

Leading and Managing Kinesiology Departments: Leadership and the Development of the Undergraduate Major

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The focus of this monograph is how to develop the undergraduate major, with emphases on the leadership that a department chair must supply. Because the author has chaired the Health Sciences department at Furman University for thirty years, this paper draws on those three decades of leadership.

Departmental History

During the 30 years described below the Furman University Health Sciences department's faculty has grown from 8 to 13 full-time members and from 50 to more than 250 majors. Health Sciences is now the most popular major at Furman University. It is not common for a selective liberal arts college to offer a Health Sciences degree and even more unusual for it to be the institution's most popular major. Many changes associated with the department have accompanied this growth. Those changes and the leadership that was necessary to guide this growth and development are described below.

In the early 1980s there were fewer than 50 Health and Physical Education (HPE) majors at Furman. Most of the HPE majors were either certifying to teach health and physical education, preparing to attend graduate school in exercise science, preparing to coach in high school or college, or seeking to find employment in a fitness-related occupation.

High school physical education teaching positions were difficult to obtain at that time. Graduates who were certified to teach and who aspired to coach at the high school level typically found teaching positions only at the middle and elementary levels. It was common for new graduates to teach at one of the lower level schools and to coach at the high school. Over the next 20 years interest in teaching declined and by 2005 the department no longer offered teaching certification. The last 10 years that the department offered certification there were fewer than a half dozen students certifying in any given year.

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Between the mid-1980s and mid-1990s most of the majors were interested in exercise physiology and a fitness-related career. This interest in fitness led to a change in the departmental name to Health and Exercise Science (HES) in the early 1990s. Graduates of the HES program were attending graduate school in exercise science, accepting positions in fitness centers, YMCAs, and cardiac rehabilitation programs.

By the mid-1990s the number of majors had doubled and the interest in health-related careers started to grow along with the fitness-related interests. In particular, interest in physical therapy began to grow. Over the next 10 years, the number of graduates pursuing careers in physical therapy grew significantly. By 2005, the department was graduating majors who were pursuing careers in medicine, dentistry, physician assistant, physical and occupational therapy, nursing, and nutrition. The number of majors continued to grow.

Over the past 10 years, the number of majors has grown to more than 250. Along with the continued interest in medical-related careers, there has been a strong growth in the number of majors interested in public health. The interest in the broad reach across the health sciences necessitated another change in the departmental name – Health Sciences (HSC) -- to represent the interests of the students and faculty.

Vision and Mission

"Begin with the End in Mind," is Habit 2 in Stephen Covey's best-seller, *The 7 Habits of Highly Effective People*. Developing a vision for your department is imperative. The vision must be crafted by examining your department internally and externally. An internal audit of the resources and the potential resources will determine what the department can become and what it can offer. The external evaluation requires a careful reading of the institution's opinion of your department and its likely acceptance of your vision.

While the internal and external evaluations provide information vital to the development of a vision for your department and major, you must keep in mind your departmental mission. Its potential might not fit with the primary purpose of your department and major. It is essential that you have a mission statement that clearly defines your purpose. Any vision for the department needs to be consistent with that mission.

Few departments have the resources to fulfill every desirable end. You must determine what the department can do well and

what is likely to have appeal to your clientele. The discipline of Kinesiology includes a broad array of sub-disciplines. Examples of those sub-disciplines include, but are not limited to, physical education, health, exercise physiology, recreation, leisure studies, dance, biomechanics, motor learning, and sport studies. That breadth has been both the strength and weakness of the discipline. A strength because it has drawn widely from those interested in the sciences, social sciences, humanities and fine arts. That wide draw has provided strength in numbers, which is often a criteria for funding. However, the breadth has also been a weakness because it leads to spreading resources over multiple areas which limits excellence in any one area.

A comprehensive assessment of the departmental resources is necessary as the vision for the major is developed. The most important resource for the development of the major is personnel. Do you have the faculty to offer the major that you would like to offer? If not, what is the likelihood of being able to recruit the faculty that is needed to offer the program? The questions concerning faculty resources need to go much deeper. Not only do you need to have sufficient faculty to offer the major you have envisioned, but you need to have the right high quality faculty to offer a program that will be highly regarded by students, faculty and administration throughout the institution. Having a program that is highly respected is critical in the development of the major. A program with initial appeal, but without high quality, cannot be sustained.

Other available resources and the potential for obtaining additional resources must also be examined carefully. Many areas within Kinesiology require substantial equipment. The vision for developing the major must consider whether the department has or will have the equipment necessary to support the envisioned major curriculum. For example, if the major is going to focus on exercise science, does it have the space and resources to provide a human performance laboratory with the expensive equipment needed for teaching and research? In other cases, the resources needed may be less tangible, such as the network of contacts needed to provide the all-important internship experiences for sport management majors. Does that network exist or is it likely that those connections can be made? The assessment of resources needs to be carefully conducted. While it is important that you think creatively and be bold, you must also be realistic in determining the likelihood of obtaining the resources needed to be successful.

The external evaluation will help to determine what is realistic. It is vital that the departmental leadership develop a clear and accurate assessment of the institutional support for the present major and what it likely would be for any new proposal. This institutional support needed for developing your major includes not only the administration, but also the faculty external to the department. Typically, approval of any curriculum proposal requires support of faculty outside the department. Moreover, it is important that faculty from other departments not only give approval of your proposals, but it is important that they perceive the major as valuable so that their advisees are encouraged to consider it as a major option.

The external evaluation must also include the students. How do they perceive the major? What are their interests and what is the likelihood that they will embrace any new major developments? Reviewing course evaluations, enrollment numbers and conducting student interviews are beneficial in determining current opinions of your major. Student surveys are valuable for ascertaining potential interest in any future major development.

Institutional Politics

An effective departmental leader must understand the internal politics of the institution. Just as units within government and corporations lobby for favor and power, the same is true for higher education. Whether it is within a division, college or the university, departmental leaders need to understand where power lies. That means knowing who the influential members of the committees are and developing a relationship with them. Equally as important is to know who the respected members of the faculty are and whose voices influence the body as a whole. Establishing relationships enables you to communicate your department's message. Of course, that message needs to be a sound and well-reasoned one that will be highly regarded.

In higher education, faculty governance is powerful and that's why it is essential to have the support of the faculty to develop a major curriculum. However, funding for a major typically comes from the administration. Developing strong relationships with the administration is critical for securing the funds necessary to build a strong department.

Building a strong reputation with the administration does not come with one visit, one proposal, one favor or one event. It is done through consistent demonstration of being a good steward of resources, of being accountable, and of being a good team player. It is done by always responding to requests for information promptly, by always supplying reports that are clear and informative, by always attending meetings, and by being a contributing member of committees. It is the steady, reliable performance that enables your proposals to have credibility and respect. Willingness to serve on any committee, task force, or accept any role of responsibility is appreciated and eventually rewarded.

Congressmen, state legislators, and city councilmen champion their home states, counties and cities by knowing the intricacies of the legislative process. The late Senator Robert C. Byrd (D) of West Virginia was famous, or notorious, depending on your point of view, or where you resided, for providing his state the benefits of federal programs. His command of the constitution and senate procedures has been cited many times to explain how he used his leadership to benefit his constituency. A departmental leader needs to be as well-versed in institutional policies and procedures as a politician to effectively develop and shepherd departmental proposals. Participating in faculty governance will enhance your ability to effectively promote your department's agenda.

Personal Skills

Much is written about the importance of a college education for developing critical thinking skills. Those skills are a necessity for leading a department and developing a strong major. The effective leader solves problems through a logical decision-making process that gathers all pertinent information and sifts through it carefully. All information and arguments must be evaluated to determine which are supported by solid evidence. The successful leader will weigh all arguments and evidence followed by constructing options associated with the decision to be made. Finally, the merits of each option will be evaluated and a decision made.

Academia is full of talented critical thinkers who can gather information, evaluate it infinitely, but who are unable to be decisive. It is often the case with most difficult decisions that all available options have pros and cons. The effective leader will not be paralyzed by the fact that there is not a perfect option. The effective

leader understands that action is necessary to move forward and that there are no guarantees that any option will deliver exemplary results.

Critical thinking skills must be accompanied by strong writing skills. These skills may be more important with today's technological communications than ever before. There are fewer face-to-face communications and telephone conversations than there were 15 to 30 years ago. Today we rely much more on email messages and reports. Being able to make your arguments clearly and concisely is paramount to receiving positive approval of requests.

Administrators are busy and generally do not wish to read long memoranda. Developing succinct and logical arguments in memos is a valuable skill. Spend as much time and write as many drafts, as you would preparing a professional submission, that is needed for providing a clear and concise argument for your request. The importance of developing a strong case and conveying it clearly cannot be overstated.

Within a department it is vital that a leader be a consensus builder. To obtain the long-term support of your faculty, you need to be able convene a group, lead a civil and yet vigorous discussion and debate, guide the group to a decision that is perceived as a result of a fair process. The key word for garnering support of your faculty is fairness. Being perceived as fair is not achieved with one meeting, one decision or any one encounter. It is earned with daily actions and decisions performed over time.

Personnel management is integral to success, both in setting a path for curriculum development, as well as implementing the plan. Effective "people management" is a result of building relationships. Making oneself available to departmental members is important for building personal relationships. Demonstrating care and commitment through these personal relationships builds trust, which is necessary for effective leadership. Being available to mentor young faculty members is crucial for their growth and their eventual roles as overseers of the curriculum. Being firm, in denying requests for travel, equipment, release time, and other special appeals, but fair, is also necessary.

Curriculum Development

Developing a curriculum that is right for your department requires having a thorough understanding of the institution's general education requirements, the strengths of your faculty, the interests of the students, current trends within your discipline, the potential career opportunities for your majors, and the likelihood of support from faculty outside the department and the administration for the curriculum you propose. You should begin by examining your current curriculum to determine how it fits with the aforementioned items. That examination should include the following questions and considerations.

Does your curriculum include participation in the institution's general education program?

If yes, is that course(s) popular and respected or does it need improvement? Having a course that is part of the general education program provides an extraordinary opportunity to promote the department and attract majors. In order for that to occur, the course must provide a dynamic and meaningful experience. You will want your best teachers involved with this course.

Often general education courses are taught by adjuncts and instructors rather than associate and full professors, who commonly prefer teaching upper division courses. While it is true that adjuncts and instructors can be effective teachers, often they do not have

the same investment in the department as faculty on continuous contracts. Whether it is young faculty or seasoned faculty who are assigned to teach in the general education program, it is essential that they be committed to making it a meaningful experience for the students. An engaged faculty can provide the students in the general education courses a meaningful experience. Faculty commitment to the program is essential for success.

If the department does not participate in the general education program, you should explore how it might become a required part. That requires understanding the political process discussed in Section III of this Monograph. It may mean developing a course that fits with the general education program. That is quite easily done since the field of Kinesiology includes health issues that are universally important, as well as appealing to the interests of students from all disciplines. It is not easy gaining inclusion for a course, if it is not already included in the general education core, but the effort and time invested is well worth the impact that it can have on the department and building the major.

One of the primary benefits to the department through participation in the general education program is the opportunity to gain institutional respect. Having non-majors report to their faculty advisors outside of the department that they experienced a positive learning experience in your general education course enhances your department's university-wide reputation. Developing a strong reputation provides many benefits to the department, including support for curricular proposals, funding requests, and attracting bright students as majors.

In an ideal world, the development of the undergraduate major would be guided by the mission and vision of the department. Higher education with its tenure policies does not always permit departmental leadership to hire a faculty that can provide the instruction necessary to offer a particular curricular emphasis. As discussed earlier in this monograph, the present resources and the likelihood of acquiring additional resources must be considered in determining the vision for the department. The same is true for the major. As you develop the major, do an audit of the faculty to determine the likely length of each faculty member's tenure. That audit, along with determining the likelihood of being granted additional faculty members, can help to determine the faculty expertise and interest for developing or expanding the focus of the major.

Because a successful major relies primarily on an effective faculty, recognition of the individual talents and the collective expertise of the faculty are necessary before attempting to take the major in a new direction. Not only do you need a faculty with the expertise to effectively deliver a specific curricular focus, you also need a faculty who is enthusiastic about that specific concentration. It falls on the departmental leadership to get that acquiescence. The faculty's assent can only be acquired if they are part of the developmental process for the major. Sometimes that means moving more slowly than desired, but in the end, having the faculty's support and consent for the curriculum will increase the likelihood of the major's being well received by students and the administration, especially if they sense the departmental faculty's enthusiasm for it.

"If you build it, they will come," may apply to sports facilities, but it does not necessarily apply to college majors. You need a subject area that students will find appealing because it meets their interests and it is perceived to be practical with the potential for enhancing a career. While many educators insist that higher education study should be for intellectual enrichment and not for acquiring a vocation, today's students rarely discuss the choice of a major without first asking about its value toward a future career.

The popular major today does both. It provides interesting courses that attract students, but that also help to prepare them for their future vocation. The good news for Kinesiology departments is that fitness and health-related careers are projected to be among the most needed careers for the next 30 years.

There are many ways to highlight to students the value of a Kinesiology major. Collecting career data on recent graduates is one of the most powerful mechanisms for showing the potential for the future graduate from the department. Bring alumni back to campus to share with the majors and potential majors what courses and experiences in the major prepared them well for graduate and professional studies. Training faculty to be knowledgeable of the vocational opportunities associated with the major so that information can be shared in advisement is important. Having sessions devoted to specific careers is effective for helping undergraduates become aware of the potential career paths in the major. Students are much more focused on their studies when they see that their studies have a purpose for their future. As students get excited about their studies, they share that excitement with other students and, thus, become the major's best recruiters.

Any new curricular proposal will have to wend its way through a network of institutional committees for approval. Judging how the various faculty committees and administration will react to giving approval to the proposal is important. Departmental leadership needs to have a sense of likely support from those external to the department. Only proposals that are likely to be approved should be put forth for consideration. The departmental leader needs to explore with key constituents, who can assess the support for the proposal, before submission.

Faculty Recruitment

The development of the undergraduate major depends on the departmental faculty more than any other factor. Nothing that a chair does will have the lasting impact on a department as will the faculty recruited. Faculty will often serve at an institution for 30 to 40 years. It is important to hire the right faculty member.

What makes this important decision difficult is that it is often done with a review of an application and one face-to-face interview. What can be done to increase the likelihood that the person hired is a good fit for the department? A department chair should put much effort into the hiring process. Steps to enhance the probability that the department hires the best candidate for the position include 1) careful reading of the applications, 2) preliminary phone call interviews, 3) phone call interviews with references, and 4) in-person interviews. Each of these four stages of the process must be carefully conducted.

Much can be learned from an application. Both the cover letter and curriculum vita (CV) reveal more than just the educational data, professional activities and teaching experiences. A CV can chart the educational and professional path of the candidate. That path may provide insights into the candidate that the specific information does not provide. In particular, look for experiences that might make the candidate a good fit for your department and institution. For example, a department that wishes to offer a study away program would be interested to see if the candidate had international experiences, such as the Peace Corps.

The cover letter gives you a writing sample. Did the candidate take time to craft a well-written letter specific to your position or is it an obvious form letter that the candidate is using for any position? Well-written letters are an indicator of how the candidate

will represent the department with future written communications to the administration, faculty committees, students, parents, and prospective students.

Each time you have a conversation with a candidate you learn something more that may help to determine if the candidate is a good fit for the department. Taking time to call the candidates to discuss the position is well worth it. In the initial call to the candidate you will learn if the candidate has taken time to learn about your institution, your department and major. If the candidate asks questions that would obviously be answered with a visit to the institutional and departmental website, you get a clue about the candidate's initiative and resourcefulness, and, perhaps, seriousness about the position. On the other hand, if the candidate shows an in-depth knowledge of your major by talking about specific courses, you know that the candidate is likely to be a motivated, self-sufficient faculty member.

Calling references is a time-consuming task that can be beneficial in evaluating the candidate, but it will be so only if you ask probing, specific questions. Candidates will provide you with references who they feel will give them a favorable recommendation. If your questions for the reference are general you may not get more from the conversation than an endorsement of the candidate. By asking how the candidate would perform in specific situations or with specific responsibilities you may learn more about the candidate's fit for your department. You also need to consider if the references that have been provided are the individuals that can best comment on the candidate. In some cases, there may be glaring omissions of individuals who should be contacted; for example, a doctoral advisor or a department chair at the present or past institution of employment who is not included as a reference.

Once the candidate is brought to campus for an interview, it is important to get as many different opinions as possible during what is usually a short one to three days of interviewing. Have the candidate visit with faculty from inside and outside the department, administrators, and students so that you can gather feedback from different perspectives. Your interview with the candidate should be carefully conducted so that you ask questions that get beyond the résumé. The most common mistake is for the interviewer to do most of the talking. Prepare questions so that there is structure to the interview. Let the candidate talk. Listen carefully.

There are two sides to the interviewing process. You are using the interview to choose the candidate that you wish to hire. You are also using the interview to recruit the faculty member who you wish to hire. Conducting the interview in a professional manner will increase the likelihood of choosing and recruiting well. A candidate will be impressed with a well-organized and thorough process. It is an opportunity to showcase the department while evaluating the candidate.

As stated earlier, you should put much time and effort into this process. In most cases, you will live with your decision for a long time.

Faculty Development

Your most valuable asset – the faculty – must maintain its motivation, vitality, and continuing education. One of the responsibilities of the departmental leadership is to garner resources for faculty development. Being able to supply funding for developmental opportunities is necessary for retaining and invigorating faculty.

Funds are needed for travel to conferences and meetings, which enable faculty to stay abreast of the latest trends in their areas of expertise. Knowing that travel will be supported if you have papers

and presentations accepted provides motivation to be professionally active faculty member. The same is true for attendance at seminars and clinics that provide continuing education.

Many Kinesiology faculty rely on equipment for their teaching and research. Advances in the technology are constantly being made. The latest developments in equipment require continual funding increases. Faculty should be incited to seek funding for supporting their equipment needs, rather than depending on those funds flowing from the department.

However, those faculty grants typically are not sufficient to provide the funding necessary to equip teaching labs. It is incumbent upon the departmental leadership to request funding to fully support the needs of the faculty so that the major curriculum can be offered with up-to-date, state-of-the-art equipment and materials.

Making the argument for funding requests seems at times the primary task of being department chair. Constructing cogent funding requests that are persuasive requires much time and effort. The success of those requests is a result of not only a well-developed request, but also the demonstration of the positive outcomes from past funding. Demonstrating that you are a good steward of institutional funds by utilizing them to produce positive outcomes for the institution contributes to the likelihood of receiving future funding. Finding funding sources and developing relationships with the funding decision makers is one of the vital roles of the departmental leader.

There is nothing more enjoyable for the departmental chair than to be able to provide funding for faculty activities. Securing grants and funding for the department often requires much learning on the part of the chair. Learning whom to ask and how to ask takes multiple attempts. Be prepared to develop that important skill.

Student Recruitment

Producing academically strong majors requires attracting academically strong students. Developing a robust major occurs when you have a talented, dynamic faculty who has the equipment and facilities to offer an exciting curriculum that attracts bright and motivated students. Motivated students with solid scholastic preparation in turn challenge and stimulate the faculty to provide the students with a meaningful experience.

Previously in this document the value of attracting students with a reputable and stimulating general education course was discussed. Other means for recruiting undergraduate majors include 1) having a reputation for providing students with a sound preparation for graduate and professional studies, 2) having a good track record for majors' acceptances to graduate and professional schools, 3) having majors find employment upon graduation, 4) having special opportunities within the major, such as undergraduate research, internships, and study away, and 5) having faculty available outside of the classroom to develop mentoring and caring relationships with majors.

Prospective students and their parents most often ask about outcomes for your majors. Developing strong reputations with graduate and professional schools by sending them well-prepared majors only enhances the opportunities for future majors. It also strengthens your reputation among the undergraduates when you can provide data indicating the success of your majors. Maintaining good records of your major's graduates is valuable for recruiting majors.

Encouraging your faculty to develop courses by including content and experiences that prepare students for future study and

careers is important to the development of a reputable and attractive major. Creating experiences for your majors that will make them distinctive from other majors and from majors at other institutions requires an effort on the part of all faculty. However, once faculty see the benefits of having undergraduate majors contribute to their research, the mutually beneficial relationships created will continue to build strong bonds between faculty and majors.

It is up to the departmental leadership to create the foundation for these faculty-student relationships. In essence, encouraging the faculty to take on coaching roles with the majors and helping them to find their interests and to identify their talents will increase the likelihood of their future success and satisfaction. Satisfied majors will be your primary source for recruiting future majors.

Recruitment of majors is important because you need talented majors to enhance the department's reputation. However, the major should not be exclusively for top students. In higher education institutions, typically, there is strength in numbers because funding is often determined by numbers. Developing the major curriculum to accommodate a wide variety of students' interest and abilities will contribute to a robust number of majors. Having both a reputable and large major enhances the ability to offer a wider variety of courses and to gain approval for increasing the size of the faculty.

Facility Development

Most sub-disciplines of Kinesiology require special laboratories and equipment. These facilities determine the type of experiences that you can provide your majors. Because these facilities are expensive, seeking funding for them becomes a major leadership responsibility.

The department chair must nurture relationships with administrators, foundations, alumni, parents, board of trustees and granting organizations to demonstrate the department's worthiness for financial support. Without major gifts, grants and allocations, the department cannot provide the facilities for cultivating student excellence.

In an earlier section of this Monograph, "Personal Skills," the importance of writing skills was cited. Often equipment requests are evaluated by how clearly and persuasively they are written. Writing these requests will commonly require multiple drafts. Requests should be carefully constructed with a cogent demonstration of your need and the value in fostering the development of your majors.

Making your case for a new facility usually requires multiple documents to a variety of audiences. Typically, large allocations of millions of dollars are not made without clear justification for their use. Be prepared to support your case with data.

New buildings and major renovations are a result of years of planning, fund raising and construction. Devote much time and effort to the process. You have to assume that you know better than any architect or construction engineer what functions you need the facility to accommodate. You must be prepared to scrutinize every plan and proposal. If you do not understand blueprints and codes, you will need to educate yourself. Throughout the process of getting a new facility, you must be the guardian of your department's needs and interests. These are decisions that will affect programming for the next 25 to 50 years.

How often have you seen a new gymnasium with equipment stored along the walls because it will not fit into the closets? Because you failed to convey to the architect that the closets had to be large enough to store gymnastics equipment, volleyball standards, etc. Another common oversight is having the passageway from the swimming pool pass through the locker room for access

to the showers, resulting in wet locker room floors. Anyone who has been responsible for working with architects on a new facility knows how important it is to scrutinize the plans to ensure that the intended function is realized.

Nothing can be more gratifying than to secure a new facility that energizes everyone associated with your department and program. Nothing can be more frustrating and disappointing to realize that a lot of money was spent on a building that does not deliver what you need. You will be a major determinant of which outcome is realized.

Institutional Visibility

Developing the undergraduate major into an outstanding program of excellence requires more than just having solid courses taught by motivated and expert faculty. Those qualities are necessary, but they are not sufficient for being recognized as one of the best programs at your institution. Being recognized as one of the best programs is important for receiving the funding support necessary for steady improvement and continuous progress.

Institutional visibility can be achieved through having 1) outstanding student achievement, 2) outstanding faculty achievement, 3) department-sponsored extracurricular programs, 4) strong community presence, 4) outstanding alumni achievement, and 5) opportunities to make presentations to the administration and board of trustees. Publicizing the departmental activities becomes an important part of the departmental leader's responsibilities.

Fostering student development through undergraduate research enables students to have extraordinary experiences not gained from regular classroom activities. Students who engage in the research process from identifying a topic to gaining Institutional Review Board approval to conducting an experiment, analyzing the data, and composing a manuscript or presenting the results orally or through a poster, will benefit immeasurably. Watching students mature academically as they engage in a research project while working closely with a mentor is gratifying. These students who embark on

challenging projects that require much time and effort over months always point to these activities as the most memorable and meaningful in their undergraduate education. Faculty are motivated by students who make the commitment to learn the skills necessary to complete their projects.

The results from these students' projects are easily championed by the department. Having students make presentations at national, regional, state and academic conferences and at institutional celebrations of student work brings recognition to the department for being on the forefront of student development. The respect gained by the department through having its majors highlighted is another benefit of attracting talented majors and encouraging faculty to nurture them to academic excellence.

Similar benefits come to the department when the faculty is recognized for significant achievements. These achievements include 1) acclaim for published research and well-known books, 2) awards for outstanding teaching, advising and research, 3) significant contributions to the community, and 4) elected positions in state, regional, and national organizations. As the faculty flourishes in these activities, the reputation of the department is enhanced.

The departmental reputation is also strengthened from alumni majors who are recognized for their accomplishments. Every time an article about them appears their alma mater and college major are noted. The department can publicize the outstanding alumni achievements and use them for student recruitment and validation of program effectiveness.

Developing departmental programs that contribute to the community is not only gratifying for the good that comes from these programs, but it also brings much recognition to the department. Alumni, local businesses, foundations, granting organizations and your institution itself will often reward the department by providing support for faculty and students to conduct these community programs that can be used for teaching, research, and service.

All of these avenues for increasing departmental visibility taken together will create a highly respected reputation that enhances the likelihood of external support and rewards.

Appendix

Worksheet #1 (Vision and Mission)

A vision statement provides a concise, focused description of an organization's overarching goal. The statement should be inspiring. It's what an organization aspires to become. The vision should be developed and shared by everyone in the department. Effective vision statements are concise and focused.

A mission statement also provides a snapshot of the organization's long-term goal. Compared to the vision statement's outcome orientation, the mission statement is action-oriented. Your departmental mission describes your purpose, usually followed by laying out goals necessary for realizing that purpose.

You can find many examples of vision and mission statements of companies with an online search. For example, see Proctor and Gamble's Vision and Mission statements:

Vision: To be the best consumer products and services company in the world.

Mission: To provide branded products and services of superior quality and value that improve the lives of the world's consumers, now and for generations to come.

Below is an example of vision and mission statements for the Health Sciences department at Furman University.

Vision: To become recognized as the premier Health Sciences department for institutions of comparable size.

Mission: To fulfill an integral and important role in helping the institution achieve its purpose of developing the whole person.

The department identifies four primary goals for achieving its mission. These primary goals listed below, along with the vision and mission statements guide the department in its decisions regarding future programming, budgeting priorities and how to utilize resources.

1. To continue providing a general education course which leads students to understand the consequences of lifestyle habits on their well-being through the development of physical fitness and awareness of the contribution of physical activity to wellness.
 2. To continue providing a major in Health Sciences which promotes broad inquiry in the discipline, consistent with Furman's liberal arts philosophy, through an understanding of research principles.
 3. To continue promoting campus wellness activities and programs.
 4. To continue providing community service and being an integral part of Greenville's efforts to promote wellness.
- Write a Vision Statement for your department using the criteria described above.
 - Write a Mission Statement for your department using the criteria described above.

Worksheet #2 (Institutional Politics)

It is important for you and the department's faculty to be well-represented on institutional committees. Establishing relationships and creating visibility for the department will benefit it as proposals come forth from the department that seek approval from the faculty and administration.

Make a list of key institutional committees (curriculum, academic policies, Faculty Senate, tenure and promotion, etc.) and

identify those on which you serve and those that include one of your faculty members. Identify those that do not have any representation from your department and develop a strategy for gaining membership.

Worksheet #3 (Curriculum Development)

Examine your current curriculum by answering the following questions.

1. Does your department participate in the institutional general education program?
 - a. If so, is that course(s) considered favorably by students across the institution?
 - b. Are you devoting the faculty resources to that course that enable its success?
 - c. If you do not participate in the general education program is there an opportunity to do so? Identify how you might be included. Develop a plan.
2. Examine your major to determine if it is well received by students and faculty.
 - a. Is it popular? Is your number of majors growing, declining or static?
 - b. Are faculty enthused about teaching in the curriculum?
 - c. Are students well-prepared for graduate and professional studies? For employment?
 - d. Is there an opportunity to enrich or expand the major? Or do you need to downsize the major to ensure excellence in your offerings?
3. What is being done to highlight the major?
 - a. Do you have employment and graduate study data for recent graduates to share with your majors?
 - b. Have you invited successful alumni to speak to your majors?
 - c. Have you conducted career and graduate study fairs?

Worksheet #4 (Faculty Recruitment)

1. Create a list of metrics that would be used to justify a new faculty position in your department.
2. Create a faculty recruitment template that provides step-by-step tasks to be completed from writing the job announcement to making the position offer to a job candidate.
3. Develop a matrix to be used for evaluating the faculty candidates.
4. Develop a standardized interview script that can be used with appropriate modifications for all positions.

Worksheet #5 (Faculty Development)

Make a list of Faculty Development opportunities that you consider important for faculty. You may want to design a list for each faculty rank because developmental needs and opportunities generally vary by years of service. Be aware of department members' desired development opportunities, not by direct questioning necessarily, but by virtue of your ongoing conversations with them.

Worksheet #6 (Student Recruitment)

1. Create a document with current and historical data showing the number of students entering your major and the number of majors who graduated during the past 10 years.
2. Examine the majors' data to determine if there have been upward and downward trends in the number of majors and graduates. If so, analyze the changes to determine what factors may be responsible for these fluctuations.
3. Conduct senior exit interviews to identify what majors liked and disliked about their departmental experiences.

Worksheet #7 (Facility Development)

1. Evaluate facilities to determine if the facilities are adequate for conducting the departmental curriculum. Design a rubric for the evaluation.
2. Consider visiting other institutions with respected majors to see their facilities.
3. Consider using an external evaluator to perform a facility assessment. This assessment will be valuable to you when making a funding request for facility improvements.