TO: Fred Hartmeister, Dean  
FROM: Dr. Terry Waldren, Chair  
DATE: November 26, 2007  

The response to the 2005-2006 Graduate Program Review for the Department of Health, Exercise, and Sport Sciences (HESS) was prepared and submitted by the newly appointed department chair Dr. Rick Carter. After the submission of the 2006 response, Dr. Carter resigned as the department chair of HESS in February 2007. Dr. Judi Henry was appointed as the interim chair of HESS in April 2007 and Dr. Terry Waldren was appointed as interim chair in July 2007. In less than five years, the faculty have served with five chairs. In addition to the change in leadership, issues with regards to the direction of the HESS department have arisen out of the national evolution of this discipline. Although the various issues have slowed the HESS department’s responses to the Graduate Program Review, steps are being taken to address the recommendations of the Graduate Program review:

1. In November of 2006, Dean Jane Winer contracted with the Waldren Group to address the overall functioning of HESS. As a consultant and subsequently as interim chair, Dr. Waldren is engaging the faculty of HESS in discussions designed to create a unified, cohesive, and highly productive environment for both the faculty and students of HESS.

2. The HESS department has modified and approved an updated strategic plan. The HESS strategic plan is a key departmental document and many of the issues in the Post Graduate review are priorities in the strategic plan (Appendix A).

3. A committee has been formed to assess all of the degree programs within the department. This committee will be valuable in assessing the graduate programs in the near future.

Your letter of September 28, 2007 listed six specific points that accurately identified crucial needs/issues for the department. The progress or lack of progress toward meeting these specific points will be addressed.

Point 1:  
“Faculty productivity, quality and quantity of graduate students, and program of study concerns all led to the action item of needing to engage in an outside review of the department.”
An outside review of the department has not been conducted. The HESS faculty is currently involved in discussions on the future direction of the department. Two external reviews have been proposed. One of the external reviews was proposed by the Graduate Program Review, and will be conducted by experts in the disciplines of HESS. This review will address issues associated with national trends and the direction the HESS department will take with regards to national prominence. A second external review utilizing Tech Administrators and community leaders has been proposed by the Waldren Group to address departmental organization issues and is in process (See Appendix B).

The faculty in HESS has experienced much stress over the past year as a result of the leadership changes and philosophical issues within the discipline. Additional stress has been created by the rapid increase in undergraduate students within the department. The undergraduate program has experienced over a 40% increase in enrollment from 2001 to 2006 for a total of 277 students. For the 2007 academic year the department is up 277 students from 2006. This growth in the undergraduate program has not been matched by additional resources, which indirectly influences the graduate faculty. Although the graduate faculty has experienced additional responsibilities due to the growth of the undergraduate program, graduate faculty productivity has increased in some areas and decreased in others.

Table 1. Faculty Productivity.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants Submitted</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Grants Funded</td>
<td>5 for a total of $130,000</td>
<td>6 for a total of 67,332</td>
</tr>
<tr>
<td>Peer-reviewed Publications</td>
<td>36</td>
<td>39</td>
</tr>
<tr>
<td>National/International Presentations</td>
<td>51</td>
<td>50</td>
</tr>
</tbody>
</table>

The department has undergone a rather large turnover over the last couple of years (8 faculty positions and the chair position). This turnover has negatively influenced the department for years and continues to hurt productivity and to slow progress toward developing a cadre of senior faculty. The department is currently searching for four faculty positions (all of the positions are being advertised at the Assistant/Associate Professor level with the intent that at least two of the positions will be filled at the Associate level). Additionally, the department is conducting a national search for a department chair. Hopefully, a chair will be selected who can provide leadership in the grant/research arena and continue to support the excellent teaching reputation of the department.
Point 2:

“Lack of laboratory facilities appears to be a common problem across the campus with minimal resources available for such changes, but one of the goals is to do the best we can with available resources.”

The issue of facilities continues to be a critical issue for HESS, especially to achieve the goal of attracting senior-level researchers with grants. This level of researcher typically requires significant laboratory space. Currently, graduate faculty members are utilizing any available space to conduct their research agendas. For example, the gymnasium in the Exercise Sciences Center (ESC) is being used as a teaching laboratory for both undergraduate and graduate students, and as a research facility for data collection for both graduate faculty and graduate students. Another faculty member is pursuing her research agenda by using a portion of the pool balcony (ESC 211) as a research facility. Additionally, we have received approval for a laboratory space for undergraduate teaching labs in the Sport Studies Center (SSC), which will free more time and space for research in the research laboratories. Significant acquisitions have been made with regards to research equipment, but the conundrum of needing facilities to attract senior level professionals still exists.

Point 3:

“Re-evaluation of the program offering and the program of study available for your graduate students.”

This point is related to the external reviews, which has been previously addressed in Point 1. Once the outside reviews are completed, the department can address this issue in a comprehensive manner. Currently, the Graduate Program Committee is in the process of reviewing the general requirements for the master’s degree programs.

The three collaborative Ph.D. programs are continuing with the goal of providing opportunities for departmental faculty to serve on doctoral student committees, and in some instances to serve as chairs of the dissertation committee. These experiences are providing the current HESS faculty with valuable experiences for when the department is able to support an in-house doctoral program.

Point 4:

“Recruiting and retaining better quality graduate students.”

In addition to the steps taken above, the Graduate Program Committee is addressing curricular revisions to the present graduate program. The curriculum changes will be designed to encourage students to complete a thesis by decreasing the total hours in a thesis option to 30 hours (24 course hours and 6 thesis hours). The non-thesis option will remain at 36 course hours. The core courses for both the thesis and non-thesis options will include a course that addresses the various perspectives in the Exercise and Sport Sciences, a standard research methods course, and a data analysis course. These changes will allow the students in the master’s degree programs a stronger foundation in the research conducted in the disciplines of HESS.
An exceptional source of quality students can be found in the Honors College. Dr. Waldren initiated discussions with Dean Bell about offering honors classes in the HESS department. The HESS department currently has the largest number of undergraduates (ESS degree) at Texas Tech. Recruiting students for the graduate programs from these two sources (i.e., undergraduate Honors and HESS students) provide excellent opportunities to attract quality graduate students.

Because the departmental website is a valuable recruiting tool, considerable time and effort has been expended on the departmental website. A website evaluation from a course at Texas Tech in the English Department has been requested. The results of this evaluation should provide additional improvements to the website.

Point 5:
“The workload of the graduate students was considered to be a bit taxing.”

The Graduate Program Committee has recommended that students enrolled in thesis hours receive a one-class reduction in their teaching loads, which should help with the retaining of quality graduate students and increasing the number of graduate students completing the thesis option.

The teaching load for graduate students was 6 PF&W classes or 5 undergraduate laboratory sections. The Graduate Program Committee with support of the HESS faculty has recommended that the teaching assistant teaching loads be decreased to 5 PF&W classes or 4 labs in Spring 2008 and ultimately, 4 PF&W classes or 3 labs by Fall 2008. Funds to assist in this decreased teaching load were requested from the Provost’s office. However, this request was denied. Rather than cutting PF&W courses to decrease the teaching assistants’ loads, other options to reach this goal are currently being explored. The PF&W classes provide revenue for the department similar to the general education classes offered by many other departments. Maintaining the PF&W classes is important not only from a financial aspect, but it supports Texas Tech’s FitTech initiative by providing Texas Tech students with opportunities for participation in fitness and wellness activities.

Point 6:
“What has the department accomplished regarding the need to address the ‘salary gap’ and its association to faculty productivity and new hires.”

Three faculty members have recently received salary adjustments. Dean Winer evaluated the salaries of all faculty members in the department, and recommended additional adjustments for those faculty members in the department who have not received salary adjustments. However, the Provost’s office has been unable to provide the funds for the requested equity adjustment. This is a serious concern for the department because the umbrella area of Kinesiology is growing nationwide; without salary adjustments both for current faculty and new hires, the department will not be competitive to attract and retain top faculty.
Summary

The undergraduate programs in the department of HESS have grown by over 40% since 2001 resulting in 277 new students. In 2007 the department has grown 277 students, which is a 31.4% increase in one year. This is 79 students shy of doubling the size of the department since 2001. On one hand this is positive because students are seeking careers in the areas offered by HESS, which increase the numbers of potential recruits to the graduate programs. On the other hand, this rise in the number of undergraduate students increases the strain on the graduate programs by increasing teaching demands to an already overworked undergraduate and graduate faculty. Additionally, the increased number of undergraduate students is straining outdated facilities; thus taking time, energy and resources away from efforts to develop the graduate program. The HESS department continues to need resources in terms of facilities for research and teaching (classrooms and laboratories) and increased faculty lines to meet the needs of both undergraduate and graduate programs. Increased funds are needed for salary adjustments for both current faculty and new hires. With the large turnover rate, the HESS department needs to continue to address leadership issues within the department, especially in terms of mentoring younger faculty.

Faculty in the department, continue to receive high ratings for their teaching and involvement with students. They continue to be productive in terms of publications and presentations. Additionally, the members of the HESS faculty are becoming more competitive for grants, and continue to seek ways to move the department forward. It is imperative that the department of HESS receive additional support for larger and improved facilities and additional faculty lines. When a department grows significantly and compensation is not provided, a feeling of “why grow if we don’t get the resources we need” is created, and burn-out follows. This is a major concern of the faculty and staff in the HESS department.

Although all of the required actions have not been completed, the HESS department is making progress. Administrative support is imperative for further progress to be made.
Appendix A
Department of Health, Exercise, and Sport Sciences Strategic Plan
Approved August 2007
Department of Health, Exercise, and Sport Sciences

MISSION STATEMENT

Committed to excellence in teaching, research, and service, the Department of Health, Exercise, and Sport Sciences promotes intellectual, personal, and professional development and strives to enhance quality of life through the advancement and dissemination of knowledge in health and human performance.

VISION STATEMENT

The Department of Health, Exercise, and Sport Sciences will be recognized as one of the top national institutions for its promotion of health and human performance through its scholarship in teaching, research and service.

The Department of Health, Exercise, and Sport Sciences values the following:

- Promotion of physical activity;
- Development of health and human performance;
- Advancement and application of knowledge;
- Pursuit of excellence;
- Respect for others;
- Diversity;
- Creative and innovative endeavors;
- Academic and intellectual freedom;
- Professional ethics and integrity.
STRATEGIC GOALS

Goal 1: Access and Diversity: Recruit, retain, and graduate a larger, more academically prepared, and more diverse student body in the areas of health, exercise, and sport sciences.

Benchmarks:
- Maintain at or above the university percentage for minority student enrollment
- Increase the female enrollment in the department by 2% per year for the next 5 years
- Increase mean SAT and GRE scores by 2% per year for the next 5 years

Objective 1.1 Diversify the student body through increasing access.

Strategies:
- Evaluate the need for distance learning courses and/or programs
- Develop distance education courses and/or programs
- Provide scholarship and recruitment materials to school campuses with high minority populations for the recruitment of African-American and Hispanic students
- Enhance solicitation efforts for endowed scholarships

Objective 1.2 Increase quality and quantity of students.

Strategies:
- Regularly update and maintain departmental website
- Enhance recruiting of high quality undergraduate students
- Enhance recruiting of high quality graduate students
- Provide scholarship and recruitment materials to high quality students
- Increase the visibility of the department and its programs
- Participate in university and college programs and activities
- Promote all of the various tracks within the department

Objective 1.3 Modify the undergraduate curriculum to encourage retention and graduation rates.

Strategies:
- Reduce the required hours for each undergraduate area of study to 120 hours
- Offer an increased number of required course seats
- Regularly evaluate student learning outcomes and make modifications to the programs as needed
Goal 2: Human Resources and Infrastructure: Increase and use resources to recruit and retain quality faculty and staff and to support an optimal work environment for the areas of health, exercise and sport sciences.

Benchmarks:
- Increase the number of full-time tenured/tenure-track lines by a minimum of 3 in the next 5 years
- Increase the diversity of faculty and staff
- Increase the number of faculty with Professor rank
- Expand facilities so that all faculty members are located in one building by increasing the square footage of the Exercise Sciences Center
- Have one faculty member per year apply for professional leave

Objective 2.1 Demonstrate the need for additional faculty lines.

Strategies:
- Fill vacant faculty positions
- Provide information with regards to departmental (e.g., courses offered, class sizes, program assessment, curriculum modifications, etc.) and student demographics to administrators

Objective 2.2 Actively recruit, hire, and retain excellent and diverse faculty and staff.

Strategies:
- Provide salaries that are competitive with peer institutions and with other departments at Texas Tech University
- Provide start-up packages for new faculty that are competitive with peer institutions and with other departments at Texas Tech University
- Provide travel support to faculty for professional growth and development
- Develop and implement mentoring policies between junior- and senior-level faculty members
- Obtain an endowed chair position

Objective 2.3 Create an academic environment to retain quality faculty.

Strategies
- Empower the departmental governing committees, especially the Executive Committee
- Develop a plan to raise salaries for faculty and staff to be equitable with other research institutions and with other departments at Texas Tech University
- Develop a plan to maintain salary equity
- Develop guidelines for equitable assignment of summer school teaching
- Foster a culture of collegiality
- Maintain fair, consistent and constructive review processes (e.g., annual reviews, merit, third-year reviews, tenure and promotion reviews, and post-tenure reviews)
- Provide compensation/incentives for internship, practicum, and independent studies supervision
- Provide compensation/incentives for scholastic productivity

**Objective 2.4 Improve facilities for teaching, research, faculty offices and staff work areas.**

Strategies:
- Upgrade and maintain technology in the teaching facilities as needed
- Upgrade and maintain computers, printers, software, etc. for staff
- Upgrade and maintain computers, printers, and software for faculty offices
- Upgrade and maintain research technology in laboratories and other areas

**Objective 2.5 Expand Exercise Sciences Center so that all faculty and staff can be located in one building.**

Strategies:
- Obtain space utilization data and present the data to administration
- Request funding from administration for the facility upgrades
- Develop a master plan for space utilization and expansion
- Participate in fundraising collaborations

**Goal 3: Undergraduate Teaching and Learning:** Provide recognized instruction in the undergraduate tracks offered by the Department of Health, Exercise, and Sport Sciences.

**Benchmarks**
- Increase percent of students passing appropriate certification/licensure exams to 90%
- Increase the number of students taking ACSM certification exams
- Maintain high levels of teaching effectiveness score on the *Student Evaluation of Course and Instructor*
- Maintain high levels of course effectiveness score on the *Student Evaluation of Course and Instructor*
- Increase research at the undergraduate level (as measured by the a number of sources: ESS 4000, authorship on presentations and publications, etc.)
Objective 3.1 Streamline the undergraduate curricula to provide greater focus and enhance the quality of the courses required for each curriculum.

Strategies:
- Examine the current undergraduate curricula to determine why students are not completing the programs in four years (transfer problems, advising problems, limitations in seating in core courses, scheduling conflicts etc.) and make modifications as necessary
- Obtain endorsements/accreditations appropriate for the specific tracks
- Participate in regular program assessments and make modifications based on assessments as needed
- Create and implement an undergraduate track in sport management

Objective 3.2 Provide quality instruction.

Strategies:
- Participate in programs that focus on teaching effectiveness for faculty
- Strengthen the reward structure for excellence in teaching
- Maintain an appropriate teacher to student ratio in undergraduate classes and laboratories
- Increase the number of tenured/tenure-track faculty positions in order to increase the number of undergraduate courses taught by tenured/tenure-track faculty
- Implement a teacher training mentoring program for graduate teaching assistants and part-time instructors/faculty

Objective 3.3 Encourage undergraduate participation in research

Strategies:
- Strengthen the reward system for incorporating undergraduates in research opportunities
- Provide compensation by using faculty workloads calculations for instructing independent studies students
- Provide travel support for undergraduates to attend and present at professional meetings

Goal 4: Graduate Education: Enhance graduate education opportunities in the areas in the health, exercise, and sport sciences.

Benchmarks:
- Increase the number of students completing theses to 25% of the graduating graduate students
- Increase the number of students collaborating in research projects (publications and presentations)
• Increase number of graduate students participating by co-authorship in presentations at professional conferences by 15% per year
• Increase the number of graduate students attending professional conferences
• Expand the graduate course offerings

**Objective 4.1  Recruit quality graduate students**

Strategies:
- Evaluate criteria used for acceptance of graduate students in the department and modify as necessary
- Identify and nominate prospective graduate students for the Chancellor’s fellowship each year
- Provide competitive stipends for graduate teaching assistantships
- Reduce teaching loads for graduate assistants
- Recruit international graduate students
- Establish a study abroad program

**Objective 4.2  Increase the quality of the graduate curriculum.**

Strategies:
- Conduct an external review of the graduate program
- Modify the graduate curricula to enhance the quality of each graduate program
- Develop a doctoral program that is inclusive of all research specializations within the department
- Examine the feasibility of offering a Master’s degree in Health
- Evaluate the need for distance learning course offerings

**Objective 4.3  Enhance research conducted by graduate students**

Strategies:
- Develop sources of funding to provide competitive graduate research assistantships
- Provide graduate students opportunities to collaborate on research projects
- Provide travel funds for graduate students to attend and present at professional conferences
- Encourage students to apply for graduate school travel funds as early as possible
Goal 5: Engagement: Provide scholarly outreach opportunities within the departmental areas of health, exercise and sport sciences that contribute to students’ learning and that benefit the profession, community, the state, and the nation.

Benchmarks
- Increase service learning courses across the curriculum 1 per year for the next 5 years
- Increase involvement in community-based participatory activities
- Increase engagement in professional service at the local, regional, state, national and international levels

Objective 5.1 Develop service learning courses for each track within the department.

Strategies:
- Offer faculty opportunities to attend national service learning workshops in addition to those on campus
- Encourage faculty to use the Service Learning Program Center for ideas regarding how to incorporate service learning into the curriculum and for community contacts for service learning activities
- Include service learning courses/assignments in proposals for new or modified courses as appropriate

Objective 5.2 Increase community-based participatory service activities.

Strategies:
- Encourage the student organization to become involved in community-based participatory activities
- Discuss community-based participatory activities in courses and encourage students to engage in such activities in the community
- Use service learning objectives to increase community-based participatory activities

Objective 5.3 Increase community-based participatory research.

Strategies:
- Adopt the Community-based Participatory Research model
- Provide opportunities for faculty and representatives from community agencies to meet together and discuss opportunities for community-based participatory research
- Discuss community-based participatory research in courses and encourage students to do independent research studies that engage the community
- Develop research projects that target community groups for collaboration and participation

**Objective 5.4 Increase the number of faculty who participate in other professional and community service activities.**

Strategies:
- Provide compensation and recognition for faculty members who serve in roles of leadership in professional organizations
- Provide compensation and recognition for faculty members who participate in professional review activities
- Provide compensation and recognition for faculty who participate in roles of leadership for community organizations that relate to the mission of the Department of Health, Exercise, and Sport Sciences

**Goal 6: Research Productivity: Increase research productivity and funding for all areas of health, exercise and sport sciences.**

**Benchmarks**
- Increase the number of professional scholarly presentations
- Increase the number of peer-reviewed publications
- Increase extramural funds from local, regional, and national agencies
- Achieve an average of 2 publications per faculty per year

**Objective 6.1 Increase financial support for engagement in research activities.**

Strategy:
- Provide financial support for faculty to present the results of research activities at professional conferences
- Provide financial support for reproduction costs associated with publications
- Provide financial support for faculty to participate in professional development to learn new research techniques
- Provide staff resources to assist in the development and implementation of external funding

**Objective 6.2 Obtain recognition for research activities.**

Strategies:
- Identify opportunities for research collaboration within the department and the university
- Hire a senior-level researcher who will engage in collaborative research from most research specializations within the department
- Provide resources and support to position all research laboratories within the department to be competitive for external funding
Goal 7: Partnerships: Build strategic partnerships and alliances with community, government, business, industry, and schools (EC-12, community colleges, and universities).

Benchmarks:
- Increase the number of collaborative projects by 1 per year for the next 5 years with local and area community organizations
- Increase partnerships with post-secondary institutions by 1 per year for the next 5 years
- Increase the number of collaborative academic, research and service partnerships by 1 per year for the next 5 years among areas within the Texas Tech University System
- Increase the number of collaborative projects with local and area schools

Objective 7.1 Increase opportunities to engage the community in health and physical activity.

Strategies:
- Further enhance existing outreach programs
- Develop new outreach programs (e.g., fitness programs for families)
- Encourage and recognize research/teaching projects that involve collaborative efforts

Objective 7.2 Build partnerships and alliances that promote health and physical activity.

Strategies:
- Further enhance existing student internship programs with relevant agencies
- Develop new student internship programs with relevant agencies
- Encourage and support student organization’s participation with community organizations and events
- Encourage and recognize research/teaching projects that involve collaborative efforts

Objective 7.3 Collaborate with faculty from research laboratories both within and outside of the university.

Strategies:
- Participate in Big XII exchange program
- Sponsor guest speakers and seminars with faculty from other universities
- Establish a relationship with local colleges and universities (e.g., South Plains, Lubbock Christian, Wayland)
- Provide opportunities for faculty to visit other universities to collaborate
- Encourage faculty to collaborate on research projects with faculty from within the Texas Tech University System
- Encourage and recognize research/teaching projects that involve collaborative efforts across the university

**Objective 7.4 Increase partnerships with EC-12 health and physical education.**

Strategies:
- Encourage faculty to initiate and participate in alliances with schools
- Encourage faculty to seek grants in support of EC-12 collaborations and partnerships
- Incorporate EC-12 education partnerships and collaborations in relevant Health courses and ESS courses
Appendix B
Proposed Waldren Group Departmental Development Process
HESS Philosophy/Development Process

The key elements are:

1. Clearly and concisely address the revolution going on in the umbrella disciplines of “Kinesiology” and how you believe it should be resolved, and state the most effective way for Tech’s department of HESS to move forward during this time.
2. Provide your recipe for a highly collegial and aligned departmental culture.
3. Identify the unique strengths of TTU and its physical location, demographics, characteristics of its students and other relevant information about our students/partners (this element overlaps with the strengths section in item 6).
4. Identification of the best 2 – 5 areas to focus teaching/research efforts to build an organization with a national reputation (e.g., obesity, health promotion).
5. Best departmental structure to develop national prominence – clearly support your selection – I expect all structures that divide the department to identify resources/focuses that will allow all parts to be successful. This may include the following or more:
   a. Continue as the Department of HESS in the College of Arts and Sciences
   b. Divide the Department of HESS into two or more departments, each of which may be assigned to College of Arts & Sciences, College of Education, or another college
   c. School of HESS within a College
   d. College of HESS independent of other colleges
6. Identify the strengths, weaknesses, threats and opportunities for your model “structure” in our current environment at TTU and within Texas and the nation.
7. Best name for the department you envision – support your rationale.
8. Identify the top 5-10 jobs/careers (i.e., Occupational Outlook Handbook or similar references) in each area of specialization (i.e., Sports Management, Pedagogy, Physiology, etc.).
9. Develop a model curriculum for each specialization area tied to these jobs, including the best mix of core courses and their content.
10. Determine the best utilization of each current faculty member – identify the strengths of each faculty member and how she or he can use his or her strengths to move the department forward.
11. Describe the most successful strategy for developing Ph.D. programs at TTU based on current coordinating board requirements.
12. Best methods for developing junior faculty to tenure and for building a strong group of senior faculty.
13. Best utilization of current staff:
   a. Job titles
   b. Job duties
14. Best methods for assessing and rewarding exceptional teaching. Key question – what is needed to create a teaching reputation equal to research?
   a. Hiring a pedagogist
   b. Developing new teaching techniques
   c. Getting NSF teaching grants
d. Use of technology in teaching

e. Including a system for rating teaching effectiveness:
   i. Student evaluations
   ii. Classroom visitations
   iii. Professors develop personal portfolio of teaching (i.e. teaching philosophy, syllabus, PP presentations)
   iv. Conduct analyses of grade distributions, student participation, overall GPA, and grade correlations with other classes.

15. Best methods for assessing and rewarding exceptional research.
   a. Recognize the breadth of research, scholarship, and creative activity that contribute to a national research reputation.
   b. Include a system for rating journals/publications, teaching, grants, and service.

16. Specifically describe how your program supports Chancellor Hance in his initiatives to grow TTU.

17. Identify from minimal to ideal the resources that would aid you in implementing your plan if it is selected as the best choice for the department – facilities, equipment needed, experts to bring in for consultation, etc.