent progress in the development of student outcomes and their assessment. Outcome goals for each of the Department's programs, as required by the Northwest Accreditation process, have recently been written and adopted. Course evaluations and periodic survey distribution are among past efforts designed to address program quality. Licensure-based accreditation requirements are implemented as needed within specific program areas. A proposed exit survey is scheduled for distribution during the spring of 2012. The Department has good outcome data on the programs that have accreditation standards, specifically Athletic Training and Physical Education Teacher Education. What remains unclear is the plan for assessment of these outcomes and how the assessments will be used to move the Department forward. This was a concern for both the internal and external reviewers and is acknowledged by the Chair, who notes that following up on this issue is a priority. The Department has a goal of increasing their national ranking in the American Academy of Kinesiology and Physical Education.

The Department has retention and graduation rates similar to peer institutions, and is successful in having its graduates hired into the workforce and placed in graduate schools and postdoctoral programs. The opportunities afforded students to participate in service programs and clinical activities provide for increased opportunities for jobs and acceptance to professional schools. Of particular note is the success of the Physical Education Teacher Education program, which has 100% of its students that graduate and seek teaching positions placed in such positions in public and private schools.

Increased exposure of the Department to the campus-wide and Salt Lake communities—a recommendation of the previous Graduate Council review—has been achieved particularly through the success of the PEAK academy and U-FIT (an on-campus program aimed at children). A presence at health fairs and in the media is also noted.

## **Facilities and Resources**

The Department of Exercise and Sport Science is housed in the HPER Building complex, shared with Athletics, Campus Recreation Services and the College of Health. Significant gains have been made in the facility over the last two years, although certain additional needs are still evident, notably a research space for the Sport Psychology faculty—for which the Department and Dean's office are actively searching—and student laboratory space. The Department self-study also notes the potential impact of a proposed creation of a new basketball facility in HPER that could threaten recent gains.

The level of student advisory support is not commensurate with increased enrollments. Support staffing is limited both in terms of the number of advisors and in the physical space available for meeting with students. Both reviews agree with the Department's own assessment that hiring additional support for the advising of undergraduate students is a priority and the Department has begun this process.

Infrastructure to support faculty scholarship and extramural funding is conducted in collaboration with the Dean's office. An incentive program is in place to encourage faculty to pursue grants. Both reviews considered this inadequate, however. The Department has plans to search for a person who can provide pre-award and post-award support for grants, and its recent hire of an administrative assistant with grant experience has also helped faculty manage their grants.

## **COMMENDATIONS**

1. The faculty is committed to high quality research and teaching.
2. The faculty is actively involved in service to the University and professional communities.
3. The Department staff is committed to supporting students and appears to be extremely efficient in carrying out their roles and responsibilities.
4. Graduate students are provided comprehensive training for their roles as instructors and given excellent research opportunities.
5. The Department has expanded the number of clinical settings in which undergraduate students receive training. These sites also provide graduate students opportunities to develop their supervision skills and receive financial support to complete their programs.

6. The PEAK Health and Fitness and U-Fit programs serve important outreach functions for the Department by connecting ESS with the community at large and University faculty and staff.
7. The Department, in conjunction with the College, has increased investments to improve research labs necessary for faculty research.

## **RECOMMENDATIONS**

1. The Department should develop a comprehensive strategic plan that clearly articulates its mission within the University, long-term goals that will assure its success, and the specific steps that need to be taken to meet these goals. The plan should address a number of critical issues currently confronting the Department, notably:
  - a) Restructuring of the curriculum. This should include a discussion by the faculty about whether it is realistic to continue to offer the current number of programs and emphasis areas at the undergraduate and graduate levels. This process should examine ways to eliminate redundancies in coursework offered across programs and emphasis areas. Consideration should be given to identifying a common core of courses that would be taken by all students prior to entering their primary program or emphasis area. Continued attention to the need for laboratory and writing experiences in the undergraduate experience will also be required. Finally, the Department should consider placing a moratorium on the development and implementation of new programs until these issues are resolved.
  - b) A comprehensive assessment process for tracking the quality of the undergraduate and graduate programs. Consideration should be given to identifying both short-term (i.e., test scores required for certification or licensure) and long-term (i.e., graduate and employer follow-up surveys) measures. The Department has begun this process. Further, a means should be delineated for how these data will be reviewed by the faculty and used to inform continuous program improvement.
  - c) The development of a comprehensive infrastructure to support research and extramural funding. The faculty should work with the Dean to stabilize the supports currently provided by the College and then identify ways to supplement these resources at the department level to increase the resources available to faculty members to conduct research and obtain grants.
2. The Department should strive to improve faculty morale and collegiality, working to foster mutual respect through better communication. Consideration should be given to the development of a more transparent governance structure, especially in regard to budgetary concerns, that will promote informed and timely decisions.



3. In collaboration with the Dean, the Department should continue to work to establish a plan to increase support staff, specifically—as is currently underway—for purposes of undergraduate advising, and to find the additional physical space needed to support faculty research and teaching activities.
4. The Department should formulate and implement efforts to recruit minority faculty and students to achieve appropriate diversity among its body. The Office of the Associate Vice President for Equity and Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate School should be considered as a way to encourage the Department to work effectively towards this goal.

Submitted by the Ad Hoc Review Committee of the Graduate Council:

Chris Lippard, Film and Media Arts (Chair)

Lee Ellington, College of Nursing

Allyson Mower, Marriott Library

Justine Reel, Health Promotion and Education (Undergraduate Council)

# FACULTY AND STAFF

## EXERCISE AND SPORT SCIENCE

FACULTY	TENURE	CONTRACT	ADJUNCT
Number of faculty with Doctoral degrees	13	0	4
Number of faculty with Master's degrees	0	0	7
Number of faculty with Bachelor's degrees	0	0	0
Other Faculty	0	0	0
<b>TOTAL</b>	<b>13</b>	<b>0</b>	<b>11</b>
STAFF	FULL-TIME	PART-TIME	
Administrative	2	0	
Secretarial/Clerical	4	22	
Laboratory Aides/Instructors	0	104	
Advisors	1	0	
Teaching/Graduate Assistants	0	45	
Other Staff	1	8	
<b>TOTAL</b>	<b>8</b>	<b>179</b>	

The OBIA tables included with the Graduate Council report are required by the Board of Regents, but do not currently match the University of Utah's faculty classifications.



# STUDENTS

## NOTES:

- 1) Faculty FTE has been reduced by the amount of FTE paid for by sponsored research (Fund 5000).

## EXERCISE AND SPORT SCIENCE

ACAD YR	Student Annual FTE		Faculty									Student FTE to Faculty FTE	
			Regular										
	Ugrad	Grad	Prof	Asst	Asst	Inst	Ajnt	Clin	Res	Visit	Lect	Ugrad	Grad
2009-2010	396.2	68.5	2	6	5	0	2	3	1	4	3	18.34	3.17
2008-2009	386.9	60.7	3	6	4	1	2	3	1	3	4	21.70	3.40
2007-2008	375.4	58.7	3	6	4	0	2	3	1	2	3	21.15	3.31
2006-2007	387.2	44.7	3	4	5	0	2	3	1	4	2	21.22	2.45
2005-2006	385.5	55.2	3	4	5	0	3	3	0	2	4	21.12	3.02

ACAD YR	Majors		Degrees Conferred		
	Ugrad	Grad	Bach	Master	PhD
2009-2010	874	92	179	32	6
2008-2009	811	83	179	18	4
2007-2008	734	76	181	18	3
2006-2007	735	66	169	16	6
2005-2006	716	72	164	19	2



# FINANCIAL ANALYSIS

## EXERCISE AND SPORT SCIENCE

Expense	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Instructional Costs	1,771,576	1,750,771	1,673,148	2,138,177	2,313,051
Support Costs	369,948	420,508	590,166	695,933	824,281
Other Expenses	114,276	472,007	205,729	217,839	183,257
Total Expense	2,255,800	2,643,286	2,469,043	3,051,949	3,320,589
Revenue	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Legislative Appropriation	1,806,825	2,275,942	2,040,710	2,387,685	2,816,797
Grants	245,829	109,689	98,046	284,132	382,199
Reallocation					-
Tuition to Programs					
Fees	280,988	277,507	304,389	309,950	143,591
Total Revenue	2,333,642	2,663,138	2,443,145	2,981,767	3,342,588
Difference	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Revenue-Expense	77,842	19,852	(25,898)	(70,182)	21,999



**Memorandum of Understanding  
Department of Exercise and Sport Science  
Graduate Council Review 2010-11**

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on November 21, 2011, and concludes the Graduate Council Review of the Department of Exercise and Sport Science. Vivian S. Lee, Senior Vice President for Health Sciences; James E. Graves, Dean of the College of Health; Barry B. Shultz, Chair of the Department of Exercise and Sport Science; Charles A. Wight, Dean of the Graduate School; and Donna M. White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on August 29, 2011. At the wrap-up meeting, the working group agreed to endorse the following actions:

**Recommendation 1: The Department should develop a comprehensive strategic plan that clearly articulates its mission within the University, long-term goals that will assure its success, and the specific steps that need to be taken to meet these goals. The plan should address a number of critical issues currently confronting the Department, notably:**

- a) Restructuring of the curriculum. This should include a discussion by the faculty about whether it is realistic to continue to offer the current number of programs and emphasis areas at the undergraduate and graduate levels. This process should examine ways to eliminate redundancies in coursework offered across programs and emphasis areas. Consideration should be given to identifying a common core of courses that would be taken by all students prior to entering their primary program or emphasis area. Continued attention to the need for laboratory and writing experiences in the undergraduate experience will also be required. Finally, the Department should consider placing a moratorium on the development and implementation of new programs until these issues are resolved.**

Since this recommendation has appeared in previous Graduate Council reports, all parties present at the wrap-up meeting see this as a critical need for the Department to address immediately. According to the Chair, this issue of curricular restructuring/streamlining was an agenda item for the fall retreat. Since the preliminary external and internal responses each emphasis area has met multiple times to attempt to make progress on this initiative. As one example of reducing the

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Department of Exercise and Sport Science  
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number of redundancies and areas of emphasis, the Chair is committed to combining Exercise Physiology with Exercise Science. This is the norm at other institutions and he plans to have this particular restructure in place by July of 2013. Another plan is to find ways to restructure or add benefits such as offering a certification in Fitness Leadership, not by adding new courses but rather by using existing courses to their fullest benefit. Faculty should be made aware of what they will gain by complying with the Chair's initiatives. They could possibly gain a periodic reduction in course loads to facilitate more focus on research (particularly important for nontenured tenure-track faculty) and some relief from the demands of administrative and advising duties, which are apparently burdensome due to the current number and proliferation of course offerings and emphases. In his response to the external reviewers' report, the Chair pointed out that the Department is currently unable to offer additional laboratory and writing experiences for undergraduates due to a lack of faculty resources in relation to an increase in majors from 450 to 1300 with no corresponding new faculty. The Dean and Chair concur regarding the moratorium.

- b) A comprehensive assessment process for tracking the quality of the undergraduate and graduate programs. Consideration should be given to identifying both short-term (i.e., test scores required for certification or licensure) and long-term (i.e., graduate and employer follow-up surveys) measures. The Department has begun this process. Further, a means should be delineated for how these data will be reviewed by the faculty and used to inform continuous program improvement.**

According to the Chair, the Department has not been able to fully implement a means of tracking graduate student outcomes nor of delineating how the collection of data will be reviewed and used by the faculty to improve their programs. The Dean and the Chair acknowledged staff limitations and the Dean will work with the University's new enrollment manager, Mary Parker, on a College-wide basis to do a better job on tracking student outcomes. Staff from the College are planning to attend a conference on assessment of learning outcomes. The information from the conference will be shared with Departments to help set up more systematic ways of utilizing data that are collected. Action on this recommendation will assist with the curricular redesign efforts described in Recommendation #1.

- c) The development of a comprehensive infrastructure to support research and extramural funding. The faculty should work with the Dean to stabilize the supports currently provided by the College and then identify ways to supplement these resources at the department level to increase the resources available to faculty members to conduct research and obtain grants.**

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The Dean has created a full-time position (formerly part-time) for a College contracts and grants officer to work as a liaison with the Office of Sponsored Projects and representatives from each department. According to the Dean, the pre-award support is working well but the post-award program needs expansion. He has offered bridge funding to support faculty who are between grants. There has been a reported 83% increase in grant awards, so the Department is on a good trajectory. The Department and its faculty are notably engaged in seeking external funding to support their research.

**Recommendation 2: The Department should strive to improve faculty morale and collegiality, working to foster mutual respect through better communication. Consideration should be given to the development of a more transparent governance structure, especially in regard to budgetary concerns, that will promote informed and timely decisions.**

Regular meetings within emphasis areas were mandated. The Chair will continue to provide internal mentorship to faculty members, and the grant writing/management support described in Recommendation 1c will be helpful. It was noted that the Chair has been attempting to solve or improve this morale issue since he became Chair. In his response to the internal and external reports, he provided detailed information on the numerous strategies he has employed to increase transparency in his governance and budgetary procedures. In terms of governance, the Chair sends bi-weekly memos to all faculty disclosing different action items and events in the Department. Currently, the area leaders prepare their own budgets and submit them to the Chair, who then finalizes the overall budget. The Chair was encouraged to share his final budget spreadsheet with faculty members, and he agreed on the importance of continuing to involve the Leadership Committee from all emphasis areas in this process.

**Recommendation 3: In collaboration with the Dean, the Department should continue to work to establish a plan to increase support staff, specifically—as is currently underway—for purposes of undergraduate advising, and to find the additional physical space needed to support faculty research and teaching activities.**

The Dean concurs and is in support of this recommendation. Since the review took place, the Department has hired a second advisor for the ESS major as well as a program manager for the Athletic Training Education Program (ATEP) who also does advising for ATEP. The HPER building has undergone some badly needed remodeling. The Sport Psychology program needs space and the Chair has identified some strategies for remodeling an old computer space, no longer used, to house the program. The next challenge will be a remodel of the Human Performance Lab, which is on the Chair's list of priorities when resources become available.


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**Recommendation 4: The Department should formulate and implement efforts to recruit minority faculty and students to achieve appropriate diversity among its body. The Office of the Associate Vice President for Equity and Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate School should be considered as a way to encourage the Department to work effectively towards this goal.**

The Department is currently completing a search for a new Sport Pedagogy faculty member. The Department also has two open lines that it will search for once a new chair has been hired. Additionally, there is a search in progress for a new Associate Vice President for Diversity for the Health Sciences. The forthcoming hire of that person will provide someone to draft a new diversity statement, which will be a good recruitment tool. There is also a new search committee toolkit available online to assist search committees with increasing diversity in their applicant pools. The University Diversity Committee provided an assessment of the Department's strategies, efforts, and progress toward increasing both student and faculty diversity and made some excellent recommendations for the Chair to follow. The Chair will also meet with the Assistant Dean for Diversity in the Graduate School, Sweeney Windchief, to formulate lists of eligible graduate students from underrepresented populations. Dean Wight offered his financial support to facilitate this, with the agreement from the Department to follow through on contacting all of the students on the list that is generated. The Senior Vice President will consider assisting in the recruitment of qualified, underrepresented postdoctoral students who might be funneled into faculty positions. The Department should be commended on its current level of student diversity and its gender balance.

This memorandum of understanding is to be followed by annual letters of progress from the chair of the Department of Exercise and Sport Science to the dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

Vivian S. Lee  
James E. Graves  
Barry B. Shultz  
Charles A. Wight  
Donna M. White

  
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Charles A. Wight  
Dean, The Graduate School  
January 9, 2012