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LEADERSHIP RESPONSES TO CHANGE IN 21st CENTURY CALIFORNIA STATE
UNIVERSITY PHYSICAL EDUCATION/KINESIOLOGY DEPARTMENTS

by

Paulette Wong Hopkins

A dissertation submitted in partial fulfillment
of the requirements for the degree of Doctor of Education

University of San Diego

1998

Dissertation Committee

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Abstract

A number of driving and restraining forces seem to foretell of a paradigm shift in today's post-secondary physical education departments. While the majority might agree that some change is inevitable, of utmost importance and concern is the manner in which change occurs. Left to the vagaries of chance, change can be chaotic and destructive; conversely, when effectively managed by leadership, controlled change can result in immense benefits. This study details leadership perspectives and views on driving and restraining forces that may impact California State University (CSU) physical education departments into the 21st century. It is believed that an analysis of the perspectives can be used to more effectively manage the change process.

A panel of 20 CSU physical education/kinesiology department chairpersons from 17 of the 19 CSU physical education/kinesiology degree-granting institutions provided insight on the forces and strategies that will help to shape 21st century CSU physical education/kinesiology. Use of the Delphi Method helped CSU chairperson participants identify future changes for 21st century CSU physical education/kinesiology departments and forces either driving the CSU departments towards those changes or acting as obstacles against the change.

The findings identified the following future changes:

1. More departments will change their names.
2. Technology-mediated instruction will affect teaching styles and learning processes.
3. Faculty will be expected to become more involved with community outreach.
4. Departments will be expected to be more collaborative both within and outside

of the university.

5. Degree focus will encompass the total life span, target health promotion, experience further diversity, emphasize science-based study, adhere to more prescription by accreditation agencies, and create more certificate programs.

CSU chairpersons identified seven forces driving future changes: accountability, student as consumer, population demographics, health care reform, limited resources, technology explosion, and faculty retirement/replacements. They also identified four forces acting as obstacles to the change: culture of faculty, limited resources, traditional thinking, and faculty retirement/replacements. Five of the driving forces were defined as external forces that push for change from outside of physical education/kinesiology departments; three of the restraining forces were defined as internal forces that hinder change from within the departments. It was concluded that CSU physical education/kinesiology departments are experiencing similar symptoms of an organization in transition.

Additionally, CSU department chairpersons identified leadership strategies that they believed may help to affect the shaping process. A summary of the top four leadership strategies identified faculty as the main target for strategy focus. Study participants also provided 11 suggestions for professional development agendas that might be beneficial to nurture the change process. Most suggestions focused on educating faculty about university issues, updating faculty on instructional methods and technologies, and conflict management. While chairpersons appeared to understand the importance of faculty inclusion in their leadership strategies, frustration was expressed with the difficulties of managing faculty culture.

Finally, CSU chairpersons offered evidence to support the use of the Delphi

Method as an educational process; it helped participants to clarify opinions, understand particular topics, and develop skills in future thinking. However, most respondents also revealed that they had no individual goals as a result of their participation in this process.

DEDICATION

TO PHILIP, JONATHAN, THOMAS AND ELIZABETH

To my husband, Philip, who has genuinely encouraged and supported me in every endeavor; and to my children, Jonathan, Thomas and Elizabeth, who have demonstrated patience, understanding and love throughout my doctoral process.

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Chapter One: The Problem

And if a kingdom be divided against itself,

That kingdom cannot stand.

And if a house be divided against itself,

That house cannot stand.

Mark 3: 24-25

Statement of the Problem

A number of driving and restraining forces seem to foretell of a paradigm shift in today's post-secondary physical education departments. While the majority might agree that some change is inevitable, of utmost importance and concern is the manner in which change occurs. Left to the vagaries of chance, change can be chaotic and destructive; conversely, when effectively managed by leadership, controlled change can result in immense benefits. This study details leadership perspectives and views on driving and restraining forces that may impact California State University (CSU) physical education departments into the 21st century. It is believed that an analysis of the perspectives can be used to more effectively manage the change process.

On a superficial level, change can be seen in the increasing number of physical

education departments that have renamed themselves. Some institutions claim exercise science, sport science, kinesiology, movement studies or human performance as labels that seem to more accurately describe the nature of a contemporary physical education program (Newell, 1990b). Additionally, Newell (1990a) reported nearly 70 different labels used to represent department titles for the study of physical activity in university settings. The data imply traditional teacher preparation programs that educate future physical activity leaders are no longer the main focus of the physical education kingdom (Razor & Brassie, 1990).

Beyond the nomenclature debate, a deeper fundamental question begs to be answered: are physical education departments changing their names to better reflect the changing nature of the field, or do the changes foretell of impending disaster in the form of a major schism? This is alarming because a schism could conceivably result in the disappearance of physical education departments as they are absorbed into health-related disciplines.

The contemporary physical education department includes a potpourri of exercise and sport-related subdisciplines. While diversity contributes to an expanded knowledge base for the physical education kingdom, it also invites dissonance. Multiple subdisciplines create adherents from different perspectives with different sets of assumptions (Greendorfer, 1991; Siedentop, 1990). It may be that the divergent perspectives are responsible for the nomenclature and curriculum debates and may directly contribute to the current state of turmoil within the physical education arena.

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Within the CSU 23-campus collective, 19 campuses offer physical education programs under 9 different department labels. The challenge for those in positions of leadership is to understand the complexity of cohesion in turbulent times. Leadership issues significant to divergence, divisiveness and change appear on center stage in the physical education drama taking place in the CSU system.

It appears that the future evolution of physical education may depend on how leaders at individual institutions respond to leadership issues. The research process used in this study--the Delphi Method--is a group communications structure used to facilitate communication on a specific task. As used in this study, the Delphi Method has promoted greater awareness among participating colleagues and thus may assist them as they respond to the challenges of change.

Background of the Problem

Physical education has traditionally been defined as the study of human movement. Typically, students of physical education participated in a curriculum that included the following: science for foundation; sport skill acquisition for demonstration; and, pedagogical theory for teaching. All traditional physical education majors had K-12 or higher education teaching career intentions.

Over time, population demographics, market demand, technology and university politics affected the focus of physical education. While population demographics dictated a trend of diminishing K-12 teaching opportunities for physical education majors, a growing fitness movement that embraced physical well-being and healthful activities

created a demand for physical education majors outside of the teaching environment. Thus, professional opportunities beyond the K-12 school and higher education settings introduced a new set of career options for physical education majors (Razor & Brassie, 1990). While in one sense broadening the knowledge base, multiple career options added to the diversity and helped drive the field towards a different focus.

At the same time, technology, changes in department labels and university politics significantly shifted the scholarly dimension of physical education faculty towards an increased focus on research endeavors, scholarly productivity and emphasis on interdisciplinary study (Razor & Brassie, 1990). The research epidemic allowed faculty to explore individual interests in specialized areas of physical education. Exercise physiology, biomechanics, athletic training and sport psychology are examples of sub-areas that eventually evolved into specialist programs within physical education (Lumpkin, 1992). Each specialist program required the support of faculty experts and the financial commitment for sophisticated technology from the university. Numbers of published articles, research grant awards and laboratory facilities validated specialist programs and nurtured competition within physical education departments. Soon, preparing physical education teachers for the K-12 classrooms and training physical education professionals for private industry were not the major focus of physical education. Some university faculty believed that the establishment of discipline status through scientific inquiry was important and fundamental for the credibility of the discipline (Henry, 1964; Newell, 1990b; Park, 1981).

Contemporary physical education departments include a collection of divergent specialists who reside within the same house to produce the following: school-based professionals, non-school-based professionals, and physical education researchers. Increased divergence in the physical education discipline focus has resulted in fragmentation, territorialism, partisanship and divided houses within a chaotic kingdom.

The CSU system offers parallel examples of increasing divergence within physical education departments. Within the 23-campus CSU collective, physical education departments at autonomous campuses don different labels and maintain different focuses. A few label examples include Kinesiology and Health Promotion at California State University Fullerton; Exercise and Nutritional Sciences at San Diego State University; Human Performance at San Jose State University; and, Physical Education at California State University Los Angeles. In addition to the different name, each CSU campus offers different lists of subdiscipline program specialties. The divergent profile of physical education departments within the CSU collective presents the CSU system as a prime model for the study of leadership and change. The CSU data gathering and analysis produced from this study may offer possible solutions to other institutions in similar crises.

Importance of the Study

The Christian apostle Mark wrote, “If a house be divided against itself, that house cannot stand” (Mark 3:24-25). Likewise, the divided house of physical education may be unable to remedy its divergence problems within its current structure. If conflict and

turbulence preempt change, evolution towards something different may be on the horizon. It appears that the ability of leadership to envision forces and strategies, which may significantly influence the evolution process, seems to be essential to the future of the physical education discipline.

Insight from the leadership of the 23-campus CSU system may offer a wealth of knowledge to the leadership process. Leaders who understand the challenges of coherence within a divergent organization may offer interesting perspectives for solutions. The perspectives may represent the changing needs of physical education and perhaps, breathe more life into the leadership context.

Additionally, when expressing ideas on leadership strategies for their changing organizations, leaders may shed some light on their understanding of leadership. This piece of the research process is important because we may be able to learn more about the level of leadership understanding among physical education/kinesiology chairpersons. Data on this issue may provide information concerning the need for leadership training programs for physical education/kinesiology department leaders.

Thus, it is important to seek leaders' future perspectives for learning and change. Learning and knowing about the process of change are outcomes for those both inside and outside of the research process.

Purpose of the Study

The purpose of this study was to gain insight from the perceptions of the CSU

physical education department chairpersons on the forces and strategies that may help to shape 21st century physical education departments in the CSU system. From their positions of leadership, CSU department chairpersons tend to view issues through a broader perspective than other faculty members. Hence, their perspectives may offer direction for the future of physical education in the CSU system and suggest possibilities for other physical education departments in similar crises.

Although this study was limited to the CSU system, information on the future of physical education/kinesiology--through the eyes of department chairpersons--may be valuable to other institutions outside of California. Other post-secondary institutions face similar challenges with divergence and change; physical education department name changes across the country heralds the transition.

Additionally, as a 23-campus collective, the CSU system represents a diverse population of students, faculty, and programs. More than one viewpoint was represented in the data. More specifically, while the CSU system grants graduate degrees, the undergraduate degree remains its primary focus. Those institutions that also focus on undergraduate physical education/kinesiology degrees may find value in the findings of this study.

The Delphi Method was chosen as the research methodology to provide a forum for the CSU leadership to express opinions about the future. It is hoped that leadership will use the information to help prepare for future changes in physical education; information on perceived trends can provide leadership with the tools to help in long-

range planning, curriculum development, justification of resources and department validation.

Research Questions

My research questions involved identifying the following items:

1. The driving forces that may shape physical education departments in the 21st century.
2. The restraining forces that may act as obstacles to the change process.
3. The leadership strategies that may help to guide evolving 21st century physical education departments through the turbulence.

I was interested in learning how chairpersons in positions of leadership in CSU physical education departments perceived and intended to respond to the leadership issues on change. I assumed that the perspectives of department chairpersons in positions of leadership offer a clearer understanding of leadership issues, and perhaps, offer a future vision for physical education.

Additionally, I was interested in creating a research process that promoted greater awareness among chairpersons facing the issues and one that could provide illumination on the leadership process and the challenges of change. Because the Delphi Method is recognized as a forecasting device, I selected it as the research tool to address my research questions.

Assumptions Related to the Study

The following assumptions were made for this study:

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1. All CSU physical education chairpersons have knowledge and leadership experience necessary to qualify as experts.
2. The expert perceptions, derived through the Delphi Method, provide valuable information for the future of the physical education discipline in the CSU system and suggest possibilities for other physical education departments in similar environments.
3. The Delphi Method is a valuable research tool for forecasting, problem-solving, and producing high quality ideas on alternative futures.

Limitations of the Study

I limited the study to a pool of physical education department chairpersons from the CSU system, which includes 21 autonomous university campuses. As a collective, the CSU system confers the majority of undergraduate and graduate degrees in physical education in the state of California. Although the subject pool represents a diverse population, the perceptions offered in the findings are based on the conditions in the state of California.

While the Delphi Method remains a valuable research tool for opinions and conjecture on what might be in future physical education departments in the CSU system, it cannot claim to be a technique for establishing the truth. Thus, the outcomes of this study may only be construed as conjecture that is based on the perceptions of the CSU chairperson expert panel. In addition, this study was limited to my skill as a researcher using the Delphi research tool and the motivation and commitment of CSU chairpersons

to participate as experts.

Additionally, as a physical education teacher of 21 years, I acknowledge my personal bias as a limitation. Although I am not affiliated with the CSU system, I have knowledge about the issues because of my involvement in the physical education profession. The knowledge and experiences that I have gained as an active member of the profession lead me to suspect a strong impetus for change. I was motivated to perform this study by my belief that change is inevitable and thus requires strong consensus and leadership.

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Chapter Two: Literature Review

The literature review is divided into four sections. Each division presents a different perspective in order to offer a broad understanding of the challenge of change faced by the leadership of post-secondary physical education departments. The first section provides an historical review from 1885 to the present; it supplies insight on the early beginnings and development of physical education from teacher preparation programs to the current state of fragmented subdisciplines.

The second section presents discussion on the development of perspective differences and discloses interesting arguments about what drives the divergence issues within the field of physical education. Arguments from political, discipline, teacher preparation and integration viewpoints demonstrate the philosophical differences that have contributed to the current chaos within physical education.

The third section provides an overview of the California higher education structure and presents background information on the philosophical missions of the institutions within the structure. Additionally, to demonstrate the lack of common focus, physical education programs within the University of California, the California State University and the California Community College structures are identified and described.

Finally, because leadership is central to the challenge of change, section four

reviews leadership theory on organizational chaos and change.

Historical Overview of Physical Education: 1885 - Present

The years between 1885-1930 were an evolutionary period for physical education. As a subdiscipline of medicine, the profession of physical education emerged through the guidance of medical doctors and college educators. In addition, the social and political climate of the period raised the public conscience on health issues for common people. Parallel events created attention and demand for physical education programs which, in turn, stimulated the development of certification and university degree programs for physical education teachers (Mechikoff & Estes, 1993). By 1892, Stanford University and Harvard University were the first schools to offer four-year degree programs in physical education teacher training. Meanwhile, college physical education professors and administrators responsible for these degree programs continued to maintain medical and graduate training as requirements for leadership (Zeigler, 1916). Those who prepared physical education teachers for the K-12 classrooms were required to have an extensive graduate background in medicine and physical training. Thus, two physical education preparation programs existed: one for elementary and secondary teacher training and one for college teacher training.

By 1930, physical education had emerged with a new theoretical foundation that embraced a psychosocial approach. Faculty advocates packaged physical education as a medium for the psychological, social and physical education of the total person.

Sportsmanship, leadership, democracy through group cooperation and the development of

ethical values were additional side benefits of the new physical education in both the K-12 and university systems (Lumpkin, 1992). The ideals successfully carried physical education through the Depression and World War II years. Meanwhile, governmental pressure for research in specialized areas of physical education set the stage for the emergence of physical education as a discipline (Weston, 1962).

The launching of Sputnik in 1957 reinforced the value of scientific inquiry (Seidentop, 1994). Likewise, college physical education faculty increasingly engaged in scientific activity that created a new emphasis on knowledge and the beginnings of the physical education discipline. The discipline movement would change the professional nature that physical education had embraced for nearly 80 years.

The Early Years: 1885-1930

In the 1880s and 1890s, American universities became increasingly professional and shifted focus from the liberal arts to pragmatic, career-oriented students and studies. As a result, the exclusive professional authority once given to doctors was also directed to all university graduates, including those specializing in physical education. Historically, before this time, doctors were trained by other doctors; now doctors were being trained at universities along with physical educators. Accordingly, new disciplines developed to house the evolving body of medical knowledge. When the field of medicine divided into subdisciplinary groups, one division was the subdiscipline of physical education (Mechikoff & Estes, 1993).

During the first professional organizational meeting for physical education, 49

people came together to discuss common interests in physical education. Twenty-five of those in attendance were medical doctors associated with a college or university. The most interesting debate focused on the advantages and disadvantages of the German and Swedish gymnastics systems (Mechikoff & Estes, 1993). The controversy, known as the “battle of the systems,” raged for 30 years as physical education experts searched for the methodological panacea for keeping fit and healthy.

Furthermore, between 1885 and 1890, six training schools were established for the development of physical education instructors (Lumpkin, 1992). The training schools, called Normal Schools, offered physical education certificates ranging from summer sessions to two-year programs. According to Mechikoff and Estes (1993), four-year degree programs began at Stanford University and Harvard University in 1892; University of California in 1898; University of Nebraska in 1899; Oberlin College in 1900; Teachers College - Columbia University in 1901; and, University of Wisconsin in 1911. Considerable diversity existed in program emphasis. “The blend of personalities involved in the development of each school and the place that new physical education departments assumed within the structural organization of the college affected the manner in which the program developed” (Mechikoff & Estes, 1993, p. 226). For example, Stanford’s program reflected the health and hygiene interests of Wood, while Harvard’s program emphasized physiology under the leadership of Fitz (Lupcho, 1986).

In response to legislation for mandatory physical education, some universities placed physical education programs within schools of education. For example, when

Michigan passed mandatory physical education laws in 1911 and 1919, The University of Michigan (in 1921) added a four-year physical education teacher training program to the School of Education's curricula in (Mechikoff & Estes, 1993).

A common post-World War I belief that American soldiers had been poorly conditioned helped to create a sympathetic attitude towards physical education (Mechikoff & Estes, 1993). Americans believed that young boys were physically unfit and would be unprepared to defend their country in war should they be called upon again. Thus, it made sense to include physical activity in the schools where young boys spent most of their day. It was believed that daily physical activity would ensure the development of a physically fit population, which would be required in case of another war.

The prevailing attitude prompted 28 states to legislate compulsory public school physical education (Hillby, 1930). The legislature resulted in a four-year curriculum that lead to a bachelor's degree as a standard for those who wanted to teach physical education in the 1920s. Medical training continued to be viewed as necessary for those who sought administrative or college professorial positions in physical education (Ziegler, 1916). University positions necessitated either medical or graduate degrees. Thus, the requirements and curriculum for a college-oriented teacher were different from an elementary/secondary teacher of physical education.

Emergence of Physical Education: 1930-1957

By 1930, sport, fitness and physical education consolidated under a professional

umbrella called physical education (Seidentop, 1994). By this time, the “battle of the systems” debate was resolved. Gymnastics as a curricular standard for physical education had been replaced by the *new physical education* (Cassidy & Wood, 1927). The new physical education provided the philosophical foundation to refocus school programs from gymnastics to sports, games, dance, aquatics, and other natural activities that children encountered in their daily lives (Lumpkin, 1992).

Some leaders of the era, like McCloy, who was a research professor in physical education at the State University of Iowa, interpreted the new physical education focus as a means for physical participation for health benefits (Lumpkin, 1992). The new physical education focus allowed for variety in physical activity options. In addition to the health benefit beliefs, other leaders professed that physical education provided mental vice physical benefits. One such leader, Williams (1930), claimed that physical education helped to educate the total child. A professor at Teacher’s College of Columbia University, Williams vigorously defended his philosophy of *education through the physical* because he believed that physical education helped to develop social, emotional, and intellectual objectives and thus, better prepared students to live in a democratic society (Lumpkin, 1992).

Other supporters of education through the physical philosophy included a number of *play* advocates including Hetherington, a physical education professor at Stanford University; Gulick, a medical doctor and supervisor at the YMCA Training School; and, Nash, a physical education professor at New York University. They claimed the

following:

Play developed health and vigor; it developed character, and the associated habits of loyalty, sportsmanship, friendliness, honesty, and leadership; it developed ideas such as democracy through group cooperation; it developed moral and ethical values; it promoted worthy group membership; and finally, because play was instinctive and natural, it was educative. (Mechikoff & Estes, 1993, p. 240)

The play philosophy guided the evolution of the physical education profession. The study of physical education continued to flourish throughout the era. Even when war and economic crises limited physical education funding in school programs, an attitude towards the importance of well-being endured outside of the school setting through the Depression and World War II. Local sport, youth sport and family sport participation increased substantially. Lack of personal funds for professional sport entertainment allowed Americans to establish a sport participation pattern (Seidentop, 1994).

Millions of urban workers--men, women and children--were finally enjoying the organized sports that had been introduced by the fashionable world half a century and more earlier. Democracy was making good its right to play the games formerly limited to the small class that had wealth and leisure to escape the city. There is every reason to believe that in the 1930's, the public was spending more of its leisure on amateur than on professional sports. (Dulles, 1940, p. 349)

General population sports participation created the need for sports-related professionals in areas like sports clubs and parks/ recreation departments. Physical education graduates realized opportunities beyond the school system, which contributed to the evolution of the field.

Other opportunities that influenced physical education during World War II included government-funded research (Weston, 1962). Interest in fitness for soldier preparation was an obvious concern. However, the beginning of the motor learning subdiscipline can be traced to the war effort development of specific motor and visual discrimination skills for airplane gunners and aircraft lookout soldiers. Also, the adapted physical education subdiscipline emerged from the aftermath of World War II when thousands of wounded soldiers needed rehabilitation and adapted activities. Enormous pressure for research in specialized areas of physical education set the stage for the emergence of the discipline of physical education (Seidentop, 1994).

Paradigm Shift: 1957 - Present

Seidentop (1994) identified the post-Sputnik era as most influential in the evolution of physical education from a professional field to a scientific discipline. During this time, the race to the moon drove a quest for scientific knowledge that influenced most career fields including physical education. Physical education professors increasingly engaged in scientific activity which, in turn, created a new emphasis on knowledge in the human movement and sport domain. Organization of knowledges from scientific inquiry contributed to early recognition of physical education as a discipline.

Another milestone for the establishment of discipline status in physical education literature was Henry's (1964) scholarly proposal to colleagues to organize physical education as an academic discipline. The post-Sputnik era had created a belief system in the unquestioned value and ultimate authority of scientific inquiry. It became clear that universities needed to "buy into" the current social-political climate to maintain credibility (Seidentop, 1993). Many faculty and physical education departments responded to Henry's call to establish the discipline of physical education. The need to produce more scientists and increase the academic rigor for physical education became a priority.

Exercise physiology developed as the most prominent subdiscipline. Other early subdiscipline areas included biomechanics, motor learning, sport psychology, sport sociology, sport history and sport philosophy. The subdisciplines became a major influence in the core study for the physical education discipline. However, much of the research conducted within these areas offered little practical application for the physical education teaching professional in school settings. The discipline movement would change the professional nature that physical education had embraced for nearly 80 years, dating back to the emergence of the Normal Schools in 1885.

While the post-Sputnik scientific era provided impetus for the evolution of physical education from a teaching profession to an academic discipline, cognitive dissonance brewed among the advocates of the physical education profession. While building an academic discipline, the evolution inadvertently and indirectly contributed to

the decline of teacher training (Newell, 1990a). The evolution to specialization and fragmented subdisciplines (Greendorfer, 1987; Park, 1980) caused chaos within physical education departments (Newell, 1990a).

Development of Perspective Differences and Chaos in Physical Education

Greendorfer (1991) articulated that the development of subdisciplines invited differences in perspectives. Different perspectives resulted in a movement to rename the discipline. Examples of nomenclature that replaced physical education included exercise science, human performance and kinesiology. No one title was identified or as universally accepted as the title physical education had been accepted in the past. Razor and Brassie (1990) reported

It is apparent that two phenomena are occurring with regard to the changing of titles in departments of physical education; (a) Change is occurring among all type, size, and mission-oriented institutions, with the greater frequency occurring in research-oriented institutions with enrollments over 15,000, and (b) where change does occur, there is more divergence than commonality in the titles selected. (p. 89)

Clearly, as department titles reflected departmental focuses, physical education grew more divergent. However, Newell (1990a) argued that chaos prevailed beyond the surface nomenclature debate and reflected a more fundamental problem.

Greendorfer (1991) credited the fragmented subdiscipline issue to Cartesian reasoning or dualistic thinking. Thinking in terms of mutually exclusive dichotomies led

to a partitioning of knowledge into vertical fragmentation represented by the specialized subdisciplines. Greendorfer and others added that a willing acceptance of this mutually dichotomous structure of knowledge created a clear hierarchy of knowledge domains that had, thus far, resisted integration attempts (Greendorfer, 1991; Hoffman, 1985; Lawson & Morford, 1979).

Moreover, Greendorfer (1991) also showed how the resultant fragmentation created other series of debates (Newell, 1990b; Hoffman, 1985; Thomas, J., 1985) on goals and objectives of curricula (Corbin, 1990). Greendorfer (1991) argued, “clearly, disagreement about the nature of subject matter leads to a diffuse focus, which in turn creates debate over core concepts. If we fail to agree on subject matter or arrive at an understanding of underlying concepts, the field’s history of debate and disunity will only be extended” (p. 49).

Likewise, Newell (1990a) claimed that chaos reigned within physical education departments because disagreement existed in university departments on the central academic focus of the field of study. Real philosophical issues such as “The incorporation of disciplinary emphases, other professional focuses beyond the traditional teaching focus, and the accompanying downscaling or even elimination of teacher training left many in the field uncertain of its center of gravity” (Newell, 1990a, p. 229).

Political Perspective

Locke (1990a) offered yet a different and interesting explanation for the debates and chaos issue within physical education. He described the quandary as a political issue

about power and turf.

It is about who will control the undergraduate major, not about what is in it or its present state of evolution. This program is about who will teach it and which students are required to take it. We are talking about a test of the political power produced by a new alliance between the disciplinarians and the new neoconservative ideology of the educational reform movement. (p. 36)

In addition, Locke raised a more subliminal issue regarding the self-pursuit of prestige and respectability of physical education faculty in academia. By changing the name to kinesiology and moving towards a discipline study, physical education appeared more scientific and hence, earned the respect physical education faculty had desired for a long time.

Struna (1991) also used politics to explain Henry's call for a discipline focus. Struna acknowledged the discipline movement as a purely defensive call that was a reaction to attacks on the very existence of post-secondary physical education. In other words, the discipline movement was merely a ploy for the survival of physical education in the university.

Discipline Perspective

Theoretical conceptualization and acquisition of knowledge for its own sake drove a movement known as *disciplinarization*. The disciplinarization of the traditional practice of physical education originated in 1964 when Henry (1964) made a formal appeal for

discipline status to the profession. Henry's case was predicated on the reality that many post-secondary scholarly activities were not educationally driven. In fact, teacher preparation was only one of the many specialty programs of study in physical education.

Henry believed that physical education satisfied the requirements for discipline status that included "A body of knowledge, a conceptual framework, scholarly procedures and methods of inquiry, a process of discovery and end results" (Lumpkin, 1992, p. 44). From Henry's perspective, increasing scholarly activity contributed to the development of the body of knowledge and conceptual framework; the results offered merit to distinguish physical education as a true academic discipline.

The evolution of physical education from teacher training programs to discipline status spawned new cognate subdisciplines. Additionally, the demand for scholarship evidence by university bureaucracy accelerated the growth and sophistication of the subdiscipline specialists (Lumpkin, 1992). Today, the specialists are well established and contribute to the fragmentation issue.

Meanwhile, recent post-secondary hiring trends continue to demonstrate the demand for faculty specialists (Rowe, 1996). In any one issue of *The Chronicle of Higher Education*, one can find employment vacancies for exercise physiologists, elementary or secondary pedagogy specialists, sports management experts, or sports medicine trainers. Current trends send a clear message to graduate students in support of specialization. Bryant, Pierce, Zakrajsek, Passmore, Swanson, Conn and Mawson (1992) reported that the specialization trend is also being seen at the undergraduate level. Many undergraduate

students select a specialized curriculum that prepares them for specialized jobs or graduate programs in physical education.

Teacher Preparation Perspective

From the teacher preparation perspective, the physical education discipline approach offered little help for progress. Locke (1990b) argued that teacher education, from a physical education discipline focus, required a different set of assumptions and undergraduate preparation. From a discipline perspective, the study of physical education would not provide undergraduates with the tools that are important for success as a teacher. A curriculum based on theoretical study of physical education would not help prepare students for service careers. Thus, Locke (1990b) concluded:

Our disagreements ultimately are too profound. We do not share a common definition of the subject matter that constitutes our field. We do not agree upon what knowledge has priority in professional education. Most important, we have substantially different understandings of how practitioners think and do their work. (p. 328)

Likewise, Seidentop (1990) discussed the fundamental philosophical differences in discipline and professional study. While Seidentop acknowledged the value of the discipline movement, he defended his position that discipline-based curriculum for the professional study of physical education, or any of the health enhancement or leisure services professions, did not help the development of professionals. Additionally, Seidentop concurred with Locke's belief that professional undergraduate preparation

functions on a different set of assumptions from that of a theoretical discipline approach.

Integration Perspective

Spirduso (1990) defended the movement of physical education to kinesiology as a cross-disciplinary field of study rather than an academic discipline. However, Spirduso claimed that a cross-disciplinary nature of the field dictated that study could not be the exclusive domain of any particular discipline. Furthermore, Spirduso identified the activity-cognate discipline approach as dangerous and leading to increased fragmentation of the discipline and eventual dissolution. Spirduso added that activity-cognate disciplinarians, such as sport physiologists, sport psychologists and sport sociologists, need to recognize that understanding physical activity can be best accomplished through cross-disciplinary study. However, with regards to professional development, Spirduso did not take an integrative position. Instead, she made strong statements that practical experiences were not a part of the field of kinesiology and belonged in schools of education.

Other integrationists were more inclusive. Ellis (1990) expressed belief that the needs of the profession drive the nature and scholarly content in the field. Ellis added that faculty are charged with the responsibility of engineering effects, not simply the discovery of knowledge. Furthermore, Ellis articulated that human movement science and professional practice are interlinked in that the output from one forms the input to the other. Thus, Ellis supported an inclusive, declarative knowledge core curriculum that incorporated all-inclusive theory and movement.

Likewise, Lee (1995) called for the integration of scientific and pragmatic developments. Lee said “When dealing with physical education as a science, especially under the ideal of co-existence, it follows it cannot be treated as an isolated concept or theory, but must be seen as a comprehensive concept, including aspects of both scientific discoveries and pragmatic applications” (p. 23).

Instead of arguing about a name, Bunker (1994) believed the task for physical education entails envisioning a way to link together the various components of its diverse resources. Bunker further defended emphasis on a common mission to understand human movement and its contributions to human physical and mental health as the central issue for the integration of physical education. According to Bunker, other agendas for specialization and splintering subdisciplines will create a dangerous and unstable position for physical education.

Other scholars (Corbett, 1995; Lawson, 1995; Lee, 1995) agreed that a re-examination of discipline purpose may bring the subdisciplines to a central focus for integration. Lawson (1995) acknowledged the personal and social developmental benefits physical education brings to the future global community. Lawson articulated the need for citizen professionals who operate with world ethics for the common good. Likewise, Corbett (1995) suggested that physical educators revamp their methods and techniques for teaching educational aims of sport activities. In addition to play and sport education approaches, Corbett recommended a personal and social developmental emphasis to realize educational goals. Both Lawson and Corbett supported humanization as a central

vision to link the discipline and guide it into the future.

California Higher Education Structure

Public higher education in California is organized as a three-tier structure with the University of California (UC) system at the top, the CSU system in the middle and the California Community College (CCC) system on the bottom. Each tier provides similar educational services to select populations with the UC being most selective. While the three tiers collaborate with each other, competition exists in many areas. Additionally,, each system functions autonomously within its own bureaucratic framework.

The following discusses the mission of each of the three tiers of California's post-secondary education system. Physical education programs within the tiers are identified and described for background information. Additionally, the CSU Cornerstones Report (California State University, 1998c), which articulated future directions for the CSU, is reviewed to offer future goals from an institutional position. Finally, statistics on conferred degrees are shared to demonstrate institutional focus and commitment.

The University of California

The UC system includes a collection of nine campuses. The UC resides at the top of the California higher education hierarchy because it confers bachelor, master and doctoral degrees. Authorized by the state constitution and governed by the Board of Regents, the UC professes a mission dedicated to excellence in teaching, research and public service (University of California, 1997).

Of the nine UC campuses, four offer degree-granting programs in physical

education. None of the programs is listed under the professional umbrella of physical education. At UC Berkeley, human biodynamics AB, MS and PhD degrees are granted (University of California Berkeley, 1997). At UC Irvine, exercise physiology degrees are granted within the School of Medicine (University of California Irvine, 1998). At UC Los Angeles, physiological science BS, MS and PhD degrees are granted (University of California Los Angeles, 1997). At UC Davis, exercise science AB and BS degrees are granted (University of California Davis, 1997). The prominent feature of the programs within the UC system is its commitment to research. Because research is an important component of the UC mission, human biodynamics, exercise physiology, physiological science and exercise science degree programs set research endeavors as a priority for both faculty and students. While teaching and community service share mission focus, the research aspect differentiates the UC system from the other two post-secondary tiers in California.

The California State University

On the second tier of the California higher education structure is the CSU system, which includes 23 campus sites. The mission of the CSU is to teach, prepare people for the work force in California and provide service to communities (California State University, 1998h). The CSU claims academic excellence through a distinguished faculty, whose primary responsibility is superior teaching. The CSU awards more than 50% of the bachelor's degrees and 30% of the master's degrees granted in all public and private institutions in California (California State University, 1998a). Additionally, a variety of

teaching and school service credentials are conferred, as well as a limited number of doctoral degrees offered jointly with a UC or other private institution in California.

Of the 23 CSU campus sites, 19 offer degree-granting programs in physical education under 9 different department labels. While each campus has its own unique curricular character and program name, all campuses share the CSU mission of providing undergraduate and graduate instruction for professional/occupational goals in an environment of teaching excellence. Each CSU campus that hosts a degree-granting physical education program is identified alphabetically by campus site and department name.

1. Bakersfield, Physical Education and Athletics
2. Chico, Physical Education and Athletics
3. Dominguez Hills, Physical Education, Recreation, and Dance
4. Fresno, Kinesiology
5. Fullerton, Kinesiology and Health promotion
6. Hayward, Kinesiology and Physical Education
7. Humboldt, Health and Physical Education
8. Long Beach, Kinesiology and Physical Education
9. Los Angeles, Physical Education
10. Northridge, Kinesiology
11. Pomona, Kinesiology and Health Promotion

Leadership Responses Physical Education/Kinesiology

12. Sacramento, Health and Physical Education
13. San Bernardino, Kinesiology and Physical Education
14. San Diego, Exercise and Nutritional Sciences
15. San Francisco, Kinesiology
16. San Jose, Human Performance
17. San Luis Obispo, Physical Education and Kinesiology
18. Sonoma, Kinesiology
19. Stanislaus, Health and Physical Education

A simple review of CSU physical education department labels demonstrates a state-wide program divergence in physical education. The challenge of coherence within a divergent organization presents an important leadership task for physical education departments within the CSU collective. Divergent organizations often lose their central focus and they also risk clarity in future directions.

To clarify the CSU commitment to the future, the Cornerstones Report (California State University, 1998c) was endorsed in January of 1998. The Cornerstones Report is a system-wide planning framework that articulates the values, priorities and expectations for an even stronger and more successful future for the CSU. The report identifies and analyzes problems, and offers solutions.

The report addressed four main areas:

1. Learning for the 21st century which involves investment in different methods of determining how best to respond to student needs and expectations in preparation for

their life and work (California State University, 1998d).

2. Meeting the enrollment and resource challenge which involves identification of solutions for financing institutional efforts to meet the educational quality and access goals of the CSU (California State University, 1998e).

3. Delineating institutional integrity, performance and accountability issues which involve focusing energy on constant internal improvement and measuring the extent to which the CSU is accomplishing its goals (California State University, 1998f).

4. The CSU and the economy which involve the needs for real-world partnerships with post-baccalaureate, graduate, and continuing education (California State University, 1998g).

As a directive from the CSU Chancellor's Office, the Cornerstones Report offers a planning framework for the 23 CSU campus collective. Likewise, the 19 physical education departments within the CSU collective are expected to implement the recommendations described in the Cornerstones Report as they align themselves with the essence of the CSU vision for the future. By virtue of its authority, the Cornerstones Report may have a strong influence on the perceptions of those in leadership positions within physical education departments in the CSU.

The California Community Colleges

At the bottom of the California post-secondary structure are the CCCs. The primary mission of the CCCs is to offer academic and vocational education at the lower division level for any California resident, over 18 years of age, who is capable of profiting

from the instruction offered (California Community Colleges, 1998). Most of the 110 CCC campus sites offer 2-year associate degrees in physical education and physical education instructional activity and intercollegiate athletic venues in support of general education requirements.

Each CCC generally models its physical education degree curriculum after its local CSU or UC campus. However, bound by the CCC mission, physical education departments offer only lower division coursework, most of which is generic in nature.

Interestingly, a state representative committee of CCC and CSU physical education faculty identified only six lower division physical education courses that were taught at both CCC and CSUs (California State University, 1998b). A review of the CSU physical education curriculum revealed that few physical education courses were taught at the lower division level. Because physical education departments in the CCC system focus on instructional activity classes and athletic programs, most share similar perspectives and retain physical education as their department label. Thus, the CCC environment can be viewed as less divergent or fractured than the CSU environment.

Degrees Conferred in California Public Higher Education

Although the UC system is the premier post-secondary institution in California, the CSU system confers more baccalaureate and master's degrees than the UC. CSU Chancellor's Office statistics reported 52,730 baccalaureate degrees conferred by the CSUs and 29,721 baccalaureate degrees conferred by the UCs during the 1995-1996 academic year. Regarding master's degrees, the CSUs conferred 12,099 and the UCs

conferred 6,120 during that same academic year. However, the UCs conferred far more doctorate degrees than the CSUs. The UCs conferred 2,724 doctorate degrees in 1995-1996 while the CSUs conferred only 30 doctorate degrees, jointly with the UC or other independent institution (California State University, 1996).

Another interesting statistic was the number of single-subject credentials for all subject areas recommended during the 1994-1995 academic year. The CSUs recommended 1,505 single-subject credentials while the UCs recommended only 349 single-subject credentials. The single-subject credential is required for teaching at the secondary school level. Fewer credentials were recommended by the UCs because professional education is not a primary focus. However, the CSU identifies instruction for professional goals as a primary focus in its mission statement. Thus, statistics on student outcomes offer proof that the UC and CSU systems actively strive to achieve their service missions.

Relative to physical education degree-granting programs, the evidence suggests that the CSUs are more active than the UCs in the post-secondary physical education discipline. Of the 23 CSU campuses, 19 offer physical education degree-granting programs. In comparison, the nine UCs offer only four limited programs on four campuses. While most programs are housed within the College of Letters and Sciences, the UC Irvine exercise physiology degree is a subdiscipline within the school of medicine. The comparisons offer the assumption that the CSU contingency is the major stakeholder in the physical education domain in California higher education. Thus, as

stakeholders with vested interest in the future, those in positions of leadership within CSU physical education departments offer sincerity, credibility and authority.

Organizational Chaos, Change and Leadership Theory

The following section focuses on organizational theories on change. Kurt Lewin's (1948) causation theory is used to explain the development of chaos within changing organizations. Additionally, other views from organizational scholars on organizational change in evolving post-modern organizations are discussed. Finally, an overview of leadership theory and the role of leadership in the change process of 21st century organizations are presented. The theories are presented as an aid to help understand leadership issues on change in organizations.

Organizational Chaos Theory

A review of Kurt Lewin's (1948) causation theory helps to explain the relationship between chaos and change within organizations. Lewin's causation theory involves stages where the status quo unfreezes, moves into a volatile unfrozen state, then refreezes into a new model. Chaos is viewed as a struggle among forces that are seeking to upset the status quo in the volatile unfrozen state; change is the result of the struggle.

In his force field analysis technique for problem-solving, Lewin proposed that *driving forces* move a situation towards change while *restraining forces* block the movement. If the restraining forces are stronger than the driving forces, the desired change will not happen (Brassard, 1988).

In the chaotic physical education drama, the nomenclature debates, development of subdisciplines and increasing disagreement on the central academic focus of the field of study present real challenges to the status quo of physical education. The resultant fragmentation of perspective differences (as driving or restraining forces) offers evidence of turbulent times as physical education struggles to re-freeze into a new model. Figure 1 offers a representation of Lewin's force field analysis technique that helps to explain the dynamics of change. The driving and restraining forces that challenge the balance of physical education departments are shown as counter forces that agitate the status quo.

Another organizational change theorist, William Bergquist (1993) wrote about change and chaos using *fire* as the descriptive simile. Bergquist described fire as an irreversible process that consumes something that cannot be reconstructed. Whatever results from the fire has become a totally different entity.

In turbulent times, Bergquist believed that chaos and order are based on perception. Organizations going through changes may view the process as either chaotic, such as an uncontrolled fire, or orderly, such as a tended fire. Bergquist insisted that turbulent times that precede change must be acknowledged, anticipated, and, like a fire, tended to maintain an orderly perception. Similarly, for departments of physical education, fire tenders, whom Bergquist referred to as change agents, become critical to influencing the path of an oncoming change.

Likewise, Krahenbuhl (1998) described universities as organizations that experience continual reshaping processes as they adapt to ever-changing conditions. In

CHANGE

NewName

Divergent Degree Focus

Technology Mediated Instruction

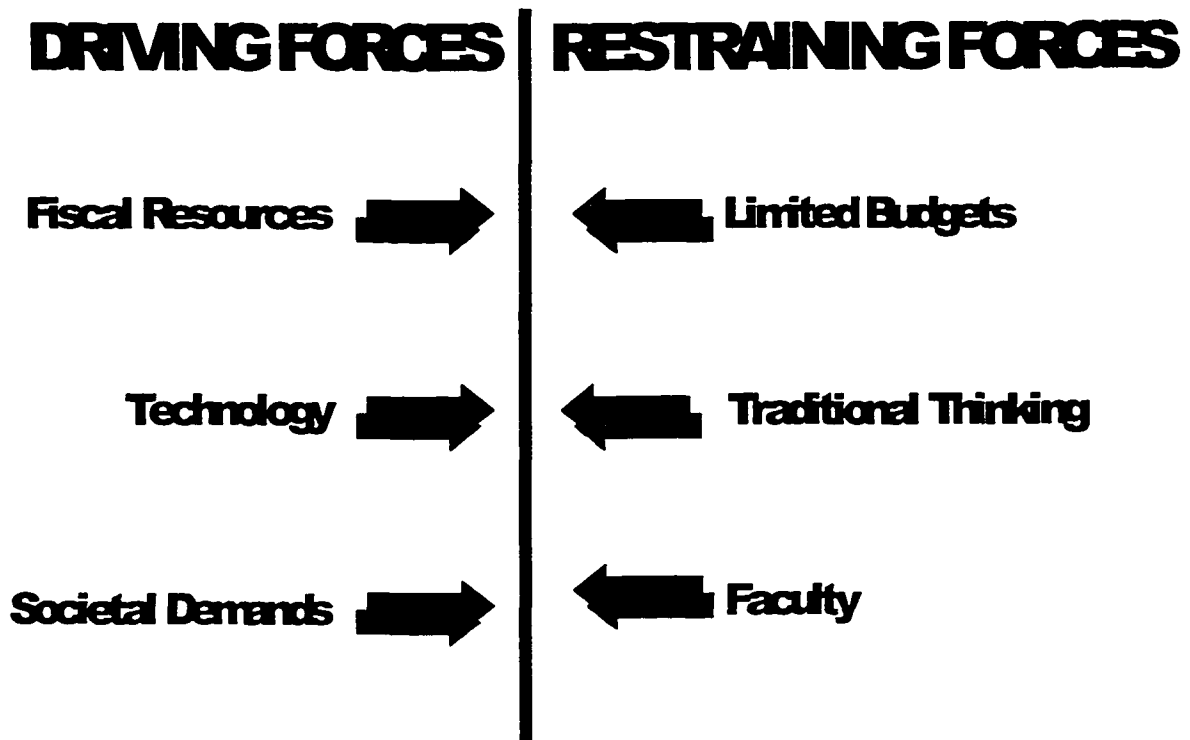


Figure1. Force Field Analysis of Driving and Restraining Forces Acting on the Dynamics of Change

fact, Useem (1997) suggested that higher education has entered a period of continuous whitewater. Krahenbuhl explained “this means it is no longer satisfactory for a university to react to each new crisis; rather each university must change its character so as to adapt to the stream of continuous changes that will occur over the coming decades” (p. 112). As a department within the university, physical education must also navigate its path through

these turbulent currents. Change appears to be necessary for survival.

Finally, Ralph Stacey (1996) used the science of complexity to explain how organizations functioning at the edge of chaos actually produce their most creative work. Stacey posited that complexity science, which has traditionally been applied to the evolution of life and the behavior of chemical and physical systems, provides a more useful framework for making sense of life in changing organizations. In contrast to traditional organizational theory where control and order is maintained, complexity theory involves complex adaptive networks that create and learn their way into the future. Thus, chaos is a necessary component for change in an emerging future.

Stacey suggested that organizations must find comfort in uncertainty to understand the processes that produce emergence rather than intentional strategies. In the physical education arena, the challenge for those in positions of leadership is to exercise creativity while remaining calm in the turbulent environment.

Organizational Change Theory

If turbulent times herald an oncoming change, Argyris (1984) suggested that we be prepared to apply double-loop learning to solution-building in organizational problems. Double-loop learning asks *why* questions that involve input from many workers at all levels within the organization. For physical education, input may come from administrators, faculty, students and consumer populations. The double-loop learning concept allows organizations to activate creative problem-solving processes and avoid simple solutions derived through environmental adaptation.

Double-loop learning may also contribute to Maturana and Varela's (1980) theory of *autopoiesis*, which encouraged us to understand the transformation of living systems as a result of internally generated change. As an alternative to Darwinian theory, autopoiesis offered survival based on the interactions of a system in shaping its own future. Perhaps, autopoiesis can offer an understanding of a proactive perspective on the change process. As fire tenders, those in positions of leadership have a powerful influence on the change process and future outcome.

In addition, both Argyris (1984) and Dixon (1994) recognized the importance of changing individuals within an organization before an organizational system can evolve. To change an individual thought process is no easy task. In fact, interference with individual belief systems may contribute to turbulent times. People come to organizations with their own "psychic prisons" (Morgan, 1986, p. 199) based on previous experiences and assumptions. Lakoff and Johnson (1980) stressed the importance of language and how myths, symbols and stories create and indoctrinate culture within individuals and organizations. Altering such basic beliefs is difficult, but alteration is necessary if leaders and collaborators are to tend the raging fires. Turbulent times may result in pain for many individuals who are engaged in the change process.

Covey (1996) said pain is necessary to motivate people to change the way they think and act. "When people are experiencing personal pain, they tend to be more open to a new model of living in which the common elements of humility and personal sacrifice lead to inside-out, principle centered change" (Covey, 1996, p. 155). The pain of

disharmony among physical education faculty causes reflection. Such reflection, Chilean biologist Maturana (1987) described, will lead to learning and eventual acceptance of something different.

Within organizations, Dixon (1994) explained how organizational change is induced through a learning process. Dixon focused on cycles of change that begin with individuals making sense of the world through an existing frame, then developing a change in the frame itself. Dixon said "An organization cannot change significantly unless the individuals who live in it themselves make significant change" (p. 105). It may be the case for physical education. Perhaps, the learning process becomes the responsibility of those in positions of leadership as the fire tenders who will influence the path of an oncoming change.

Similarly, from adult development studies, Erikson (1985) described human development as an epigenetic process where both physiological and sociological events affect individual change. Psychologists Jung (1938) and Levinson (1978) believed that both internal and external forces help to shape individual development. The sociological perspective of individual development would qualify a painful event, such as a state of anomaly, as external forces that may affect the generative process. Futurist Harman (1988) suggested survival in a global environment requires that individuals open their minds to the realities based on other assumptions. Fire tenders must be sensitive to the complexities of human development and prepare for life-long learning experiences that nurture both the individual and the organizational change processes.

Leadership Theory

Leadership is a complex concept and my literature review failed to find agreement on any one definition. Within the business-management literature, countless books and essays can be found on the qualities of a successful leader, or how to become an effective leader. In the business world, managers are leaders. Thus, the business-based writings offer practical strategies to business leaders for business situations. For most business-management scholars, leadership is viewed as something accomplished by a manager in a leadership role.

Leadership scholars Stogdill (1974), Kouzes and Posner (1987), DePree (1992), and Hughes, Ginnett and Curphy (1993) confirmed through their work that leadership involves specific leader characteristics for leaders like commitment, dependability and resourcefulness. The cited traits build an argument for the great man/woman theory of leadership that states leaders are charismatic individuals who have an ability to get others to do as they wish. Starratt (1993) said charisma in leaders becomes routine in the process of institution building. Part of Burns' (1978) scholarship analyzed the behaviors of Ghandi and Roosevelt to learn more about how and what made these men great leaders. Additionally, contemporary leadership scholars, such as Bolt (1996), Covey (1996) and Terry (1993), continue to write about leaders as individuals with leader-like traits. Again, as cited in the business-management literature, leadership is about individual leaders doing the right things within their organizations.

However, a number of leadership scholars disagree with the widely accepted great

man/woman theory and offer different definitions for leadership. Burns (1978), Foster (1989), and Rost (1994) suggested that leadership is a relationship among people.

Political scientist Burns (1978) wrote about leadership as a relationship of leaders satisfying the motives of followers to achieve the mutual goals of both. Burns labeled the events as transactional leadership in which both parties engage to get what each wants from the relationship. However, Burns described another kind of relationship as transformational leadership in which players become morally transformed through their interaction and the change process. Transformational leadership functions within a more complex context. Leaders and followers not only get what each wants from the relationship, but also become transformed and raised to a higher level of moral consciousness.

Foster (1989), educational leadership scholar from Indiana University, wrote about leadership as a relationship in which players mutually act to yield social change and improvement. Foster's leadership relationship involved an ethical content that reconstructs the world to make life more just, equitable and fair.

Rost (1994), another educational leadership scholar and leadership institute consultant, defined leadership as "an influence relationship among leaders and their collaborators who intend real changes that reflect their mutual purposes" (p. 7). In a leadership influence relationship, leaders and collaborators freely associate in a non-coercive environment. Rost and Smith said "If we conceive of leadership as an influence relationship, then two things follow. It is multidirectional because influence can go any

which way, not just from the top down. It is non-coercive because the relationship would turn into an authority, power or dictatorial relationship if coercive behaviors were used to influence. Influence means using persuasion, not positional power, to have an impact on other people" (Rost & Smith, 1992, p. 195). Within the relationship, both leaders and collaborators act equally. Followership does not exist in the relationship.

The concept of leadership as an influence relationship in an ethical process has democratic undertones. Groups of leaders and collaborators with mutual purposes participating in a non-coercive relationship resembles the fundamental fiber of a democracy. In classical terms, democracy is defined as "government by the people." The classical view of government assumes direct participation of the people. During America's formative years, democracy was practiced in New England town halls where all citizens attended community meetings and participated in government issues. Participatory democracy is the essence of relational leadership.

Government for the people and by the people can easily be translated to organizations for the people and by the people. Business scholars are beginning to iterate the same message to chief executive officers and managers. Senge (1990) described the importance of learning within an organization where everyone who makes contributions is considered a stakeholder. Weisbord and Janoff (1995) travel the world facilitating future search workshops where colleagues within organizations collaborate to find a common ground for solutions. More participation is the message. Deming's (1986) Total Quality Management package solicits participation from all ranks. The principles of

democracy pervade the leadership theories.

With learning as key to individual and organizational salvation in turbulent times, relational leadership sets the stage for the players within a democratic context.

Participation is stressed and connection to each other on common ground is essential to the learning process.

The organizational learning models proposed by Senge (1990), Dixon (1994), Stacey (1996), and Weisbord and Janoff (1995) are process-oriented models within a democratic context. Like Rost's relational leadership, the process is the essence of the model. While uncertainty lingers throughout the process, learning leads to knowing and knowing leads to reframing or viewing reality from a new perspective,. While leadership and management scholars profess learning for individuals and organizations as the answer for turbulent times, Dixon claimed that no guarantees exist. Simply because an organization employs a learning model does not mean that change will be the outcome. Dixon said the process must be nurtured in an organization where organizational assumptions facilitate organizational learning. In other words, organizational culture must be receptive to learning. Social reality, community, symbiotic, interpretive, diverse and systemic are descriptors Dixon (1994) offered for organizations that support learning. The organizations most receptive to change will support learning environments and practice the democratic relational leadership that Rost defends.

According to Weisbord and Janoff (1995), bringing people to a common ground is the first step in developing working relationships for the future. Weisbord and Janoff's

future search process sets aside differences, seeks common values and focuses on the future. Identifying common ground is essential for working in diversity.

Likewise, the coming age of global community mandates that individuals understand and accept diversity in their work places and in their neighborhoods. Gerzon (1996) said "All of us as individuals must be true to our faiths, adhere to our own philosophies, support the parties of our choice, and vote our consciences. But to serve America's future, we must do all these things within a wider framework. We must respect our neighbors' faith and philosophies too, must work with the opposing parties, and must respect others who also vote their consciences" (p. 269-270). Drucker (1994) predicted increased levels of interdependency in the work place due to knowledge specialization. Each worker will rely on others to accomplish work tasks. People will learn to collaborate with others out of necessity. Living and working in diversity will be the norm.

Likewise, the future development of physical education may depend on the ability of those in leadership positions to foster democratic environments where relationship, participation and learning can flourish in both turbulent and stable times to nurture the change process. Evidence of divergence within the ivory towers of physical education may be the painful outcry of evolution from a field that traditionally has embraced homogeneity. How those in positions of leadership respond to the challenges may offer an understanding of the leadership issues on divergence and change, and perhaps, offer a vision for the future.

Future Perspectives on Change for Physical Education in Higher Education

As we approach the 21st century, several academe scholars have addressed the future challenges for post-secondary physical education. Adaptation and change are universally identified as important challenges. DePauw (1995) wrote “the cusp of chaos is where the dance of change takes place” (p. 19). DePauw explained how departments of kinesiology and physical education in the dance must accept “the challenge of change as well as the challenge to change” (p.6). Lawson (1993), like DePauw, wrote about the future change in physical education and kinesiology as a transformation influenced by a larger societal context. Lawson stated

in the transformation of kinesiology and physical education for the 21st century, we must move beyond needs and problems to strengths, dreams and aspirations; from cultural assimilation to cultural transformation and a diverse society; from elitism to the pursuit of excellence in each of us; from turf protectionism with colonies of specialists to clustered cross-disciplinary communities of concern; and from delivery systems and markets to educational communities. (p. 536)

The transformational change that Lawson and DePauw advocated aligns with the transformational leadership theories from leadership scholars Burns (1978) and Foster (1989).

Krahenbuhl (1998) wrote about chaos and turbulence in higher education as the result of external conditions in the department and university. Krahenbuhl’s advice for the

perpetuation of the physical education discipline in turbulent times was to expect change and take steps to exploit it; expect universities to value and reward responsiveness to institutional needs; prepare future faculty members with a sense of stewardship for their fields and their institutions; expect to be undervalued and take steps to build your indispensability to your campus, your region, and your nation. Unlike DePauw and Lawson who advocated social justice in their strategies for change, Krahenbuhl took a survival approach to manage change. This perspective of change in physical education departments offers a good example of Burns' (1978) transactional leadership theory.

Yet another scholar, Zlotkowski (1997) integrated the survival and social issues in his view on the future of physical education. Zlotkowski answered the public call for accountability in higher education with a new service agenda that supported collaborative ventures with the university and the community. Zlotkowski stated "we must emphasize service not just as an institutional survival mechanism but also as a moral/civic obligation" (p. 361). Discussion on service-based scholarship from Zlotkowski and others (Almond, 1997; Collier & Lawson, 1997; Fiorentino, 1997) focused on the benefits of such scholarship to the physical education discipline and the communities that they service. However, scholars acknowledged the need for leadership to support and nurture a shift in attitudes by administrators and faculty concerning scholarship definitions.

Department Chairperson as Leader

To guide changes in post-secondary physical education departments, the department chairperson sits in a position of influence. Both Krahenbuhl and Zlotkowski

identify the department chairperson as an important player in the change process. To demonstrate the importance of this influence, Krahenbuhl (1998) offered a list of internal departmental conditions to ensure departmental oblivion that included “elect and reelect a weak chair” (p.113) at the top of the condition list. Additionally, Zlotkowski (1997) used Senge’s (1990) work to define the role of a leader moving an organization through change as a designer who has the ability to imagine and implement new, more integrative structures. Further, Zlotkowski identified the department chair as one who needed designer qualities to effectively guide an evolving department through something less than traditional.

Within the CSU system, the department chairperson sits in a position of influence. At San Diego State University, the university policy file defines the department chairperson’s role as that of an academic administrator. The procedure for department chairperson appointment includes input from both department faculty and the dean. Additionally, departments schedule periodic performance reviews of their department chairpersons and may request a chairperson’s removal (SDSU Policy File). By policy, the department chairperson at CSU San Diego functions as the chosen leader by the department. Thus, the responsibility to guide a department through change rests on the shoulders of the chairperson.

Literature Review Summary

The historical review of physical education from 1885 to the present offered background on how physical education evolved from teacher preparation programs to the

current state of fragmented subdisciplines. Physical education/kinesiology departments within the California higher education structure were reviewed to demonstrate an example of the national trend for divergence. Within this context, the leadership literature offered an understanding of turbulence within organizations through discussion of the organizational chaos and change theories. Organizational theorists compared chaos to a fire that brings irreversible change. Discussion then followed on the importance of fire tending in organizational transformation.

Next, leadership scholars defined leadership and articulated ways in which chaos can be directed so that the evolution process becomes an opportunity for influence. Leadership strategies focused on applications of relational leadership within a democratic environment to invigorate the transformation process of an organization. Leadership influence from a collaborative perspective discussed the possibilities for learning and breathing new life into an organization.

Finally, future perspectives on change in post-secondary physical education departments were investigated. Academic scholars expressed views on change in response to internal and external conditions. Additionally, to offer credibility to the department chairperson as a change agent, a discussion on the department chairperson as an influential player for change processes was included .

Based on the literature review, it appeared that change has occurred within physical education/kinesiology departments throughout the past century. The big picture

shows that change within the profession/discipline has occurred continually since 1885. It appeared that the discipline evolved over the last 110 years as a reaction to the public's needs. In the early 1900s, physical education became recognized as important for school-aged children and laws enforced mandatory physical education in the schools. As a response, universities developed four-year degree programs for physical education teacher training. Between 1930 and the end of the 1940s, the public's love for physical activity through play increased and physical education evolved towards a sport model that included psycho-social benefits. Finally, the post-Sputnik era expressed the public's quest for more measurement-driven knowledge. This quest transformed physical education from a profession of practitioners to a collection of subdiscipline specialists.

All major changes occurred as the result of public demand. And, once again, the literature revealed that change is occurring as evidenced by department name changes across the country.

The literature also revealed that change within organizations is a complex leadership issue. From within the chaos and conflict, changing organizations manage to evolve. However, the transformation process remains a challenge for leaders within the changing organization. From a leadership context, I was interested in learning how those in positions of leadership in physical education departments perceived their circumstances and intended to influence the change process within their institutions. Little is known about physical education/kinesiology department chairpersons as leaders

managing change. While the literature defended the importance of the department chairperson as a leader, no study has investigated leadership issues with physical education department chairpersons. Thus, it was my intention to learn about the leadership process through the eyes of department chairpersons in leadership roles.

Additionally, because the literature review revealed that the CSU system represented the majority of physical education/kinesiology programs within the state of California, I chose to focus my study on the leadership within the CSU system. I hoped that the perspectives of CSU physical education/kinesiology chairpersons would shed some light on the future as well as offer information about leadership issues on change.

Chapter Three: Methodology

To gain insight on the forces and strategies that may help to shape 21st century physical education departments in the CSU system, I conducted a Delphi Method study with CSU physical education department chairpersons. My research questions involved identifying the following:

1. Driving forces that may shape physical education departments in the 21st century
2. Restraining forces that may act as obstacles to the change process
3. Leadership strategies that may help to guide evolving 21st century physical education departments through the turbulence

I was interested in learning how CSU physical education department chairpersons in positions of leadership perceived and intended to respond to leadership issues on change. I assumed that the perspectives of department chairpersons offer an understanding of the leadership issues and, perhaps, offer a vision for the future.

Additionally, I was interested in creating a research process that promoted greater awareness among chairpersons who face change issues and provided illumination on the leadership process and the challenges of change.

A methodological overview defines the three distinct types of Delphis and

includes an in-depth discussion of the Delphi as a research instrument for identifying a range of alternatives for problem solving. Additionally, strengths and limitations of the Delphi are discussed to establish its validity and weakness as an effective tool for educational planning. I offer descriptions of the data collection and analysis inclusive of site selection, subject selection, protection of subjects and entry into subject population. Finally, a brief statement on the background of the researcher is offered to give the reader perspective.

Methodological Overview: The Delphi Method

Adopting its name from the Delphi Oracle, where a priestess was believed to speak the words of the great god Apollo, the Delphi Method is known as *futures research* and has been used as a forecasting tool (Uhl, 1983). The Delphi Method was originally developed from early studies on United States military capabilities in the defense industry (Dalkey & Helmer, 1963). However, due to the secretive nature of defense research, the Delphi Method did not come to the attention of those outside of the military circle until 1964 (Linstone & Turoff, 1975).

By the mid-70s, the Delphi Method had evolved into three distinct types of Delphis: historic, numeric and policy (Strauss & Zeigler, 1975). Historic Delphis attempt to explain the range of issues that may have influenced a specific decision made in the past. Numeric Delphis are derived from the early military study forecasts and attempt to specify a single or range of numeric estimates on a particular problem. Finally, the policy Delphi attempts to define a range of answers on alternatives to current or future policy

problems. The policy Delphi is the methodological tool used for this study.

The Delphi Method appeared to be an important strategic planning tool for organizations and institutions that experience significant change. As an evolving institution, physical education departments in higher education may gain valuable insight from the results of this study. Identifying a range of alternatives that may significantly influence the evolution process of physical education departments can offer a better understanding of leadership needs for future directions in physical education departments.

The Delphi Method is ideal for gathering perspectives from a group while overcoming the negative disadvantages of engaging a divisive group. Martino (1983) identified three characteristics that distinguished the Delphi Method from conventional face-to-face group interaction: (a) anonymity; (b) iteration with controlled feedback; and, (c) statistical group response. Hence, under the cloak of anonymity, the method allows participants to speak freely, review and react to the ideas of others.

In higher education, Delphi Method studies have been conducted in areas concerning cost effectiveness; cost benefit analysis; educational goals and objectives; consensus on rating scales; and, values and other evaluation elements. Delphis have been instrumental in generating solutions to complex problems and long-range planning (Cyphert & Gant, 1971; Ezell & Rogers, 1978; Hartman, 1981; Judd, 1972; Uhl, 1983). Additionally, Weaver (1971) included the following educational applications: (a) a method for studying the process of thinking about the future; (b) a pedagogical tool or teaching tool, which forces people to think about the future in a more complex way than

they ordinarily would; and, (c) a planning tool that may aid in probing priorities held by members and constituencies of an organization. For the above cited reasons, the Delphi Method was selected to study the leadership issues on divergence and change in physical education departments in higher education.

Strengths of the Delphi Method

As a research technique, the Delphi Method retains the advantages of groups while overcoming the disadvantages inherent in group interactions. The dominance of influential individuals in group dialogue is eliminated from the search process. Thomas (1980) describes Delphi “as a really quiet, thoughtful conversation, in which everyone gets a chance to listen” (p. 28). Likewise, each individual has the same opportunity to give input because the method facilitates equality of the participants (Dalkey & Helmer, 1963; Delbecq, A. L., Van de Ven, A. H., and Gustavson, D. H., 1975; Ezell & Rogers, 1978; Hartman, 1981; Judd, 1970). Furthermore, the anonymity allows a forum for expression of unpopular views, disagreement with other panelists or modification of previous positions without fear of repercussion (Ezell & Rogers, 1978; Martino, 1983).

In terms of forecasting, Delphi Method studies can produce high-quality ideas for consideration in the development of alternative futures (Malley, Gallagher, & Brown 1992). The Delphi can be helpful in constructing new realities and encouraging participants to ponder their roles in creating the future (Ament, 1973; Scheele, 1975). Furthermore, the Delphi is an educational process for the participants that helps them to clarify opinions, understand particular topics and develop skills in future thinking

(Helmer, 1966; Judd, 1972).

Practical advantages of the Delphi include production of precise documented records of written summaries of both consensus and disagreement (Helmer & Rescher, 1959; Strauss & Zeigler, 1975). Additionally, the Delphi is an economically practical tool that brings individuals together without the expense of travel (Delbecq et al., 1975; Sackman, 1975; Uhl, 1983).

Moreover, the Delphi has developed into an effective tool for educational planning (Heydinger, 1983; Uhl, 1983). In particular, it is suited to applications in higher education where factionalism has become a serious obstacle to long-range institutional planning (Wagschall, 1983).

Limitations of the Delphi Method

The Delphi Method has been criticized as being more of an *art* than a science (Dodge & Clark, 1977). While the Delphi does not claim to be a technique for establishing the truth, it remains a valuable research tool that provides opinions for what might be. Limitations hinge on the skill of the researcher in the design and implementation of the tool (Linstone & Turoff, 1975) and the motivation and commitment of individuals who participate (Harman & Press, 1975; Linstone, 1975; Sackman, 1975). In addition, Delphi Method studies are limited to the assumptions that participants bring with them as they frame their vision of the future; the assumptions are set within the familiar context of participants' past and present (Linstone, 1975). Furthermore, participants affect limitations when they tend to simplify complex social

situations as decision-making becomes more difficult in growing uncertainty (Linstone, 1975).

However burdened with limitations, the Delphi can be effective when the researcher recognizes the impact each limitation has on the project and is able to minimize the limitations that might invalidate the study. Linstone warned that the Delphi designer who applies the technique without understanding the philosophy of the method or the boundaries of validity will be engaged in the practice of mythology (Linstone, 1975).

Research Design

I used the Delphi Method to gather data on perspectives from CSU physical education department chairpersons. My interest in studying the future of post-secondary physical education from a leadership perspective led me to develop my research questions from the force field analysis frame and select the Delphi Method as my research tool. I chose the Delphi Method research tool after careful consideration of my research questions that involved identifying:

1. The driving forces shaping physical education departments in the 21st century.
2. The restraining forces acting as obstacles to the change process.
3. The leadership strategies that may help to guide evolving 21st century physical education departments through the turbulence.

As a tool for analysis and problem-solving in turbulent organizations, Brassard (1988) said Lewin's force field analysis technique helps make change happen because of

the following:

1. It forces people to think together about all the facets of a desired change; it encourages creative thinking.
2. It encourages people to agree about the relative priority of factors on each side of the balance sheet (driving forces vice restraining forces).
3. It provides a starting point for action.

Brassard added that change occurs when either a driving force is strengthened or a restraining force is reduced. Therefore, as a strategic tool for change, the force field analysis technique was helpful to the Delphi Method thinking process.

As a forecasting tool that utilizes perceptions of knowledgeable experts, such as the pool of CSU physical education department chairpersons, the Delphi Method appeared to offer the best research approach to address my research questions.

Essentially, a conventional Delphi study proceeds as follows (Uhl, 1983):

1. The participants are asked to list their opinions on a specific topic.
2. The participants are asked to evaluate the total list using specific criteria.
3. The participants receive a list and a summary of responses to the items. If the participants are in the minority, they are asked to revise their opinions or indicate their reasons for remaining in the minority.
4. The participants receive the list, an updated summary, minority opinion, and another chance to revise their opinions.

I employed similar conventional Delphi Method procedures. However, I

facilitated only three rounds of questions to gather my data. Responses from the third round of questions confirmed either consensus or saturation. I elected to eliminate the conventional Delphi fourth round of questions. Instead, a fourth round of questions solicited feedback on the value of the research process for the participants.

Entry to the Population

I am a tenured faculty member in physical education at a California community college. In my role as a committee member of the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD), a professional organization of physical educators, I interact with many CSU physical education department chairpersons at an annual state conference. At the conference, the chairpersons attend special exclusive meetings for CSU chairpersons. I asked San Diego State University physical education chairperson Robert Carlson, who is also a member of my dissertation committee, for help to gain official access to this forum. Carlson spoke to the chair of the CSU chairperson committee and requested that I be put on their March meeting agenda. On invitation to the March 6, 1997, meeting at California State University at Long Beach, I introduced the purpose of my study and requested the group's cooperation. All literature presented at the March meeting is included as Appendix A.

Selection of Sites

This study's panel is limited to physical education department chairpersons of degree-granting programs from the state of California and specifically the CSU system. Because the CSU system confers the majority of both undergraduate and graduate

physical education degrees in the state of California, it seems reasonable to assume that the CSU system is most involved as a resource and a stakeholder in this study. Thus, the physical education department chairpersons from 19 of the 23 CSU campuses were designated as expert panelists. The 19 campus sites include Bakersfield, Chico, Dominguez Hills, Fresno, Fullerton, Hayward, Humboldt, Long Beach, Los Angeles, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, Sonoma, and Stanislaus.

Additionally, bound by the State Chancellor's Office guidelines, all CSUs share a common mission. Hence--although each institution functions autonomously--CSU department chairpersons offer perspectives on change from a common focal point.

Selection of Subjects

The validity of the Delphi Method depends on the opinions of participants identified as experts on a specific topic. For my Delphi study, physical education department chairpersons from the CSU system are identified as experts. The department chairpersons are tenured professors who have a broad understanding of physical education departments in higher education. From their positions of leadership, they tend to view issues through a broader perspective than a typical faculty member. Hence, I believe that their knowledge, experience, perspective, and a vested interest qualify the CSU physical education chairpersons as expert panelists for this study.

I enlisted all CSU physical education department chairpersons of degree-granting programs serving as chairpersons during the time period between April 1997 and June

1998 as expert participants. Because some chairpersons retired their positions to new chairpersons during the time of data collection, both retiring and incoming chairpersons were included as expert participants. Perspectives and opinions from both a retiring chairperson and an incoming chairperson offered valuable information.

There are 19 CSU campuses that house departments of physical education and offer physical education curriculum. As each institution is different, it was important to include perceptions from all campuses. Perspectives from the diverse pool of department chairpersons offer an understanding of factors that may help in constructing new realities for future physical education departments.

Protection of Subjects

To safeguard the rights and welfare of human subjects involved in all research projects conducted at The University of San Diego (USD), a Protection of Human Subjects Committee review is required for all research to assess the risk factors inherent in the research. I adhered to the human subjects research requirements and submitted all requested information to the committee for an expedited review and acceptance prior to commencing research.

Additionally, in accordance with the requirements for use of human subjects in research, I developed an informed consent document. The form disclosed the purpose of my study, explained the expectations for participation, requested permission to publish the identities of participants as research panel members, guaranteed the maintenance of response anonymity, and promised the sharing of results to the participants. I requested

that each participant review and sign the informed consent prior to commencement of the study. All papers submitted to the USD human subjects protection committee, including the informed consent document, are included as Appendix B.

First-Round Questionnaire Development

Questions that represented my research interests were developed prior to data collection. Because I was interested in exploring future possibilities, my dissertation committee stressed the importance of freedom for participant response. Thus, on my committee's recommendation, I wrote three open-ended questions because I did not want to exclude any possibilities.

Next, to test the clarity of the questions, San Diego State University Exercise and Nutritional Sciences' chairperson and my dissertation committee member helped identify four former CSU physical education department chairpersons who might cooperate as participants in this study. I made phone calls to the four former chairpersons who all agreed to help test my questionnaire. I sent out a cover letter that requested their assistance; an informed consent form that explained my research project and requested their signature; an expert panel profile questionnaire that requested specific information about the participant; and, the first-round questionnaire draft. The enclosures and the results, from the three (out of four) former chairpersons who responded, are included as Appendix C.

Response results were shared with my dissertation chair; together, we decided that

the questions were clear and solicited the kind of information we were hoping to obtain. Consequently, the three questions were adopted for use in the official first-round questionnaire.

Data Collection

Adhering to pseudo-conventional Delphi study procedures, I collected data using three rounds of questions, instead of the traditional four rounds of questions. Responses from the third round of questions confirmed either consensus or saturation. I elected to eliminate the conventional Delphi fourth round of questions. Instead, a fourth round of questions solicited feedback on the value of the research process for the participants.

First-Round Questionnaire

For the first round of questions, participants were sent a cover letter explaining the enclosures and options for response; an informed consent form disclosing purpose, risks, and benefits for participation; an expert panel profile questionnaire requesting profile information from participants; and, the first-round questionnaire that requested responses to three open-ended questions. All the enclosures in the first round of questions are included as Appendix D.

In the first-round questionnaire, participants were asked to express their opinions using the following scenario as a framework for their responses. The State Chancellor's Office invites you to sit on a special task force made up of CSU physical education experts. Your charge is to brainstorm about the future of physical education departments

in the CSU system. You are asked to generate many ideas with no regards to limits or restraints. The following three open-ended questions were listed for participant response:

1. What changes will the 21st century bring to degree-granting physical education departments in the CSU system?

2. Make a list of the driving forces helping to shape the 21st century physical education departments in the CSU system. Include all the forces that you believe may have an influence.

3. Make a list of the restraining forces acting as obstacles to the shaping process. Include all the forces that you believe may act as obstacles.

Additionally, I asked each participant to complete an expert panel profile questionnaire. I was interested in the participant's (a) age, (b) gender, (c) specific degrees earned, (d) areas of specialization, (e) length of time in the CSU system, (f) length of time as CSU chairperson, and (g) length of time as a chairperson at other institutions. The information assisted me in defending the expert status of my participant sample.

Participants were given choices for a response method. In addition to the traditional written responses by mail, participants may have opted for verbal responses on a tape cassette, or computer responses through e-mail.

The cover letter asked participants to return their responses within three weeks. One week prior to the due date, participants who had not responded were e-mailed and/or telephoned with a friendly reminder. After the due date, telephone and e-mail messages were used to prompt responses.

Approximately 10 days after my deadline for participant response, I received 16 responses from my pool of 21 participants. My committee chairperson and I agreed that 16 was an adequate sample size to proceed with my research. Prior to constructing the second-round questionnaire, I assimilated and organized the responses into a logical context by themes and solicited feedback from my committee. The organized responses from the first-round questionnaire are included in Appendix D.

Second-Round Questionnaire

During the second round of questions, the 16 respondents were sent a cover letter, the second-round questionnaire, and the organized responses from the first-round questionnaire. The five participants who did not respond to the first-round questionnaire were sent the same enclosures under a different cover letter re-inviting them to participate in the second round of questions. Both cover letters explained how the responses from the 16 respondents were organized and used to generate a set of statements presented as the second-round questionnaire for review and comment. All enclosures in the second-round questionnaire are included as Appendix E.

Adhering to a traditional Delphi Method, the second-round questionnaire asked participants to evaluate a list of 21st century changes and a list of driving/restraining forces for change using specific criteria for agreement or disagreement. In addition, participants were asked to indicate their priority for leadership focus if they concurred with the statement. Participants were asked to respond in writing directly on the second-round questionnaire tool; space was provided for comments beneath each statement.

Leadership Responses Physical Education/Kinesiology

Due to the emergent nature of the Delphi Method as a research tool, an additional question was developed after reviewing responses to questions in the previous round. Participants were asked the following question: understanding change as inevitable, list specific strategies that you might employ to affect the shaping process of 21st century CSU physical education departments.

Participants were given choices for a preferred response method. In addition to the traditional written responses by mail, participants may have opted for computer responses through e-mail. Verbal responses on a tape cassette was eliminated as an option because only one respondent elected to use the method in the first round of questions.

The cover letter asked participants to return their responses within three weeks. Additionally, I included a 3.5 ounce package of Hawaiian-roasted macadamia nuts in the second-round questionnaire enclosures to thank participants and encourage a prompt response. Once again, one week prior to the due date, participants who had not responded were e-mailed and/or telephoned with a friendly reminder. After the due date, telephone and e-mail messages were used to prompt responses.

Approximately 17 days after my deadline for participant response, I received 19 responses from my pool of 21 participants. Majority and minority responses were identified and comments were organized in support of agreement or disagreement with the statements. Additionally, a list of strategies that respondents might employ to affect the shaping process of 21st century CSU physical education departments was compiled from their responses. The organized responses from the second-round questionnaire are

included in Appendix E.

Third-Round Questionnaire

For the third round of questions, a cover letter was sent to all 21 participants that explained how to participate in the third-round questionnaire. The third-round questionnaire identified majority and minority responses and participants were asked to either concur with the majority or explain why they choose to remain in the minority. To aid participants in decision-making, all respondent comments from the second-round questionnaire were included as an appendix to the third-round questionnaire for participant review. Additionally, six questions did not receive a majority response to establish consensus. Participants were asked to read the comments in the appendix and respond to the six questions that did not gain consensus.

Finally, participants were asked to prioritize leadership strategies identified in the second round of questions; comment on professional development efforts that might nurture the change process; and, add any other thoughts for the study. All enclosures in the third-round questionnaire are included as Appendix F.

The third-round questionnaires were sent to participants with cover letters that asked for responses within three weeks. Additionally, I included a coupon for a tall size Starbucks' Caffé Latte in the third-round questions enclosures to thank participants for their effort and encourage a prompt response. Once again, one week prior to the due date, participants who had not responded were e-mailed and/or telephoned with a friendly reminder. After the due date, telephone and e-mail messages were used to prompt

responses.

About 35 days after my deadline for participant response, I received 19 responses from my pool of 21 participants. Majority and minority responses were again evaluated for consensus. Additionally, responses to the question on the value of professional development retreats or programs in nurturing the change process were organized.

Because consensus or saturation was established at the conclusion of round three, a fourth round of questions on this specific data was eliminated. However, a fourth round of questions was facilitated to learn about participant opinions on the value of the research process for individual learning.

Fourth-Round Questionnaire

During the final round of questions, a cover letter was sent to all 21 participants explaining that consensus was established for all but two questions. The results were included as an appendix to the fourth-round questionnaire for participant review. Additionally, participants were asked to ponder whether there was personal learning value for them as a participant in my study. The following question was posited: reflect on the value of your participation in this research study for individual learning and do you have an individual goal after reviewing these data?

In this round, participants were again, given a choice for the method in which they preferred to respond. Written responses by mail or computer responses through e-mail were the choices.

Leadership Responses Physical Education/Kinesiology

Participants were asked in the cover letter to return their responses within 11 days. One day prior to the due date, participants who had not responded were e-mailed with a friendly reminder. Two days after my deadline for participant response, I received 14 responses from my pool of 21 participants. Due to a time constraint and the knowledge that participants may already be on summer break, the deadline for response was maintained. Responses to the individual learning question from 14 participants were organized by common themes. Additionally, a list of individual goals that participants identified was compiled from their responses. The organized responses from the fourth-round questionnaire are included in Appendix G.

Data Analysis

I organized data from the first round into a logical context based on the responses to the questions that asked participants to discuss their opinions on three open-ended questions.

1. What changes will the 21st century bring to degree-granting physical education departments in the CSU system?

2. Make a list of the driving forces helping to shape the 21st century physical education departments in the CSU system. Include all the forces that you believe may have an influence.

3. Make a list of the restraining forces acting as obstacles to the shaping process. Include all the forces that you believe may act as obstacles.

I enlisted individual members from my dissertation committee for advice in generating the context. Results of the analysis are included in Appendix D.

The organization of the first-round response data by themes and establishment of the evaluation criteria was critical for the second round of questions. Additionally, the first-round data prompted the inclusion of a question on leadership strategies for the second-round questionnaire. The resultant second-round questionnaire is included for review in Appendix E.

After the second round of questions, I quantified data collected in terms of majority and minority responses. The mode was used as the standard to define a majority response based on work published by Rasp (1973) and Isaac and Michael (1972). Rasp stated that "the mode is frequently used in efforts to gain opinion about a desired condition" (p.32). Furthermore, Isaac and Michael stated that the mode is used when, "we wish to know what is the most typical case" (p. 117). Results of the data organization are included in Appendix E.

When a bimodal response pattern occurred, the two responses and comments were shared with participants in the next round and participants were asked to re-respond to the question. Strongly agree and agree responses were grouped together as agree responses, while strongly disagree and disagree responses were grouped together as disagree responses. I reported the calculations to the participants in a third round of questions, where minority respondents were asked to revise their opinion or indicate their reason for

remaining in the minority. The resultant third-round questionnaire is included in Appendix F.

Additionally, I organized data and established evaluation criteria from responses to the leadership strategies question asked during the second round. The results are included in Appendix E. In the third-round questionnaire, participants were asked to prioritize the list of leadership strategies identified in the second round of questions. The third-round questionnaire is included in the third-round questionnaire and can be reviewed in Appendix F. Again, the mode was used as the standard for establishing a majority response.

After the third round of questions, I quantified data collected in terms of majority and minority responses. For my study, consensus was established when a majority response also represented a minimum of 60 % of the respondent pool. Additionally, responses from the questions asked in the third round on professional development programs to nurture the change process and on any other closing-comment thoughts were organized by common themes. The results are included in Appendix F.

A fourth round to clarify perceptions on issues or strategies was not necessary. Either consensus or saturation was achieved by the end of the third round. The data included in Appendix D revealed a coherent set of perceptions of department chairpersons on the forces and strategies that will help to shape 21st century physical education departments in the CSU system.

Leadership Responses Physical Education/Kinesiology

A fourth round to identify participants' reflection on the learning value of their participation in my research study revealed thoughts on how participants felt about their participation in the Delphi Method research process. The comments were organized by common themes and are included, with a list of respondents' individual goals, in Appendix G.

Methodology Summary

A Delphi Method study offers information on specific leadership issues significant to change within physical education organizations in the CSU system. Identification of strategies that might bring coherence to the chaos may also help to create an environment where leadership opportunities that invigorate the evolution process can exist. Thus, perceptions of chairpersons in positions of leadership offer an understanding of forces and strategies that may help in constructing new realities for future CSU physical education departments.

Background of the Researcher

I have a Bachelor of Science degree from Springfield College with emphasis in physical education and political science and a Master of Science degree from Pennsylvania State University with emphasis in physical education. I taught physical education for the past 21 years: 13 years at the K-12 level and 8 years at the junior college level. During this time, I taught classes in physical education and health; I also coached teams in several different sports.

Physical activity is an important part of my life. Throughout my high school,

Leadership Responses Physical Education/Kinesiology

college and adult years, I have remained connected to sports and physical activity. I truly believe in the value that physical activity brings to improving the quality of life. Thus, the study of physical activity and its inclusion within the educational systems are important priorities for me.

As a veteran physical educator with strong beliefs about my work, I can honestly say I have a passionate commitment to my profession and its future. I am very concerned about the current status and future of physical education. It is my intention to use the knowledge and skills I have gathered in my study of leadership to influence the institutionalization of physical education within our educational systems.

Leadership Responses Physical Education/Kinesiology

Chapter Four: Analysis of the Findings

California State University (CSU) physical education/kinesiology department chairpersons have provided insight in this study on the forces and strategies that will help to shape 21st century CSU physical education/kinesiology departments. Additionally, the study created a research process that promoted greater awareness among participating CSU chairpersons. The information gained from the study offers a vision of the future and identifies leadership challenges for CSU physical education departments.

Chapter 4 presents and analyzes data, gathered via the Delphi Methodology, on the future of CSU physical education departments; additionally, it details the driving or restraining forces that will influence the future. Additional data and analysis on CSU chairperson's strategies for leadership are included. The data identified the following:

1. The driving forces shaping physical education departments in the 21st century.
2. The restraining forces acting as obstacles to the change process.
3. The leadership strategies that may help to guide evolving 21st century physical education departments through the turbulence.

Expert Panel Identification and Profile

The expert panel included 19 department chairpersons and 1 associate dean of physical education from 17 CSU campuses. All department chairpersons from 19 of the

23 campus CSU collective that offer physical education degree programs were invited to participate as expert panelists. Both the outgoing and incoming chairpersons at CSU Northridge and CSU Chico were invited to participate because their chair position change occurred during the data collection time period. The chairperson from CSU Fullerton moved to an associate dean of physical education position at California Polytechnical Pomona during the data collection time period and was also invited to remain a participant in the study. Department chairpersons from CSU Fresno and CSU Fullerton did not participate. Appendix H identifies the study participants and their respective CSU institutions.

The data revealed that the typical CSU physical education chairperson is approximately 54.7 years of age; has worked in the CSU system for 22.9 years; has served as department chairperson for 6.2 years; and, has a doctorate degree in one of the many specialty areas of physical education. There are 13 Ph.D. degrees and 7 Ed.D. degrees among the chairs. Review of Table 1 showed that no single subdiscipline perspective dominated department chair leadership positions. Only three chairpersons reported experience as a chair at their previous institutions. Most accepted the department chair leadership position after establishing a long teaching tenure at the CSU institution. Finally, gender representation is close to equitable with 11 male and 9 female participants. Table 1 presents a profile summary of the expert panel.

Table 1
Panel Characteristics

| Characteristic | Breakdown | Range | Mean |
|------------------|---|---------|------|
| Age | | 40 - 65 | 54.7 |
| Gender | 11 M / 9 F | | |
| Degree | 13 Ph.D. / 7 Ed.D. | | |
| Chair Position | 17 Current / 2 Incoming / 1 Former | | |
| Yrs. In Position | | 1 - 19 | 6.2 |
| Yrs. At CSU | | 8 - 35 | 22.9 |
| Specialization | Administration - 5 Sociology / Psychology Sport - 5 Motor Learning/ Pedagogy - 4 Adapted Physical Education - 3 Exercise Physiology / Measurement - 2 Counseling - 1 | | |

Delphi Analysis

The Delphi instrument for the study essentially conformed to a policy Delphi process using three rounds of questions. Responses from the third round of questions confirmed either consensus or saturation; a conventional Delphi fourth round of questions was eliminated. Instead, a fourth round of questions solicited participant feedback on the value of the research process. The data analysis is divided into four parts: first-round results, second-round results, third-round results, and fourth-round results.

The first-round questionnaire asked participants to express opinions on three

open-ended questions. The questions involved the forces that will help to shape 21st century changes in degree-granting physical education departments in the CSU system. Participant responses are organized into logical context by themes and found in Appendix D.

The second-round questionnaire included a list of 21st century changes and a list of driving and restraining forces that will influence the shaping process. The lists were generated from the themes that emerged in the first round of questions. Participants evaluated statements on the lists with agreement or disagreement responses. Participants also evaluated leadership focus and included comments on the lists of statements. Additionally, participants responded to the following question that emerged from the first-round data: understanding change as inevitable, list specific strategies that you might employ to effect the shaping process of 21st century CSU physical education departments. Results from the second round of questions are found in Appendix E.

The third-round questionnaire identified majority responses that gained consensus from the second round of questions. Majority responses were defined by using a modal central tendency measure as the standard and consensus was established when a majority response represented a minimum of 60% of the respondent pool. Participants either concurred with the majority response or explained why they chose to remain in the minority. Additionally, participants re-evaluated their responses to six questions that did not gain consensus. Finally, participants prioritized a list of leadership strategies generated from the data in the second round of questions. Participants also commented on

professional development efforts that might nurture the change process. Results from the third round are included in Appendix F.

The fourth-round questionnaire asked participants to evaluate the learning value of their participation in the Delphi study. The data are included in Appendix G.

First-Round Results

The first-round questionnaire asked participants to express their opinions on three open-ended questions using the following scenario as a framework for their responses. The State Chancellor's Office invites you to sit on a special task force made up of CSU physical education experts. Your charge is to brainstorm about the future of physical education departments in the CSU system. You are asked to generate many ideas with no regards to limits or restraints. The three open-ended questions follow:

1. What changes will the 21st century bring to degree-granting physical education departments in the CSU system?
2. Make a list of the driving forces helping to shape the 21st century physical education departments in the CSU system. Include all the forces that you believe may have an influence.
3. Make a list of the restraining forces acting as obstacles to the shaping process. Include all the forces that you believe may act as obstacles.

I received 16 responses from my pool of 20 participants. Eight responses were hand-written or typed; seven responses were e-mailed and one response was taped on an audio cassette, which was professionally transcribed.

I organized responses into a logical context by themes. Seven themes on changes the 21st century will bring to CSU physical education departments emerged from Question 1; four themes on the driving forces helping to shape 21st century CSU physical education departments emerged from Question 2; and three themes on the restraining forces acting as obstacles to the shaping process emerged from Question 3. The themes are presented in Table 2 and Table 3. The organized data are included in Appendix D. A summary and discussion of the data follows.

Changes Proposed for the 21st Century

Seven themes emerged from Question 1 (which asked participants "What changes will the 21st century bring to degree-granting physical education departments in the CSU system")--name, degree focus, instructional methodology, faculty, students, privatization, and inter/cross disciplinary studies. The seven themes shown in Table 2 represent a summary of participant responses. Each theme focused on a particular aspect or issue in physical education that respondents believed would experience some kind of change. The following discussion defines and examines each theme in detail.

Degree focus.

The data on the degree focus change suggested a collection of future possibilities that included strong discussion on the seven issues listed below:

1. Further diversity of curriculum within departments
2. More emphasis on science-based courses

Table 2

Changes Proposed for 21st Century CSU Physical Education/Kinesiology Departments

| Change | Number of respondents |
|----------------------------------|-----------------------|
| Degree Focus | 14 |
| Instructional Methodology | 11 |
| Faculty | 7 |
| Students | 6 |
| Inter/Cross-Disciplinary Studies | 4 |
| Name | 4 |
| Privatization | 4 |

Note. Responses from First-round Question 1: What will the 21st century bring to degree-granting education departments in the CSU system?

3. Programs that encompass the total life span
4. More curriculum prescription by accreditation agencies
5. More evolving certificate programs
6. Decreasing demand for teacher preparation programs
7. More degree focus on health promotion and health care professions

Discussion on the data supporting each issue follows.

Further diversity of curriculum within departments referred to the trend to prepare students as specialists in the kinesiology discipline. Responses indicated that physical education teacher training would only be one specialization of kinesiology in higher

education. One respondent said "Years ago physical education teacher training was the only major available from institutions of higher education. Today and in the future I believe that physical education teacher training will only be a part of the kinesiology discipline and that more sports medicine, motor control, and motor behavior will be included." Another respondent said that "sport management will emerge as the main driving force specialization in the first decade of the 21st century." On another tangent, one respondent added "programs will have to get in the business of helping people prepare for and participate in high risk movement activities. Bike riding and skateboarding have evolved to such a degree that we are negligent if we do not prepare and train teachers who are competent in teaching and preparing the young and old for high-risk physical activities. We can not continue to hold on to a 19th century model of physical education that includes healthy exercises; traditional sports; traditional social dances; and, in far too many departments, separate boys and girls physical education programs." Thus, responses seemed to point towards curricular diversity as a 21st century change.

More emphasis on science-based courses involved a prediction that physical education will be more assessment driven. Additionally, responses suggested that physical education will move away from its activity-based foundation and become more academic and research-based. One participant said "emphasis on science-based courses will expand at the cost, or loss, of social science-related courses." Responses seemed to

indicate that a demand for more assessment and research endeavors will drive faculty and curricular focus.

Programs that encompass the total life span was another curriculum issue. The data suggested future focus on the movement needs and issues of infants through senior citizens. One respondent said "we will focus on the children and the elderly. We will put our resources into early childhood education and elementary school physical education at one end of our program and elder hostel schooling at the other." Another respondent mentioned the affect our aging population will have on our curricular focus. On the same note, one respondent said "certainly, the very fact that the average life span has increased has lead us to know that we need to train more professionals to work with the senior population." Thus, the data gathered seemed to suggest that curricular focus will encompass the total life span.

Curriculum prescription by accreditation agencies was a curriculum issue that suggested increasing numbers of outside agencies may dictate preparation standards for the physical education profession. One respondent said "externally imposed standards have both positive and negative effects. The profession of physical education will benefit from higher base standards for preparation, but at the expense of academic freedom of individual campuses to develop a curriculum they view as appropriate. I see more 'cookie cutter' curricula in the future." Comments like this suggested an increasing influence of accreditation agencies on physical education/kinesiology curricula.

More evolving certificate programs was another curricular issue that surfaced in the data. Responses indicated that physical education departments will dispense certificates--instead of degrees--for athletic training, coaching, early childhood education, elementary school physical education, and elder hostile schooling. Other respondent comments predicted an increase of certificate programs in higher education overall.

The data on decreasing demand for teacher preparation programs suggested that the programs would diminish and eventually evaporate. One respondent stated "the old physical educators will become exercise scientists far removed from the practitioner who used to teach physical education. Remember when schools taught Latin? Physical education will go the same way." Another respondent added that "high schools will pattern themselves after universities and discontinue their physical education requirement and will separate physical education from sport and competitive athletics. Need for teacher preparation in physical education will evaporate as instructional programs are abolished. The competitive athletics programs will be taken over by community government or non-profits, or other community organizations." Comments from these respondents suggested that the demand for teacher training programs will decrease in the future.

More degree focus on health promotion and health care professions was the final curricular change issue. Participants reported that physical education departments will need to diversify and develop new options in the health care profession. One respondent

said "based on some of today's issues dealing with the health care field, I believe that our departments are going to play a bigger role in developing professionals that can work in that area, i.e. fitness specialists, athletic trainers, kinesiotherapists, etc. It is very likely that our departments will need to diversify even more and develop new options to work in the health care profession." Additionally, one respondent noted that "physical education may evolve into health and wellness programs and our degree will become a prerequisite to a director of practitioners who will train and oversee the people who actually do the work." Another participant stated "in order to remain viable, public school physical education and sports need to make health promotion a primary goal." Responses appeared to suggest that the future will bring more curricular focus to health promotion and health care.

Instructional methodology.

Responses from the instructional methodology theme included discussion on future changes in the ways that faculty will teach. Driven by pressures to teach more students with fewer resources, respondents said that an increased emphasis will center on technology mediated instruction. One respondent said "I believe that analyzing data/movement/etc. will be all completed with the use of technology—computers, etc. The laboratory experiences that students will have will be tremendous with the use of various pieces of equipment." Another stated "technology will be more user friendly and will help individuals better understand their physiological changes." Additionally,

respondents noted that technology will assume greater importance in the transmittal of information. Five CSU chairpersons commented on how cyberspace classrooms will be a normal daily routine for students. One respondent said "it will not be necessary for every student to attend every class. Class may be held on the Internet—through their home TV system or chat rooms, etc. Coming onto campus in order to attend class will not be the only way that teaching and, especially, learning will take place." One respondent further explained that "the knowledge explosion will shift emphasis from acquisition of knowledge to knowledge acquisition skills, i.e., how to access knowledge." In summary, respondents' comments focused on the idea that technology and knowledge access will impact both teaching styles and process and all forms of scholarly work.

Faculty.

The theme on faculty change describes the changes that faculty will face. First, respondents suggested that future CSU faculty will be specialists in movement-related areas rather than physical education generalists. These comments referred to a future collection of specialized faculty who will be well-trained subdiscipline experts. Other respondents also expressed the movement towards specialized faculty but, in the same breath, they identified a growing need for multi-disciplined faculty at the undergraduate level. These respondents acknowledged that no multi-disciplined doctoral candidates will be available. Conclusions can be drawn from respondents' comments on faculty changes that faculty of the future will be less versatile as teachers due to the pressure to produce in

specialized research areas.

Respondents also suggested changes in the faculty tenure issue. One respondent said "I don't think you will see tenure as we know of it today. I think we are going to see contractual arrangements where you have two, five, maybe seven year contractual agreements with faculty. And I think mainly that's because of the accountability issue and the problems that we have with the quality of professionals in the academy and particularly our area."

Finally, participants reported that accountability issues will force faculty to become more current in their respective fields. When faculty claim to prepare students for the work force, they will be held accountable to their claims by the public. In addition, accountability will also drive universities to encourage faculty to become more involved with the community outreach process. One respondent said "I see the university trying to cure the ills of public education." Another respondent added that "faculty need to study and help right the current rocky course and practices in high school physical education programs." Yet another respondent summed up the accountability issue with "whatever happens in K-12 education will bring credit or discredit to our teacher training programs."

Students.

The theme on students change describes future changes pertaining to students. Participants suggested that the increasing number of students will have a tremendous impact on structures of the curriculum and the ability of the CSU to meet student needs.

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One respondent identified increasing population, greater density, and increasing diversity of CSU constituency as contributing to student changes. Another added that "the student as a consumer will become the focal point of what universities accomplish."

Pertaining to student expectations, one respondent said "entering students will have defined career goals, be stronger in computer skills, and have similar-to-present competencies in written and verbal skills. They and their parents will expect students to complete a college degree in four years or less and to be prepared for a career or entry into a graduate study program. The education process will have to attempt to be both efficient and proficient." Finally, a respondent noted that graduating seniors will also expect to be more technology-oriented. Thus, respondents' comments seemed to suggest that the increasing numbers of students and student expectations will affect physical education/kinesiology departments of the future.

Name.

The data on the name change theme suggested that degree-granting, physical education departments will not be named physical education. One respondent said "inherent in the present degree/name change is expansion of the field of study of human movement. Rather than tack on more and more titles, as in HPERD, departments will assume titles that better describe who they are and what they do." Three responses identified kinesiology as a more appropriate name because it includes a broader spectrum for the study of human movement. One response mentioned that a single name change

will have a profound affect on "everything"—with everything referring to the changes for the 21st century.

Privatization.

The privatization change theme focused on the idea of external funding for physical education activity and athletic programs. Respondents suggested that athletics will become too expensive for schools to operate as an adjunct to the instructional program. Thus, the major sports that survive will be financed by private enterprise and only housed on university campuses. Likewise, other respondents added that physical education activity programs and health and wellness programs will be run by private companies. One respondent said "I believe that most universities will run their activity programs, or service programs, as it is called in some institutions in the future by private companies, associated student organizations, or etc. and not with an academic component. Most PE/KIN departments will lose control of this program." Other respondents added that state-funded university faculty positions will not be used to facilitate physical education department physical activity programs. Instead, the service programs will be funded through private enterprise or non-profit organizations housed on campus or in the communities.

Inter/cross-disciplinary studies.

The final theme from Question 1 involved future potentials with more collaboration among units within and outside of the university to provide

interdisciplinary and cross-disciplinary approaches to learning and field experiences.

Respondents suggested that more cooperation will provide students with opportunities to understand the role of movement and fitness in the health care professions or in the business of health promotion. One respondent said "the corporate versus collegial model definitely is happening. It is a business now and I hope that we can still maintain some collegiality in that business. I think the corporate model will allow us to see some programs doing more cross discipline work with research as well as teaching. I think that's kind of exciting." Likewise, the data included comments on the development of more partnerships with the community colleges to reduce the amount of time needed to attain the degree.

Driving and Restraining Forces for Change in 21st Century

Much like Question 1 from the first-round questionnaire that asked participants to identify future changes, Questions 2 and 3 were also open-ended questions. The two questions asked participants to brainstorm about both the driving and the restraining forces affecting the change process in 21st century CSU physical education/kinesiology departments. Four driving force themes emerged from Question 2 (which asked participants to "make a list of the driving forces helping to shape the 21st century physical education departments in the CSU system"): fiscal resources, technology, societal demands, and university environment. Three restraining force themes emerged from Question 3 (which asked participants to "make a list of the restraining forces acting as

obstacles to the shaping process"): faculty culture, limited budgets, and traditional thinking. Each theme described an aspect or issue that respondents believed will affect the change process as either a driving force or a restraining force for change. The following discussion defines and examines each theme in detail. A summary of participant responses is shown in Table 3.

Driving force: societal demand.

Study participants reported that the American public has an increased awareness of the value, importance, and need for physical activity to stay healthy. These new attitudes will drive market demand for trained wellness-management graduates, leisure service graduates, and fitness industry graduates. Thus, respondents identified the employment opportunities for such graduates will increase student interest in the fitness, nutrition, and health-related aspects of the physical education field. Furthermore, participants added that career-driven students and their parents will expect the CSU to prepare them for these careers in a timely manner. One respondent said "I think market demand for services from pediatrics to geriatrics is going to drive our departments. And look at it as what I will call the business of kinesiology ... the bottom line is you better be able to market your product."

Additionally, respondents included demographics as an influential force in the shaping process of CSU physical education departments. Increasing population, greater density, and increasing diversity of the CSU constituency will significantly affect

Table 3

Driving and Restraining Forces for Change in 21st Century CSU Physical Education/Kinesiology Departments

| Driving forces | Number of respondents | Restraining forces | Number of respondents |
|------------------------|-----------------------|----------------------|-----------------------|
| Societal Demands | 14 | Budgets | 12 |
| Fiscal Resources | 12 | Traditional Thinking | 9 |
| Technology | 10 | Faculty | 8 |
| University Environment | 10 | | |

Note. Responses from first-round Question 2: Make a list of the driving forces helping to shape the 21st century physical education departments in the CSU system; and, Question 3: Make a list of the restraining forces acting as obstacles to the shaping process.

decisions on how the populations will be serviced.

The data from participants' comments also suggested that the public image of physical education as synonymous with competitive athletics, together with the need for physical education curriculum changes in the K-12 public schools, will act as influential forces for change in the CSU physical education departments. Attitude adjustments will require a process that begins with the re-education of future physical education professionals. Accordingly, the current CSU faculty who address the re-education issue

of preparing future leaders were identified as one major driving force shaping 21st century departments.

Driving force: fiscal resources.

Respondents repeatedly identified fiscal resources as a major driving force helping to shape 21st century CSU physical education departments. Three respondents reported limited financial resources will have a continuing impact on decaying facilities, inadequate equipment, and lower instructional quality. One respondent said "less state funding will decrease faculty positions and/or increase student/faculty ratios. More lower cost positions, such as teaching assistants and graduate assistants lecturers, may be employed. This will result in lower quality of instruction in CSU." Another respondent identified budget constraints as the issue that will force the State to adopt State-assisted financing in place of State-funded financing for higher education. Three respondents said that the outcome of limited budgets will be that outside monies will be needed to maintain program quality. A number of respondents suggested the future privatization of physical education as one solution to diminished state resources.

Additionally, participants reported possible restructuring in the CSU system using a business management model that will mean curricular changes based on available funding rather than sound educational principles. One respondent added "due to this model, curriculum will be determined, in the final analysis, by business trained administrators rather than faculty." On the same note, another respondent said that

assessment and accountability requirements will drive programs from a business bottom-line approach. Thus, curriculum will be determined by business trained experts rather than discipline faculty. Furthermore, a number of respondents believed that this corporate model will be the driving force behind the demise of faculty tenure.

Driving force: technology.

Respondents overwhelmingly identified technology as a major driving force for change. Comments on technology included that student learning styles will be different as result of their exposure to the technology explosion and the availability of information. Students will have stronger backgrounds in technology use and expect the same of their professors. Hence, there will be an increased need, demand, and use of technological innovations. CSU chairperson respondents also suggested that rapidly changing technology concomitant with admitted faculty hesitancy to embrace the use of emergent technology will significantly influence the dynamics within the change process.

Driving force: university environment.

The data on the university environment theme involved participant discussion on three influences within the university that will drive future changes: increased inter-disciplinary approach, university policies, and faculty politics. Many respondents declared that issues concerning the faculty work environment on the CSU campuses as a driving force for change were notably important.

First, participants suggested an increased inter-disciplinary approach to education

would promote greater use of teams and cooperative learning with other disciplines such as biology, history, sociology, the arts and nutrition; it will also decrease departmentalism. One respondent explained how an open environment will entertain options for physical education faculty to join other disciplines in new subject matter models, such as sport psychology with psychology, and sport biomechanics with engineering or physics. Two respondents commented on the possible breakup of the traditional physical education departments as the professional community becomes more splintered and increasingly active in a cross system, inter-disciplinary environment.

Second, respondents' comments also suggested that university policies will influence change in physical education departments. Accreditation requirements, access policies, legislative mandates, external agencies/organizations pressure, chancellor policies, public education code, and new graduation requirements were all identified as driving forces that will help to shape 21st century physical education departments.

Third, respondents expressed faculty politics as a driving force for change. One comment said that the demise or healthy future of collective bargaining, tenure, and shared governance will either empower or disarm faculty influence on change within the university. Additionally, a number of other respondents suggested that faculty retirements and replacements, or no replacements will have a significant impact on future changes. One CSU chairperson mentioned that no faculty replacements will increase the need for part-time faculty and creative teaching schedules. Another chairperson stated that "the

newly hired faculty will have degrees in very specific areas. In many cases, there will be no common background to serve as a unifying force to drive change. So departments will be a collection of specialists."

Additionally, one participant suggested that the expectations for faculty to assist in fund-raising efforts to support programs and research will be another driving force in the shaping process. Finally, from another perspective, one chairperson added "one driving force is the faculty who are preparing future leaders now. Another driving force is the people who are our future professionals and our future leaders coming out." Both ideas about faculty influence as a driving force for change rests on the premise of faculty performance as proactive agents in the change process.

Restraining force: limited budgets.

Participant responses reported that a lack of resources will be a strong obstacle to change. Reduction in funding, equipment and personnel will always be a major drawback. One respondent commented that "facilities that were built in the 60s and 70s do not meet the needs of the 90s yet alone 2000 and beyond." Additionally, four chairpersons suggested that the cost of technology and the access to adequate resources to deliver technology-stimulated instruction will stand out as major obstacles. Furthermore, one respondent identified increasing populations, increasing diversity of constituents, and declining resources as major issues that complicate the challenges for progress into the 21st century.

Restraining force: traditional thinking.

Respondent comments revealed traditional thinking on programs and education methodology as obstacles to change. One participant stated "the tradition of being tied to sport and pedagogy is wrong. Approaching the discipline as physical activity across a life span from pediatrics to geriatrics is the perspective which needs to be adopted and the traditional perspective needs to be dropped." The comment suggested that the traditional perspective of physical education being tied to sport and pedagogy will limit future possibilities.

Additionally, respondents reported another traditional perception that serves as a restraining force for change in physical education. Societal perceptions of physical education as athletics threaten the credibility and future of the profession. Such traditional thinking by university administrators downgrade the value of physical education and hinder progressive changes within physical education departments.

Moreover, the CSU system inertia for change was identified by chairpersons as another major obstacle. Policies, procedures, and conservatism within the university structure serve as restraining forces. One respondent said "tradition as a word isn't the problem. Tradition as the way professionals think and prepare future professionals is killing us. We don't have any think tanks at the university level. We have very few think tanks at least what I consider think tanks and they tend to be in the Big 10." Another respondent said "within some departments some faculty may block curricular changes

which move away from the old physical education model." Likewise, respondents reported that the national professional organization for physical educators, the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), supports typical traditional thinking that helps to strangle the discipline and deny potential.

Restraining force: faculty culture.

As a restraining force to change, one participant commented that "the culture of faculty tends to be reflected by territorial behavior, resistance to change, and slowness in reacting to new paradigms. As the world assumes an even more changing behavior with new ideas and growth, higher education will be hard pressed to keep up." Respondents also commented on the restraining power of faculty members who fight to maintain the status-quo. One participant said "dinosaur faculty members who want to continue doing the same thing they have for the last 30 years" will act as obstacles to change. Self-serving faculty members and department chairs who are not open to change and want to preserve domain will also be obstacles to the shaping process. Likewise, participant responses identified the level of faculty commitment to change as an important restraining force.

First-Round Results Summary

The emergent themes from participant responses to the first-round questions offered information about future changes and the driving and restraining forces influencing changes in CSU physical education departments. The themes helped develop

9 prediction statements (with 1 prediction statement having 7 descriptor phrases) on future changes and 10 prediction statements on the driving and restraining forces influencing the changes. The prediction statements in their entirety are included in Appendix E. A force field analysis of the forces acting on the predictions for the CSU changes is presented in Figure 2.

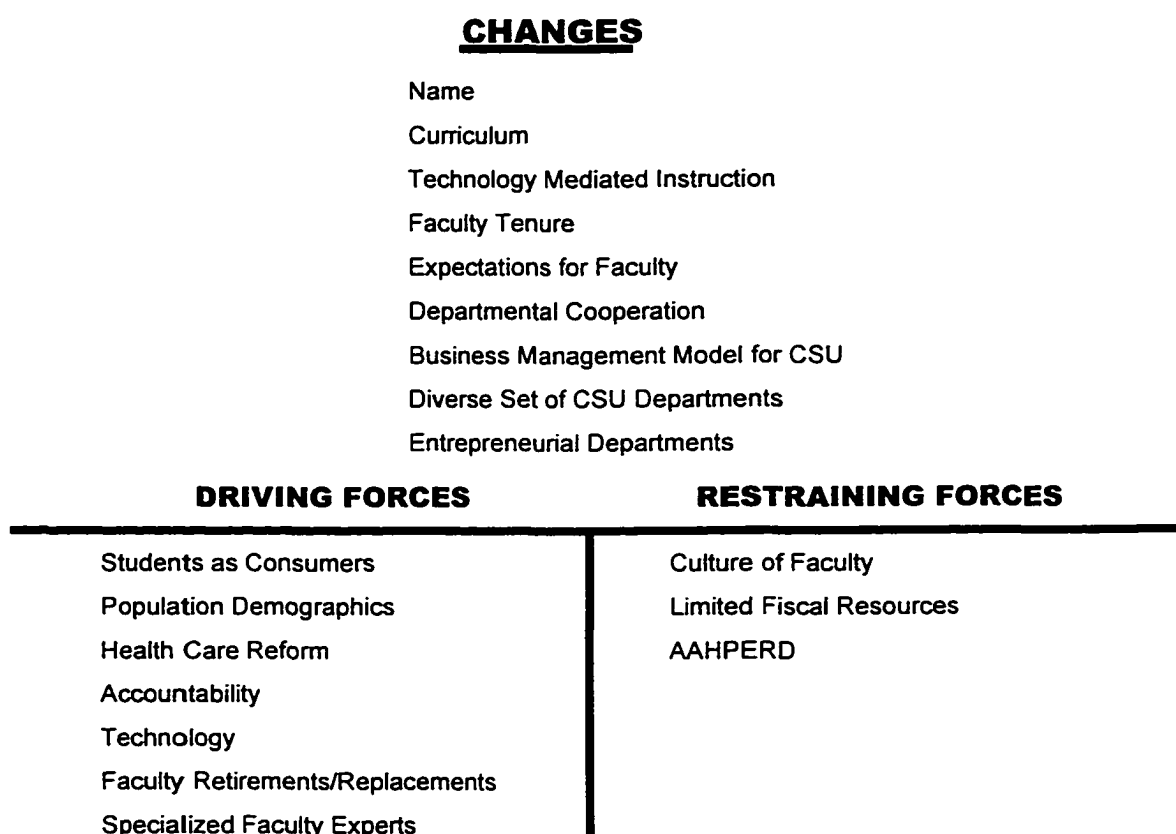


Figure 2. Force Field Analysis of Forces Acting on Predictions for CSU Changes

Additionally, a brief synopsis of the 19 prediction statements follows.

A brief synopsis of prediction statements on 21st century changes follows

Leadership Responses Physical Education/Kinesiology

(numbers 1 through 9 represent the change statements and 10 through 19 represent statements on driving or restraining forces for change):

1. More departmental name changes.
2. Curricular changes will develop in program diversity, science-based courses, total life span programs, prescription by accreditation agencies, certificate programs, teacher preparation programs, and health care programs.
3. Technology will have a profound affect on instructional methodology.
4. Faculty tenure will evolve to contractual term agreements.
5. Faculty expectations will involve a community outreach process.
6. Greater cooperation for inter/cross-disciplinary study and partnerships will be more common.
7. Restructuring the CSU will employ a business-management model.
8. We will see a more diverse set of CSU departments.
9. Departments will become more entrepreneurial.
10. Students as the consumers will have an impact on focal point of universities.
11. Population demographics will influence curricular decisions.
12. Health care reform and support for fitness will influence the market demand for professionals and drive department curriculum.
13. Accountability for the delivery of efficient and proficient programs will drive university curricula.

14. The technology explosion will alter instructional methodology.
15. The culture of faculty will function as a restraining force for change.
16. Faculty retirements and replacements will influence departmental focus.
17. New faculty will be specialized experts who will dictate the subdiscipline focus of a campus.
18. Limited fiscal resources and a change in financial practice from state-funded to state-assisted will drive privatization efforts.
19. As a generalization model in traditional thinking, AAHPERD will function as a restraining force for changes.

The 19 prediction statements, including the collection of descriptor phrases for the curricular focus statement on change reflected a summary of the data collected in the first round of questions. The questions were used in the second-round questionnaire.

Second-Round Results

In the second round, adhering to a traditional Delphi Method, participants evaluated 9 prediction statements (with 1 statement having a collection of descriptor phrases on change) and 10 prediction statements on the driving/restraining forces for change using specific criteria for agreement or disagreement. The prediction statements were generated from the data collected in the first round of questions. In addition, participants indicated a priority for leadership focus if they concurred with the prediction statement. Participants responded directly on the second-round questionnaire tool and

included comments in the space provided beneath each statement.

Due to the emergent nature of the Delphi Method as a research tool, an additional question was developed after reviewing first-round responses. Participants also responded to the following statement: understanding change as inevitable, list specific strategies that you might employ to affect the shaping process of 21st century CSU physical education departments.

For the above statement, participants were given choices for the method in which they preferred to respond. In addition to the traditional written responses, participants were given the opportunity to respond via e-mail. Verbal response on a tape cassette was eliminated as an option because only one respondent used the method in the first round of questions.

I received 19 responses from my pool of 20 participants. All 19 responses were hand-written on the questionnaire tool. Majority and minority responses were identified and comments were organized as in support of agreement or disagreement with the prediction statements. Additionally, a list of strategies that respondents might employ to affect the shaping process was compiled from their responses. The organized responses from the second-round questionnaire are included in Appendix E.

Predicted 21st Century Change and Leadership Priority

Data from the second round of questions showed participant agreement or disagreement with the nine prediction statements (including the collection of descriptor

phrases) for the curricular focus statement on change, generated from the data in the first round of questions. Responses to the prediction statements are presented in Table 4. Additionally, Table 4 includes a notation on those prediction statements that received a high priority for leadership focus rating by more than 60% of all respondents.

Participant responses in Table 4 represent agreement or disagreement with the predicted 21st century change statements. Participants were asked to offer an opinion on the predicted change using a five-point scale to express the strength of their opinion. The five-point scale range included strongly agree, agree, no position, disagree, and strongly disagree. All strongly agree and agree responses from the questionnaire were grouped together as an agreement response. Likewise, all strongly disagree and disagree responses were grouped together as a disagreement response.

For this study, consensus was defined by a 60% response choice of agreement or disagreement that was established in 6 of the 9 prediction statements. The one prediction statement on curriculum that listed a collection of descriptor phrases was included as one of the six statements establishing consensus. The responses from the participants revealed strong agreement on future changes by the group.

Likewise, the data coincided with the literature discussion on the perspective differences and central focus issues in physical education departments in higher education. The prediction statement on department name change, which said that more departments will change their names to better reflect who they are and what they do,

Table 4

Participant Response on Predicted 21st Century Change and Leadership Priority

| Predicted change | Participant response | |
|--|----------------------|----------|
| | Agree | Disagree |
| Curriculum | | |
| - total life span | 19*+ | 0 |
| - more focus on health promotion | 16* | 3 |
| - more certificate programs | 15* | 2 |
| - more science based | 14* | 3 |
| - further diversity | 12* | 6 |
| - more prescription by accreditation agencies | 12* | 6 |
| -decreasing demand for teacher prep. | 4 | 14* |
| Greater Cooperation among Various Stakeholders | 17* | 0 |
| Department Name Change | 15* | 2 |
| Faculty Involved in Community Outreach Processes | 15* | 1 |
| Technology Affects Teaching and Learning Processes | 14*+ | 4 |
| More Entrepreneurial | 14 | 3 |
| Restructure Using Business-management Model | 11 | 5 |
| Diverse Set of CSU Departments | 11 | 7 |
| Faculty Tenure | 3 | 9 |
| * More than 60% of respondents chose this response and established consensus on this item. | | |
| +More than 60% of respondents chose "high" priority for leadership focus on this item. | | |

confirmed the nomenclature changes that Razor and Brassie (1990) reported, "In institutions with enrollments over 15,000, there is more divergence than commonality in titles selected" (p. 89). The differences in the current list of CSU department names already confirmed the prediction.

Additionally, the prediction statement on further diversity of curriculum within departments supported the discussion by many scholars (Corbin, 1990; Greendorfer 1990; Hoffman, 1985; Lawson & Morford, 1979; Newell, 1990b; and Thomas, J., 1985) on future curricular diversity due to the increasing perspective differences and the ambiguous central focus. One respondent from my study said "while diversity is contemporary, this may have caused some of us a problem with watering down or losing central focus."

The prediction statements on curriculum, technology, faculty, departments, business-management models, and entrepreneurialship highlighted future changes that aligned to items in the "Cornerstones Report" (California State University, 1998c, 1998d, 1998e, 1998f, 1998g), a futures directive for the CSU system. The Cornerstones Report addressed four main areas for CSU focus in California's future: learning for the 21st century; meeting the enrollment and resource challenge; accountability issues; and, investigating real-world partnerships. Each prediction statement mentioned above can be viewed as a reaction to a Cornerstone directive.

Additionally, in the literature review, Spirduso (1990) expressed similar thoughts

about the prediction statement on greater cooperation among units within and outside of the university. CSU chairpersons echoed thoughts on Spiraduso's discussion on increasing inter/cross-disciplinary endeavors within and outside of the university as a futures outcome. One respondent said "without question, this has to happen. The focus has been on matriculation. The focus should be on collaborating joint projects that serve and improve society."

Three prediction statements on changes failed to establish consensus. The modal response for the prediction on faculty tenure evolving to contractual term agreements reflected disagreement. Respondents declared "unions will not permit tenure to die ... there is too much resistance and this decision will be at a much higher level than chairs will influence ... this will happen only if/when business model is adopted."

The modal responses for the statement on restructuring the CSU to employ a business-management model, and the statement on evolution of more diverse sets of CSU physical education departments dependant on resources reflected agreement. However, like the statement on faculty tenure, neither statement established consensus. Hence, participants were given all data that included comments on all statements and asked to re-respond to the statements in the third round.

For ratings on leadership priority, only those predicted change statements that more than 60% of all respondents chose for high priority for leadership focus are identified in Table 4. Participants used a three-point scale range that included high,

medium, and low priority for leadership rating. A summary of all leadership priority responses to the predicted change statements is included in Appendix E.

For this study, consensus was defined by a 60% response choice of high, medium, or low leadership priority that was established in 2 of the 9 prediction statements. A high priority for leadership focus was the consensus choice for the predicted change statement that involved curricula that encompasses the total life span and the statement that involved technology effects on teaching and learning processes. One respondent said "we need to strategically plan to control the technology rather than have the technology control us." The data revealed alignment with the CSU "Cornerstones Report" (California State University, 1998d), which is a futures directive for the CSU system. Leadership focus on technology in the classroom and total life span program curriculum issues addresses the learning for the 21st century "Cornerstones Report" directive to best respond to student needs and expectations in preparation for their life and work.

Predicted Driving/Restraining Forces and Leadership Priority

Data from the second round of questions showed participant agreement or disagreement with the 10 predicted statements on driving/restraining forces influencing change generated from the data in the first round of questions. Participant responses to the 10 prediction statements are presented in Table 5. Additionally, Table 5 includes a notation on those predicted driving or restraining forces that received a high importance influence rating by more than 60% of all respondents.

Table 5Participant Response on Predicted Driving/Restraining Forces for 21st Century Change

| Predicted driving/restraining forces | Participant response | |
|--|----------------------|----------|
| | Agree | Disagree |
| Population Demographics | 18* | 1 |
| Accountability | 17* | 2 |
| Technology Explosion | 17*+ | 2 |
| Faculty Retirements and Replacements | 17*+ | 1 |
| Culture of Faculty | 16* | 2 |
| Students as Consumers | 14* | 5 |
| Support for Fitness Influences the Market Demand | 14* | 4 |
| Limited Fiscal Resources | 11 | 3 |
| New Faculty Will be Specialized Experts | 10 | 6 |
| AAHPERD as Restraining Force | 10 | 7 |

*More than 60% of respondents chose this response established consensus on the item.

+More than 60% of respondents chose "high" importance of force as influence on the item.

As with the predicted change statements, the agreement/disagreement responses on driving/restraining forces influencing change and the importance of the force as influence ratings reported represent the modal response from the second-round questionnaire. Likewise, participants were asked to offer an opinion on the predicted

driving/restraining forces influencing change using a five-point scale to express the strength of their opinion. The five-point scale range included strongly agree, agree, no position, disagree and strongly disagree. All strongly agree and agree responses were grouped together as an agreement response. Likewise, all strongly disagree and disagree responses were grouped together as a disagreement response. The modal responses reported in Table 5 represent the agreement and disagreement groupings.

Consensus (60% response of agreement or disagreement) was established in 7 of the 10 prediction statements. The data revealed strong agreement on the driving/restraining forces influencing future changes by the participant group.

The forces identified as driving change or acting as obstacles to change represent faculty, departmental, university and external environmental forces. The predicted driving/restraining force statements on students as consumers, population demographics, resources aligned with the discussion from the CSU "Cornerstones Report" (California State University, 1998c, 1998d, 1998e, 1998f, 1998g). The Cornerstones Report addressed four main areas for CSU focus in California's future. The focus areas included learning for the 21st century, meeting the enrollment and resource challenge, accountability issues, and investigating real-world partnerships. A respondent said "the market demand for fitness, accountability, technology explosion, and limited fiscal needs of the learner will drive everything. Cost effective, quick delivery programs are the wave of the future; if programs are linked to jobs, this--meaning health care reform and market

demand for fitness professionals--will be important; accountability mechanisms are already in place but will increase; the technology explosion has already affected the education process. This TV generation is difficult to engage in interactive classroom discussion. They almost need to be entertained. We study comedic techniques to keep them awake and focused during lectures, for example. We've almost eliminated lectures as a dominant way to teach/learn." Each driving or restraining force statement mentioned above can be viewed as a response to a Cornerstone directive.

Next, the predicted statements on culture of faculty and faculty retirements and replacements involved faculty as a force and concurred with Argyris (1984) and Dixon (1994) on the importance of changing individuals within organizations before organizations can evolve. To demonstrate resistance, one respondent said "faculty retirements/replacements is the only way to counteract the culture of faculty, and particularly tenure." Another added "the old guard will be replaced with the young technology trained mind." Chairpersons seemed to accept the idea that individuals must change before change can occur. However, their responses represented subscription to replacing the individual rather than changing the individual.

Additionally, Morgan's "psychic prisons" (1986, p.199) discussion and Lakoff and Johnson's (1980) discussion on language and myths offered support for faculty issues as driving or restraining forces for change. One chairperson's comment declared "kinesiology/physical education people are far too conservative to move forward." Another participant said "senior faculty who are not active scholars teach really bad

habits to junior faculty.” Language and myths appear to act as restraining forces for change. Such ideas make the leadership task in changing organizations difficult.

Responses proved that the CSU physical education/kinesiology departments are not different from other organizations that are resistant to change.

Three prediction statements on driving/restraining forces shaping changes failed to establish consensus. The modal response for the three prediction statements--new faculty being specialized experts, limited fiscal resources driving privatization efforts in the university, and disenchantment of AAHPERD in its national leadership role--reflected agreement. Like the three prediction statements on future changes that did not establish consensus, participants were given all data from the second-round questionnaire and asked to re-respond to the statements in the third round.

Predicted driving or restraining forces influencing future change statements that more than 60% of all respondents chose a high rating for the importance of the force as an influence are identified in Table 5. Participants used a three-point scale range that included high, medium, and low importance of force as influence rating. A summary of all importance rating responses to the predicted driving or restraining forces influencing future change statements is included in Appendix E.

Consensus (60% response choice of high, medium or low importance of force rating) was established in 2 of the 10 prediction statements. A high rating for importance of force was the consensus choice for the following two predicted driving/restraining force statements: technology explosion and faculty retirements and replacements.

Table 6

Leadership Strategies to Affect the Shaping Process

| Strategies | Number of respondents |
|--|-----------------------|
| Include faculty in collaborative decision-making process; develop team building activities for faculty in which all participate in vision development and change processes. | 9 |
| Encourage faculty participation in technology in service for learning enhancement events: offer incentives for technology use. | 8 |
| Encourage faculty to explore cross-discipline and collaborative relationships within and beyond their university; extend beyond their specialization and campus. | 7 |
| Acquire off-campus resources to support initiatives; build community network to solicit input, positively network, and seek resources. | 6 |
| Educate faculty on paradigm shift and develop ability to see new possibilities; nurture a poised faculty able to implement a variety of plans-flexibility and open-mindedness. | 5 |
| Encourage faculty to share and keep current with pedagogical innovations and advances while maintaining high standards. | 4 |
| <u>Note.</u> The number of respondents represents the number of participants who identified the stated strategy. | |

Technology was identified for high leadership priority earlier by participants as a predicted change for the future. And again, technology was identified as a high importance force driving change. Not surprisingly, the CSU “Learning for the 21st Century Cornerstones Report” (California State University, 1998d) also identified technology as a focal point in education. It appeared that the Cornerstones technology directive may have had a strong influence on chairperson’s responses for leadership focus. One chairperson commented on technology with “distance learning is here. How we control it is conditional to our survival and future of our discipline.”

Retirements and replacements was chosen because it is as one respondent said, “the only way to counteract faculty culture.” Another respondent said “the old guard will be replaced with the young technology-trained mind.” Participants gave this force a high importance rating because faculty changes can have a significant influence on the focus of the department.

Leadership Strategies to Affect the Shaping Process

Due to the emergent nature of the Delphi Method as a research tool, participants responded to an additional question that was developed after reviewing responses to questions in the first round. Participants offered opinions on the following additional statement: understanding change as inevitable, list specific strategies that you might employ to affect the shaping process of 21st century CSU physical education departments. All participant responses are presented in Appendix E. Table 6 includes the top six strategies.

Five of the top six strategies identified in Table 6 involved some reference to faculty participation in the change process. Inclusion of faculty in collaborative decision making, team building activities, vision development, and change processes were reported by nine respondents. Eight participants also identified the importance of encouraging faculty participation in technology in-service events for learning enhancement.

Additionally, respondents suggested incentive offers for faculty technology use in the classroom. Participants recommended that faculty be encouraged to explore cross-discipline and collaborative relationships within and beyond their specializations, departments, and campuses. In addition, faculty should be encouraged to share and keep current with pedagogical innovations and advances while maintaining high standards. Furthermore, participants identified the need to educate faculty on paradigm shifts and new possibilities while nurturing the transformation of a poised faculty able to implement a variety of plans with flexibility and open-mindedness.

The fourth ranked strategy, articulated by six respondents, identified the need to acquire off-campus resources to support initiatives. Suggestions included building community networks to solicit input, positively network and seek resources. Although the strategy did not directly mention faculty participation, community networks require the direct involvement of faculty. While the university controls facilities, faculty continues to be the most valuable university resource. Faculty have the knowledge and expertise that communities and private industry desire. Faculty will always remain a major player in

collaborative university partnerships. Thus, the top six leadership strategies to affect the shaping process identified by the respondents involved faculty participation.

The strategies agreed with leadership scholars Rost (1994), Burns (1978) and Foster (1989) who articulated leadership as a relationship in which all players interact and collaborate for change. Secondly, the strategies concurred with the organizational learning models that nurture learning environments in which everyone participates as contributors and learners proposed by Senge (1990), Dixon (1994), Stacey (1996), and Weisbord and Janoff (1995).

Second-Round Results Summary

Data from the second round of questions revealed participant consensus (60% response choice of agreement or disagreement) on 6 of the 9 predicted statements on changes and 7 of the 10 predicted statements on driving/restraining forces influencing change. The data presented in Tables 4 and 5 revealed strong agreement on future changes and driving/restraining forces influencing the shaping process of 21st century CSU physical education departments by the participant group.

Additionally, participants offered leadership strategies that they might employ to influence the shaping process of 21st century CSU physical education departments. The top six leadership strategies to affect the shaping process identified by the respondents involved faculty participation. All strategies identified are presented in Appendix E.

Third-Round Results

Round three identified majority agreement/disagreement responses to predicted

statements. Participants either concurred with the majority response or explained why they chose to remain in the minority. Additionally, participants re-evaluated their responses to six questions that did not gain consensus in the previous round. Finally, participants prioritized a list of leadership strategies generated from the data in the second round of questions. Participants also commented on professional development efforts that might nurture the change process.

I received 19 responses from my pool of 20 participants. All 19 respondents hand-wrote their responses on the third-round questionnaire tool. Results from the third round are included in Appendix F.

Majority Responses and Consensus

Participants confirmed the establishment of consensus (60% response choice of agreement or disagreement) on 13 of the 19 predicted statements on future change and driving/restraining forces influencing the changes. The data from the re-evaluation of the remaining six prediction statements that did not gain consensus in the second round of questions reported the establishment of consensus with four of the six prediction statements. Thus, only 2 predicted statements from the total of 19 statements failed to establish consensus from participant response. One statement that failed to earn consensus predicted an evolution of more diverse sets of CSU physical education departments dependent on resources. The other statement that failed to earn consensus predicted new faculty being specialized experts as a driving/restraining force influencing changes. A list of the predicted statements on changes and driving/restraining forces that

established consensus are presented in Table 7 and Table 8.

Leadership Strategies Prioritized

The data reported a priority rating of leadership strategies to affect the shaping process of 21st century CSU physical education departments identified by participants in the second round of questions. Participants rated each strategy on a scale from one to four: one was defined as a high priority for immediate implementation; two was defined as a medium priority for immediate consideration; three was defined as a priority for future consideration; and, four was defined as no priority. Results from the strategy priority rating are included in Appendix D.

Table 9 presents data on the three strategies that received a high priority rating from more than 60% of the respondents. One other leadership strategy on inclusion of faculty in collaborative decision-making processes which received a high priority rating from only 58% of the respondents is also included in this table. This strategy was included because a review of its priority ratings revealed that 95% of the respondents rated this strategy as a high or medium priority. Only the top rated strategy on encouragement of faculty to share and keep current with pedagogical innovations and advances received a higher rating than this strategy combining both high and medium percentage scores. Thus, I felt justified in including this strategy in Table 9.

The top four leadership strategies identified in Table 9 involved faculty participation: encouraging faculty to participate in technology in-service events for learning enhancement; encouraging faculty to participate in collaborative decision-making

Table 7

Predicted Change and Consensus Response

| Predicted change | Consensus response ^a |
|---|---------------------------------|
| Technology Affects Teaching and Learning Processes | 100% Agree |
| Faculty Involved in Community Outreach Processes | 100% Agree |
| Greater Cooperation Among Various Stakeholders | 100% Agree |
| Curriculum | |
| -more certificate programs | 100% Agree |
| -total life span | 100% Agree |
| -more prescription by accreditation agencies | 89% Agree |
| -decreasing demand for teacher preparation | 89% Disagree |
| -more focus on health promotion | 89% Agree |
| -further diversity | 84% Agree |
| -more science based | 74% Agree |
| More Entrepreneurial | 95% Agree |
| Department Name Change | 79% Agree |
| Restructure Using Business Management Model | 74% Agree |
| Faculty Tenure | 68% Disagree |
| ^a Consensus was defined by a 60% response choice of agreement or disagreement by the participants. | |

Table 8

Predicted Driving/Restraining Forces and Consensus Response

| Predicted force | Consensus response ^a | |
|---|---------------------------------|--------------------|
| | Driving change | Restricting change |
| Students as Consumers | 100% Agree | |
| Population Demographics | 100% Agree | |
| Faculty Retirements and Replacements ^b | 100% Agree | 100% Agree |
| Support for Fitness Influences the Market Demand | 95% Agree | |
| Accountability | 95% Agree | |
| Technology Explosion | 95% Agree | |
| Culture of Faculty | | 95% Agree |
| Limited Fiscal Resources ^b | 79% Agree | 79% Agree |
| AAHPERD as Restraining Force for 21 st Century Changes | | 64% Agree |

^a Consensus was defined by a 60% response choice of agreement or disagreement by the participants.

^b Identified by participants as influential force for change - acting as a driving force on certain change issues, while acting as an obstacle and restraining force on other change issues.

processes; and finally, to plan faculty hiring strategies and retirements were the top four strategies. The data on leadership strategies that respondents might employ clearly indicated the importance of faculty involvement and participation to affect the shaping process of 21st century CSU physical education departments.

While chairpersons acknowledged the importance of faculty inclusion, their responses on the culture of faculty as a restraining force for change expressed their frustration with faculty as participants. The respondent's comment that said, "kinesiology/physical education people are far too conservative to move forward" expressed an attitude about faculty culture. Accordingly, another respondent added "the only way to counteract the culture of faculty, particularly tenure is to plan faculty retirements and replacements." Neither statement appeared to support the leadership strategies on faculty participation. Both statements inferred a sense of futility for dealing with faculty. Consequently, the responses offered the inconsistency often found when comparing an idea to the actual practice.

Professional Development Responses

Data suggested that professional development retreats can be extremely beneficial to nurture the change process. One participant added comments on the value of setting aside time to focus on topics that need to be discussed/explored which allow those involved to learn and understand changes. Other respondents noted that outside facilitators can offer objectivity, however, support within the university is needed to

Table 9

Leadership Strategy Priority Rating by Percent

| Leadership strategy ^a | Respondents rating by respondents | | | |
|--|-----------------------------------|------------|------------|------------|
| | Priority 1 | Priority 2 | Priority 3 | Priority 4 |
| Encourage faculty to share and keep current with pedagogical innovations and advances while maintaining high standards | 84% | 16% | 0 | 0 |
| Encourage faculty participation in technology in service for learning enhancement events; offer incentives for technology use | 68% | 16% | 11% | 5% |
| Plan hiring strategies and retirements | 63% | 21% | 11% | 5% |
| Include faculty in collaborative decision-making process; develop team building activities for faculty in which all participants envision development and change processes. ^b | 58% | 37% | 5% | 0 |

Note. Priority Rating Scale

- 1 High priority for immediate implementation
- 2 Medium priority for immediate consideration
- 3 Priority for future consideration
- 4 No priority

^aOnly leadership strategies that received a high priority rating above 60% were included. A complete report of the priority rating on all leadership strategies is included in Appendix F.

^bThis strategy did not receive a high priority rating above 60%, however, it was included because a combination of its high and medium priority ratings equaled 95%, which warrants consideration.

achieve outcomes agreed on by consensus. Two participants mentioned that the CSU Chairs Council is already a good model for interaction and seems to be an effective strategy for change in the 21st century.

Three respondents expressed opinions in disfavor of professional development to help nurture the change process. Comments included greater benefits from additional new faculty with solid professional background and a suggestion for an individualized professional development approach.

Participant responses on professional development agenda topics included the following:

1. How and why curriculum are changing
2. Highly interactive and grounded in current thinking/trends in higher education
3. Sharing and collaboration within subdisciplines across CSU campuses
4. Dealing with conflict, difficult faculty and healing differences
5. Faculty tenure, contracts, etc.
6. Financial/business information from state to campus to department; ideas, restrictions, etc., on how money could be generated
7. Teaching with technology
8. Student-centered learning
9. Future visions for re-growing the department
10. Faculty seminars on their latest research on teaching strategies; currency in the

field; maintenance/development of skills

11. Broad based discussion on university as social force; on education in California

The topics are randomly reported from the data collected in the third round of questions and are included in Appendix F.

Third-Round Results Summary

Data from the third-round questionnaire revealed consensus on 17 of the 19 predicted changes and driving/restraining forces influencing the shaping process for change. The data, presented in Tables 7 and 8, revealed strong agreement on future changes and driving/restraining forces.

The data on leadership strategies that respondents might employ clearly indicated the importance of faculty involvement and participation to affect the shaping process of future CSU physical education departments. Furthermore, data suggested that professional development retreats can be extremely beneficial to nurture change processes. Professional development non-supporters commented on greater benefits from more new faculty with solid professional backgrounds and there was a suggestion for an individualized professional development approach. Nevertheless, respondents offered 11 agenda topic suggestions for professional development retreats.

Fourth-Round Results

The fourth-round questionnaire asked participants to evaluate the learning value

of their participation in the Delphi Method study. Additionally, I was interested in the effect of the Delphi Method in a leadership process and asked participants to respond to the following question: reflect on the value of your participation in this research study for individual learning and do you have an individual goal after reviewing these data?

Value of Participation

I received 14 responses from my pool of 20 participants; 11 participants e-mailed their responses; 3 participants handwrote and mailed their responses. I organized the responses into a logical context by themes. Four themes emerged on the value of participation: a) thinking exercise; b) informative process; c) reconfirmation of individual thoughts; and, d) little value or no new information. Numbers of respondents identifying themes and individual goals are included in Table 10. All responses are included in their entirety in Appendix G. A summary of the data follows.

Thinking exercise.

Chairpersons noted that participation in the study allowed them to spend time thinking about and formulating written positions on a variety of ideas or issues. One respondent expressed participation as "forcing a renewed vigor in thinking through some generally serious and key concepts/issues." Another respondent articulated "the opportunity to clarify thinking on a large number of important topics that affect the future of the profession." Yet, another respondent reported "contemplating issues that I would not normally spend time thinking about--these issues tended to be ones in which I did not

Table 10

Value of Participation

| Value and Goals | Number of Respondents |
|---|-----------------------|
| Participation Value | |
| Thinking Exercise | 8 |
| Informative Process | 7 |
| Reconfirmation of Individual Thoughts | 3 |
| Little Value/No New Information | 2 |
| Individual Goals | |
| Identified Goals | 6 |
| No Goals | 8 |
| <u>Note.</u> Results of responses to Question 1: Reflect on the value of your participation in this research study for individual learning and do you have an individual goal after reviewing the data? | |

think I would be able to influence the outcome." Another respondent shared gratification for the opportunity to simply express thoughts to someone who would listen and value the comments. One participant identified the experience as "a reflection of my own professional personality." Finally, a respondent shared that "there were some responses that I had not considered until I read through the summary and it has given me some new thoughts to ponder and consider as I view my own department."

Informative process.

The second value of participation theme identified the experience as an informative process. The data revealed a high interest level in learning about other colleagues thoughts and ideas. One respondent shared "I have a feel for how others in the system think and I expect to be less surprised (or will better anticipate) change." Others expressed new knowledge on colleague's perspectives as a chance "to access my colleague's views in comparison with my own; to compare my views with the consensus of all the chairs; and to get a broader picture of what is actually occurring throughout the state in regards to specific issues." One respondent described the process as "an extended meeting where we were able to delve into many areas at once and voice our opinions, agree, or disagree in a collegial environment." The outcome of the process left this respondent feeling more aware of current issues and trends.

Three respondents expressed comments about the information learned and future directions. One participant stated "the richness of the data and the potential impact that it might have on the directions to be taken by the system is apparent." Another participant was less optimistic. This respondent said "there was brief reaction on my part to the results that can be best described as sad. Responses tended to surrender to the thought that chancellor's office control will ultimately dominate what we do and there was limit to enthusiasm for new paradigm possibilities because of the structure of our governance in the CSU." Finally, the third participant reported direction for more certificate programs

on campus based on local emphasis and information learned from participation in this study.

Individual thoughts.

Reconfirmation of individual thoughts was the third theme that emerged from the question on value of participation. Comments from respondents expressed either reassurance that their ideas were similar to other colleagues or validation for what they already thought they knew about each other.

Little value.

Finally, the data revealed a fourth theme that expressed little value from participation. Two respondents described the experience as having little value for them because the results did not reveal anything new or were not a surprise. One respondent explained his/her response with the excellent communication skills of the CSU chairs committee that meets twice a year and regular use of e-mail.

Individual Goals

Six respondents offered their individual goals after reviewing the data from this study. Four participants noted the importance of communication among the CSU chairs for the future of the profession and, similarly, identified a more intimate relationship with other CSU chairs as a goal. One respondent intended to use the data for discussion topics on "ongoing development and changes that will be occurring over the next few years with faculty." While on another tangent, one participant expressed intentions "to reclaim a

valid place for physical education instead of a dressed-up title."

A total of eight respondents had no individual goal; six respondents were unable to identify an individual goal; and, two other respondents made no mention of an individual goal in their response to the fourth-round question. One participant said that the data were interesting, but that it did not motivate him/her towards any action because each CSU was individual and autonomous. Another respondent chose not to comment on a goal until he/she reviewed the conclusions from this study. The other four respondents in the same group were unable to identify individual goals.

Fourth-Round Results Summary

Data from the fourth-round questionnaire offered evidence to support pretension by Helmer (1966) and Judd (1972) that the Delphi is an educational process for the participants that helps them to clarify opinions, understand particular topics, and develop skills in future thinking. Participant responses that described the research experience as "a thinking exercise that forced a renewed vigor in thinking through important topics that affect the future of the profession" echoed claims by Weaver (1971), Ament (1973), and Scheele (1975) on the value of the Delphi for encouraging participants to ponder their roles in creating the future. Additionally, participants' comments identifying the Delphi as "an informative process that allowed them to delve into many areas at once, voice opinion, agree, or disagree in a collegial environment" supported similar reports by Thomas (1981), Dalkey & Helmer (1963), Delbecq et al. (1975), Ezell & Rogers (1978),

Hartman (1981), Judd (1970), and Martino (1983) on the benefits of the Delphi for gathering perspectives from a group without the negative disadvantages of engaging a divisive group.

The data on individual goals revealed that eight respondents had no goals; six respondents expressed individual goals. Of those who offered goals, four identified stronger communication and relationship among the CSU chairs as their goal; one intended to use the data from this study for discussion topics with other faculty as a goal; and, one expressed intentions to reclaim a place for physical education as a goal.

Summary of Findings

An expert panel of 20 CSU physical education/kinesiology department chairpersons from 17 of the 19 CSU physical education/kinesiology degree-granting institutions participated in this study. The findings represented the responses collected from participants during the period between June 1997 and May 1998.

Panel experts provided insight on the forces and strategies that will help to shape 21st century CSU physical education/kinesiology departments. Use of the Delphi Method helped CSU chairperson participants identify future changes for 21st century CSU physical education/kinesiology departments and forces either driving the CSU departments towards those changes or acting as obstacles against the change. A summary of the findings is graphically presented in Figure 3.

Additionally, CSU department chairpersons identified leadership strategies that

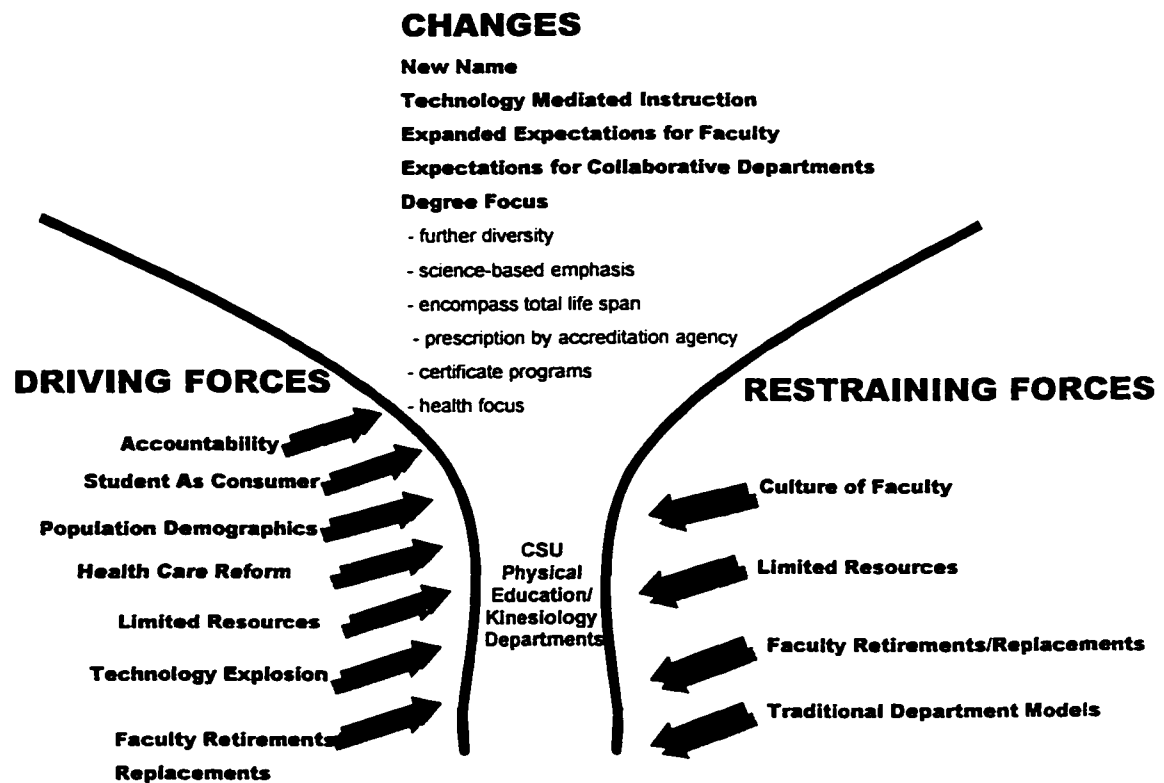


Figure 3. Model of 21st Century CSU Physical Education/Kinesiology Department Changes and Forces Driving or Restraining the Changes

they believed may help to affect the shaping process. A summary of the top four leadership strategies identified faculty as the main target for strategy focus. Study participants also provided 11 suggestions for professional development agendas that might be beneficial to nurture the change process. Most suggestions focused on educating faculty about university issues, updating faculty on instructional methods, and technologies, or conflict management.

Finally, participant responses offered evidence to support the use of the Delphi Method as an educational process; it helped participants to clarify opinions, understand

particular topics, and develop skills in future thinking. However, most respondents also revealed that they had no individual goals as a result of their participation in this process.

Chapter Five: Summary, Implications, and Recommendations

It is hoped that this study will provide insight on the forces and strategies that may help to shape 21st century physical education departments in the CSU system; the insight is based on a compilation and analysis of the observations and perceptions of the CSU physical education department chairpersons. My research questions involved identifying the following items:

1. The driving forces that may shape physical education departments in the 21st century.
2. The restraining forces that may act as obstacles to the change process.
3. The leadership strategies that may help to guide evolving 21st century physical education departments through the turbulence.

I was interested in learning how chairpersons in positions of leadership in CSU physical education departments perceived and intended to respond to the leadership issues on change. From their positions of leadership, CSU department chairpersons tend to view issues through a broader perspective than other faculty members. Hence, their perspectives may offer direction for the future of physical education in the CSU system and suggest possibilities for other physical education departments in similar crises.

Additionally, I was interested in creating a research process that promoted greater

awareness among chairpersons facing the issues and one that could provide illumination on the leadership process and the challenges of change. I selected the Delphi Method because it is recognized as a research tool and forecasting device.

Summary of Study

Methodology

The Delphi Method was chosen as the research methodology to provide a forum for the CSU leadership to express opinions about the future. The Delphi instrument for the study essentially conformed to a policy Delphi Method process that used three rounds of questions. Responses from the third round of questions confirmed either consensus or saturation. Thus, a conventional Delphi fourth round of questions was eliminated. Instead, the fourth round of questions solicited participant feedback on the value of the research process.

The first-round questionnaire asked participants to express opinions on three open-ended questions. The questions involved identifying the forces that will help to shape 21st century changes in degree-granting physical education departments in the CSU system. The second-round questionnaire included a list of 21st century changes and a list of driving and restraining forces that will influence the shaping process. The lists were generated from the themes that emerged in the first round of questions. Participants evaluated statements on the lists with agreement or disagreement responses. Participants also evaluated leadership focus and included comments on the lists of statements. Additionally, participants responded to the following question that emerged from the

first-round data: understanding change as inevitable, list specific strategies that you might employ to affect the shaping process of 21st century CSU physical education departments.

The third-round questionnaire identified majority responses that gained consensus from the second round of questions. Majority responses were defined by using a modal central tendency measure as the standard and consensus established when majority response represented a minimum of 60% of the respondent pool. Participants either concurred with the majority response or explained why they chose to remain in the minority. Additionally, participants re-evaluated their responses to six questions that did not gain consensus. Finally, participants prioritized a list of leadership strategies generated from the data in the second round of questions. Participants also commented on professional development efforts that might nurture the change process. Finally, the fourth-round questionnaire asked participants to evaluate the learning value of their participation in the Delphi Method study.

Summary of Findings

An expert panel of 20 CSU physical education/kinesiology department chairpersons from 17 of the 19 CSU physical education/kinesiology degree-granting institutions participated in this study. The findings represent the responses collected from participants during the period between June 1997 and May 1998.

Panel experts provided insight on the forces and strategies that will help to shape 21st century CSU physical education/kinesiology departments. The Delphi Method was instrumental in helping participants identify future changes for 21st century CSU physical

education/kinesiology departments; it helped them to ascertain forces either driving the CSU departments towards change or acting as obstacles against the change. A graphical summary (labeled as Figure 3) of the findings is presented in Chapter 4.

Additionally, CSU department chairpersons identified leadership strategies that they believed may help to affect the shaping process. A summary of the top four leadership strategies identified faculty as the main target for strategy focus. Study participants also provided 11 suggestions for professional development agendas that might be beneficial to nurture the change process. Most suggestions focused on educating faculty about university issues, updating faculty on instructional methods and technologies, and conflict management.

Finally, participant responses offered evidence to support the use of the Delphi Method as an educational process that helps participants to clarify opinions, understand particular topics, and develop skills in future thinking. However, most respondents also revealed that they had no individual goals as a result of their participation in this process.

Implications

External Driving Forces Versus Internal Restraining Forces

The study found that at least seven changes can be expected for CSU physical education/kinesiology departments as the new millennium approaches. The expert panel identified changes with department names, curricula, instructional styles, expanded expectations for faculty members, expectations for the departments, and extra-departmental collaborations. The panel also identified a number of items that act as

driving forces to influence the changes. Interestingly, all but two of the seven identified driving forces can be classified as an external force that pushes for change from outside of the department. Students as consumers, population demographics, health care reform, technology, and limited resources were perceived to be forces that will drive the changes in physical education/kinesiology departments and can be termed external forces.

Department leaders have little or no control over the cited external forces.

On the other hand, only one of the four restraining forces that were identified as obstacles to change could be classified as an external force. The one external force was identified as limited resources. The other three restraining forces can be defined as internal forces, i.e., a force that restrains change from inside of the department. Culture of faculty, faculty retirements/replacements, and traditional department models are the internal forces that were perceived to act as obstacles to change from within physical education/kinesiology departments.

Comments on the internal forces and leadership.

The comparison of internal forces versus external forces was interesting. With a significant majority of forces driving change being external in nature and a significant majority of forces acting as obstacles to change being internal in nature, an interesting conclusion can be made. While external forces from outside of physical education/kinesiology departments push for change, internal forces from within physical education/kinesiology departments struggle to resist change. This occurrence is common of any organization going through change. It is very typical for the individuals within an

organization to resist change in order to maintain the status quo.

However, CSU chairpersons appeared to understand their leadership challenge. While being pushed from the outside to change, and experiencing resistance to change from within, chairpersons identified leadership strategies that involved the education of faculty within their departments. The top four leadership strategies included encouraging faculty to share and keep current with pedagogical innovations and advances; encouraging faculty to participate in technology in-service events; planning hiring/retirement strategies; and, including faculty in collaborative decision-making processes for vision development and change process. All four leadership strategies received a high priority for immediate implementation.

The chairs' focus leadership strategies concerning faculty demonstrated the importance of education and learning in a leadership process. Before change in an organization can be accepted, some sort of change must occur with those who belong to that organization. Nancy Dixon (1994) wrote about the necessity of individual change prior to organizational change in her book *The Learning Organization*. Additionally, Maturana (1987) presented a simple solution to the complexity of change that also included education. Maturana said that learning will lead to knowledge that, eventually, will lead to the acceptance of something different. It is my opinion that the CSU chairpersons also plan to practice leadership through a learning process. If they succeed with educating their faculty and faculty come to accept something different, they may also find success with shattering ideas on traditional thinking. The transformation of faculty

attitudes could be the first step in organizational change. Likewise, it may be the most important step for change in the CSU physical education/kinesiology departments.

Comments on the external forces and leadership.

Recognizing the driving forces behind the changes as external is an equally important step for the leadership in CSU departments. While leaders did not specifically label the driving forces as external forces, CSU leaders did identify 11 topics for professional development retreats, some of which acknowledged the external nature of the forces driving change. The professional development agendas which focused on educating faculty about university issues and trends directly recognized the importance of keeping in touch with the university as an external entity of a department. Though, the university was not identified as a driving force for change, the university stands as the executer of the changes called for by the public sector as a driving force. Students as consumers, population demographics, health care reform, limited resources, technology explosion are all driving forces coming from the voices in the public sector. As forces driving change from outside of the department, these forces may have prompted CSU department chairpersons to recognize the importance of an education on the university and trends for faculty as a topic for professional development retreats.

On another tangent, external forces driving change that department leaders have no control over pose a separate problem. Leadership responses to external change-agents, as previously cited by Maturana (1987), may be purely an act of environmental adaptation for survival. In adaptation, survival strategy may be dangerous to physical

education/kinesiology departments. Environmental adaptation as a management strategy often offers simple solutions to complex organizations. The solutions are immediate reflex reactions to environmental stimuli. While survival is important, Argyris (1984) and Senge (1990) warned about the destructive potential of simple solutions for complex organizations. Take, for example, the future change involving more entrepreneurial collaboration of the physical education/kinesiology departments with private businesses. The change, to develop real-world partnerships with the private sector, is driven by limited resources and the university's future directive, as defined in the CSU Cornerstones Report (California State University, 1998g). Departments fully understand that decreasing budgets require some drastic action if they are to maintain programs. Thus, collaboration with private business for grant-funds seemingly appears to solve two problems: programs will continue to function as usual; and, departments will comply with the external partnerships objective outlined in the Cornerstones Report from the State Chancellor's Office.

The solution appears to be straightforward and quite simple. However, consider the consequences of private grant-funding. Grant projects require precious university faculty, support staff, and facilities. Energy, talent, and resources will be diverted away from departmental programs and funneled into private projects. Administrative decisions will favor these grant projects because the grants provide much needed financial resources for the department and the university.

The result of "dollar" biased decisions may lead to a major shift in focus for

university departments. Programs with little or no grant-funding may diminish in importance and, eventually, may cease to exist. An obvious perturbation would be that student demand for specific programs or training would have a low priority within the department. To allow private grant-funding to deplete department resources as a survival alternative will give control of the university department to private business. University departments may become “research and development” units for businesses that can pay for their services. Thus, a university and its departments could evolve towards a totally different model. Research for dollars would overrule the mission to educate.

This grim scenario could very well be the future of a university department that adopts a “simple” solution in an act of environmental adaptation for survival. From this perspective, the simple solution doesn’t appear to be quite so appropriate after all. Avoiding simple solutions as an environmental adaptation act for survival must be a priority.

CSU leaders also recognized the importance of collaborative decision-making from all faculty members within their departments. In their list of leadership strategies to affect the shaping process of future physical education/kinesiology departments, nine department chairpersons identified the inclusion of faculty in decision-making for vision development and change processes. Input from all stakeholders brings breadth and unique perspectives to discussion for solutions. Leadership’s ability to execute the practice of inclusion is vital to the CSU physical education/kinesiology departments’ change process. Likewise, inclusion practices will help departments manage external force issues.

External forces that leaders have little control over present an interesting leadership challenge for CSU chairpersons. Much like the “fire tenders” that Bergquist (1993) wrote about, the CSU physical education/kinesiology department chairpersons must also tend their fires with little control over external factors such as population demographics, technology, or limited resources.

Inclusion as Leadership Strategy for Change

Department chairpersons identified “the culture of faculty” as a restraining force acting as an obstacle to future changes. The culture of faculty, which tends to reflect territorial behavior, resistance to change, and slowness in reacting to new paradigms, was noted as an obstacle by 16 of the chair respondents. Unfortunately, this giant obstacle to changes in the 21st century CSU physical education/kinesiology departments resides within each campus department. Faculty culture exists as an internal force acting as an obstacle to change.

In contrast to the external driving forces influencing change in CSU physical education/kinesiology departments, the major restraining force—identified as faculty culture—is internal. Thus, it appears that leaders in the physical education/kinesiology departments have direct access and connection to the individuals who create and reflect their individual faculty culture. However, direct contact with fellow faculty members does not give the department chair direct control over these faculty members. Nevertheless, unlike the external forces that department leaders have little or no control over, faculty culture is an opportunity where true leadership by department chairpersons

can have the most impact.

Department chairpersons expressed frustration when commenting on faculty culture as a restraining force for change. When those who are closest to the heart and soul of the department present the greatest hindrance to change, a department leader may come to believe that his/her leadership position lacks influence or impact. Perhaps the frustration cry instead, revealed a need for training on how to implement their leadership strategies. When two department chairpersons identified conflict management as a professional development retreat topic, proof of frustration was evident.

Moreover, when asked to rank by priority a list of leadership strategies, five of the top six ranked strategies involved some reference to faculty participation in the change process. Once again, it appeared that leaders understood the importance of faculty input and valued faculty participation. Acknowledging faculty as the main ingredient in leadership strategy is central to Argyris' (1984) theme on *double-loop learning* that includes the collective "voice" from all stakeholders of the organization. Through their responses in the study, department chairpersons demonstrated good intentions to practice inclusion in their leadership strategies. However, how to be inclusive and nurture active participation from all faculty members appeared to be at the root of the department chairperson's frustration. Being inclusive and nurturing collaborative decision-making is no easy task for any leader.

Leadership Relationship as Strategy for Change

Perhaps the definition of leadership as a relationship concept can help shed light

on the challenges of leadership. In Rost's (1994) leadership relationship, leaders and collaborators join together and intend to cause real changes that reflect their mutual goals. If department chairpersons, as leaders, can get faculty to participate in decision-making for change, a relationship will be established for a common goal--positive department changes for the future. Mutual goals will drive the leadership relationship and change will be the outcome. Within the relationship, all voices will be a part of the problem-solving process.

In the CSU physical education/kinesiology departments, chairpersons view faculty culture as an obstacle to change. Perhaps, faculty behavior reflects the absence of a structured leadership relationship that includes mutual goals. It might be concluded that the mutual goals component in a leadership relationship is the missing link. If faculty do not take ownership of mutual department goals, they may be reluctant to participate in the change process. Additionally, faculty culture, as an obstacle to change, may only be a symptom of a department with a fuzzy vision. If a clear vision that is accepted by all participants is absent, no leadership relationship will exist for change. Without a leadership relationship, the purpose for change lacks motivation.

Additionally, a clear vision can help departments develop proactive strategies for the future. Rather than react to external forces pushing for change, collaborative faculty efforts in a leadership relationship can set the standards for change. With clear visions in place, and strong leadership relationships, the journey through the change process can be exciting and invigorating.

Furthermore, a clear vision can help with future faculty recruitment. According to the CSU chairs, faculty replacement/retirement will be an influential force for change. When faculty adopt mutual goals, hiring decisions for future faculty will be based on parameters that represent their mutual goals. Therefore, a vision is primary to the leadership process for faculty replacement.

The departmental name change issue may be an attempt to define departmental visions. One respondent commented that the name change issue was moot and that most departments have already changed their names to better reflect who they are and what they do. If this is true, then a relationship should already be established with all department participants who helped to develop new department names. If all faculty members were involved in the decision-making process, it could be assumed that the process is in place and all should be amenable to further participation in establishing goals for the department. However, if faculty culture exists as an obstacle to change, it may be the result of a non-inclusive process with departmental name changes. If a department name defines who they are and what they do, then names contribute to a department's vision statement. It follows that if the name change decision-making process did not involve all faculty members, then all faculty members may not share the vision. Thus, no leadership relationship was established and motivation for further participation in the change process would be absent.

Learn to Function at Edge of Chaos as Strategy for Change

On the other hand, CSU physical education/kinesiology departments may all

accept their new department names and their visions may be in place. However, accomplishing the vision may be the fuzzy part of the picture. Ralph Stacey's (1996) science of complexity theory might be applied to this fuzzy transition. Stacey believed organizations in transition that function at the edge of chaos produce their most creative work. To allow for such creativity, chaos must be present. Organizational learning becomes a product of the chaos and change is the result of a complex adaptation that involves many participants.

The CSU department chairpersons identified a number of 21st century changes for physical education/kinesiology departments. They also identified the forces driving the changes and the forces acting as obstacles to the changes. Perhaps the CSU physical education/kinesiology departments are within a transitioning period that is functioning at the edge of chaos. One department chair respondent disagreed with faculty culture as an obstacle to change adding that "faculty are more creative and flexible than the system." Perhaps, this leader was referring to the potential of faculty creativity in problem-solving. If true--that CSU physical education/kinesiology departments are in transition--then according to Stacey, organizations must find comfort in uncertainty to understand the processes that produce emergence rather than intentional strategies. CSU departments must remain calm in the turbulence while exercising creativity in the emergent change process. Tending the fires of change amidst chaos presents another tall challenge for chairpersons as department leaders.

Delphi Method as Leadership Strategy

Based on the amount and richness of data that I gathered on future issues in CSU physical education/kinesiology departments, I believe that the Delphi can be used as an effective tool for inclusive leadership. Comments from most participants offered value to the Delphi as a thinking exercise that allowed them to express ideas and listen to the ideas of others Leadership Responses Physical Education/Kinesiology in a quiet, respectful, and collegial environment. The Delphi gave everyone an equal voice and inclusion resided within the process.

As a leadership strategy for futures planning or policy development, the Delphi can assist leaders in the practice of inclusive decision-making. E-mail and web pages in cyberspace have introduced *Delphi Web Pages* that could facilitate solution-building to complex leadership problems within an inclusive context. Faculty, students, and other interested stakeholders could easily offer input, be aware of what others have to say, and respond to questions or comments. An active dialog could suggest creative alternatives for the future.

Recommendations

Recommendations for future study include the use of a Delphi to gather perspectives from faculty within CSU physical education/kinesiology departments on the findings of this study. It would be interesting to learn if faculty and chairpersons embody the same beliefs. This information could help leaders learn whether or not they are on the same page with faculty regarding the future. If faculty concur with those changes

identified by chairpersons, mutual goals could be defined and leadership relationships could be established for the change process.

Another recommendation for further study involves leadership training for leaders and future leaders in physical education/kinesiology. While chairpersons revealed collaborative leadership strategies to nurture the change process, little is known about how actively departments embrace collaborative decision-making processes. Investigation of current leadership practices could reveal a wealth of information on the ability of leaders to implement inclusive leadership. Additionally, it would be interesting to learn about current training strategies for future department chairpersons. My 20 study participants reported an average age of 54.7 years and 22.9 years of service in the CSU system. This statistic suggested that many chairpersons will be near retirement within the next five years. Thus, leadership succession training will be an important issue for the CSU physical education/kinesiology departments in the very near future.

Finally, it would be interesting to conduct similar Delphi studies at state universities in other states and compare the findings with the findings of this study. Aside from the leadership issues, it would be interesting to learn about the future trends for post-secondary physical education/kinesiology programs in other parts of the country and how the CSU predictions compare.

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Appendix A: Literature Presented to Recruit Subjects - Abstract of Study Proposal, and
Participation Interest Survey

LEADERSHIP RESPONSES TO CHANGE IN 21st CENTURY CALIFORNIA STATE
UNIVERSITY PHYSICAL EDUCATION DEPARTMENTS

A growing divergence of perspectives has caused fragmentation, territorialism, and partisanship within physical education departments. In higher education, the conflict manifests itself in departmental competition for resources and recognition among faculty who represent these fragmented subdisciplines of physical education. Within this divided house, those in positions of leadership struggle to maintain some resemblance of coherence while guiding physical education through this evolutionary period. Little is known about how those in positions of leadership perceive the circumstances and intend to influence the change process within this divided house.

Since 1885, physical education has nurtured a tradition of educating people through physical activities to gain healthful benefits (Mechikoff & Estes, 1993). However, it appears that teacher preparation is no longer the only focus of physical education faculty as more physical education departments change their names to better reflect the nature of the discipline (Newell, 1989). Hence, physical education has evolved from a profession of teacher generalists to fragmented subdiscipline specialists (Greendorfer, 1987; Park, 1980). In fact, studies in subdisciplines such as exercise physiology, biomechanics or motor learning are presented separately and within a

laboratory context with little relationship or value to the teaching profession of physical education (Locke, 1990). While teacher preparation faculty argue for adherence to the traditional experiential curricula (Locke, 1990; Siedentop, 1990), subdiscipline scholars articulate the value of theoretical studies for the discipline curriculum core (Newell, 1989). Meanwhile, other faculty support emphasis on common links and integration efforts instead of focusing on differences (Bunker, 1994). Thus, it appears that the traditional teaching generalists, subdisciplinary specialists, and discipline integrationists have established their camps. Some believe that the divergence debate threatens the entire structure of physical education departments in higher education (Greendorfer, 1991). Perhaps such discord heralds a metamorphosis on the horizon (Bergquist, 1993) for physical education.

To gain insight on the forces and strategies that may help to shape twenty-first century California State University (CSU) physical education departments, I propose to conduct a Delphi study with chairpersons from physical education departments in the CSU system. My research questions involve identifying (a) the driving forces shaping physical education departments in the 21st century, (b) the restraining forces acting as obstacles to the change process, and (c) leadership strategies that may help to guide evolving 21st century physical education departments through the turbulence. Hence, I am interested in learning how chairpersons in positions of leadership in CSU physical education departments perceive and intend to respond to these leadership issues on change.

Leadership Responses Physical Education/Kinesiology

PARTICIPATION INTEREST SURVEY

for doctoral candidate Paulette Hopkins

University of San Diego

Dissertation Topic: Leadership & Future of Physical Education in Higher Education

Please check the statement which best reflects your participation interest.

_____ I am interested in participating in your study. Send me the Informed Consent Form for commitment when you obtain approval from your Human Subjects Committee.

_____ I am interested in participating in your study, and will make a decision on my commitment after I review the Informed Consent Form which describes participant expectations.

_____ I am not interested in participating in your study.

If you are interested in participating in this dissertation study, please identify all the months that you will be available to complete the questionnaires. (check all months that apply)

_____ April _____ May _____ June _____ July _____ August
_____ September _____ October

Comments:

Name _____

CSU _____

Address _____

Phone _____

E-mail _____

Fax _____

Appendix B: Approved Study Proposal to the Committee on the Protection of Human Subjects and Informed Consent

STUDY PROPOSAL to
the COMMITTEE on the PROTECTION of HUMAN SUBJECTS

LEADERSHIP RESPONSES TO CHANGE IN TWENTY-FIRST CENTURY
CALIFORNIA STATE UNIVERSITY PHYSICAL EDUCATION DEPARTMENTS

1. Background and Purpose of the Problem

Background

A growing divergence of perspectives has caused fragmentation, territorialism, and partisanship within physical education departments. In higher education, the conflict manifests itself in departmental competition for resources and recognition among faculty who represent these fragmented subdisciplines of physical education. Within this divided house, those in positions of leadership struggle to maintain some resemblance of coherence while guiding physical education through this evolutionary period. Little is known about how those in positions of leadership perceive the circumstances and intend to influence the change process within this divided house.

Purpose

The purpose of this study is to gain insight from the perceptions of the California State University (CSU) physical education department chairpersons on the forces and strategies that may help to shape twenty-first century physical education departments in the CSU system. From their positions of leadership, CSU department chairpersons tend to view issues through a broader perspective than other faculty members. Hence, such perspectives may offer direction for the future of physical education in the CSU system.

2. Research Methodology

To gain insight on the forces and strategies that may help to shape twenty-first century physical education departments in the California State University (CSU) system, I propose to conduct a Delphi study with chairpersons from CSU physical education departments. My research questions involve identifying (a) the driving forces shaping physical education departments in the twenty-first century, (b) the restraining forces acting as obstacles to the change process, and (c) leadership strategies that may help to guide evolving twenty-first century physical education departments through the turbulence. Hence, I am interested in learning how chairpersons in positions of leadership in CSU physical education departments perceive and intend to respond to these leadership issues on change. I assume that the perspectives of department chairpersons in

positions of leadership may offer an understanding of these leadership issues, and perhaps, offer a vision for the future.

a. Subject Population

Invitations to join this study panel are limited to the population of twenty physical education department chairpersons from the California State University (CSU) system. All chairpersons are senior tenured faculty members who also perform administrative duties for their departments at CSU institutions. Bound by the same guidelines from the State Chancellor's Office, all CSUs share a common foundation. From this focal point, I intend to learn from those who agree to participate just how department chairpersons intend to address leadership issues on change in their California institution.

b. Selection of Subjects

I propose to enlist the entire population of physical education department chairpersons from the CSU system as volunteer participants in my Delphi study. As each institution is different, I hope to include perceptions from all campuses.

As a tenured faculty member in physical education at a California community college, I have entree to my target population through professional affiliation. During a recent professional conference, I addressed these chairpersons at a meeting offering preliminary information on my research study. I hoped to gather feedback on chairperson's preliminary interest and availability for participation as a subject. More than half of my intended subject population expressed an interest to participate, and said to send them an Informed Consent Form for commitment after obtaining approval from my Human Subjects Committee. Thus, I intend to mail the Informed Consent Form included as Appendix A to each chairperson, and ask that they sign and return the form to me prior to data collection.

c. Research Protocol

I propose to use the Delphi Method to gather data on perspectives from CSU physical education department chairpersons. I intend to collect data using three or four rounds of questioning adhering to conventional Delphi study procedures. On the first round of questioning, participants will be asked to discuss their opinions on (a) the driving forces shaping physical education departments in the twenty-first century, and (b) the restraining forces acting as obstacles to the change process. These responses will then be assimilated and organized into a logical context for a second round of questioning.

During the second round, participants will be asked to evaluate the list using specific criteria. In addition, participants will be asked to discuss their opinions on leadership strategies that may help to guide evolving physical education departments through the change process. On the third round of questioning, majority and minority responses will be identified and participants will be asked to either concur with

the majority or explain why they choose to remain in the minority. If needed, the final round will repeat the process used in round three until consensus is established. It is hoped that consensus or saturation will have been established at the conclusion of round three or four.

Due to the emergent nature of the Delphi Method as a research tool, additional questions may be developed after reviewing responses to questions in previous rounds. Responses to these questions will be similarly treated.

Participants will be given choices for the method in which they prefer to respond. Besides the traditional written responses by mail, participants may opt for verbal responses on a tape cassette, or computer responses through E-mail.

Questionnaires will be sent to participants with cover letters asking them for responses within three weeks. After the first week, participants will be E-mailed to inquire if they had received the questionnaire; one week later, a friendly reminder will be E-mailed to the participant followed by a phone call.

In addition to questionnaire responses, I intend to ask each participant to complete a profile questionnaire for the purpose of building a description of the overall expert panel. I will ask for the participant's (a) age, (b) gender, (c) specific degrees earned, (d) areas of specialization, (e) length of time in the CSU system, (f) length of time as CSU chairperson, and (g) length of time as a chairperson at other institutions.

d. Estimated Duration of Subject Participation and of Study

Responding to each round of questioning should require no more than one hour from each participant. If consensus develops in later rounds, participants will require less time for response. Thus, the most amount of time required for any one participant will be four, one-hour segments.

The duration of the study will depend upon the expediency and saturation level of responses from participants. However, I intend to collect response data over a six to eight month period and am prepared to expedite participant's response time with E-mail memos of reminder and personal phone calls.

3. Subject's Risks/Benefits

a. Potential Risks

There are no anticipated risks to the subjects, except they will need to arrange time to respond to each round.

b. Risk Management Procedures

Prior to data collection, each participant will be asked to review and sign the informed consent form included in this proposal as Appendix A. This form will disclose the purpose of my study, explain the expectations for participation, and promise the sharing of results to the participants. As participant anonymity cannot be guaranteed

because people will know the identities of panel members serving as CSU physical education department chairpersons, the informed consent will ask for permission to publish the names of panel members. However, the informed consent will guarantee that no individual quote will be used with identifying information. The informed consent form also advises participants of the option to withdraw from this study at any time without penalty. Further, it includes names and phone numbers of USD representatives who can answer any questions.

c. Potential Benefits

The knowledge gained from the perceptions of CSU physical education chairpersons on the forces and strategies that may help to shape twenty-first century physical education departments in the CSU system may offer the physical education field direction for the future. Such insights may accurately represent the changing needs of physical education and perhaps, breathe more life into the evolution context.

d. Risk/Benefit Ratio

Insight on future directions for the physical education field, gained from the perceptions of CSU physical education chairpersons, outweighs the risks of any unforeseen inconvenience that the participants may encounter.

e. Expense to Subjects

There will be no financial requirement for participants. All questionnaires will include a postage paid envelop for response return, for each round.

4. Informed Consent Form

Leadership Responses Physical Education/Kinesiology

University of San Diego CONSENT TO ACT AS A RESEARCH SUBJECT

Paulette Hopkins is a doctoral student conducting a research study on physical education leadership issues on divergence and change in higher education. The purpose of this study is to gain insight from the perceptions of the California State University (CSU) physical education department chairpersons on the forces and strategies that may help to shape twenty-first century physical education departments in the CSU system. Perceptions from current leadership may provide valuable information and strategies for dealing with the problems associated with change and offer direction for the future of physical education in the CSU system.

As a physical education department chairperson of a California State University, I function in a physical education leadership position and agree to participate in this study as a research subject. I understand my participation will involve answering questions about my opinions on the forces and strategies that may help to shape twenty-first century physical education departments in the CSU system.

The data collection will involve my cooperation in responding to sets of questions on four different occasions over a period of eight months. The time required for each response occasion should not exceed one hour. Participation in this study should not involve any risks or discomforts to me.

My participation in this study is entirely voluntary. I understand that I may refuse to participate, or withdraw at any time.

I understand that anonymity cannot be guaranteed because people will know the identities of the CSU physical education department chairpersons. Thus, I consent to publish my identity as a department chairperson and a member of this research panel. However, I understand that my research records will be kept completely confidential, and no individual quote will be used with identifying information.

Paulette Hopkins has explained this study to me and answered my questions. If I have other questions or research-related problems, I can reach Paulette Hopkins at (619) 435-4592-home or (619) 230-2544-office; or Dr. Susan Zgliczynski, dissertation chairperson, of The University of San Diego at (619) 260-4538.

There are no other agreements, written or verbal, related to this study beyond that expressed on this consent form. I have received a copy of this consent document and "The Experimental Subject's Bill of Rights."

I, the undersigned, understand the above explanations and, on that basis, I give consent to my voluntary participation in this research.

Signature of Subject

Date

Location

Signature of Witness

Date

Signature of Researcher

Date

Appendix C: Pilot Study - Cover Letter, Expert Panel Profile Questionnaire, and First-Round Questionnaire

San Diego City College

1313 Twelfth Avenue, San Diego, CA 92101-4787 (619) 230-2400 FAX: 230-2063



May 12, 1997

To: Former CSU Physical Education Department Chairpersons
From: Paulette Hopkins, Ed.D. in Leadership Candidate, University of San Diego
Re: Dissertation Pilot Study

On recommendation from Rob Carlson at San Diego State University, I am requesting your assistance as a participant in my dissertation pilot study involving leadership responses to future changes in California State University physical education departments. Because of your prominence in our profession and experience as a CSU department chairperson, I believe your feedback will be valuable to my data collection process. I am concerned about the clarity of my questions and hope that you can help me with this concern. Please complete the questionnaires and offer feedback wherever you feel it may be necessary. You may respond by writing on paper, through e-mail, or on the enclosed blank tape cassette. Please select the method most convenient for you. I ask that you help me to stay on schedule by responding to the questionnaires by Friday, May 23, 1997.

As required by the University of San Diego, an Informed Consent is enclosed for your signature. Please sign and mail it back to me in the enclosed postage paid envelop. You may also use this envelop to return your written or verbal responses to the Expert Panel Profile Questionnaire and the First Round Questionnaire. However, if you prefer to respond to the research questionnaires through e-mail, a copy of both the Expert Panel Profile Questionnaire and the First Round Questionnaire should already be in your e-mail box.

I hope that you can find the time to assist me in my dissertation process. I thank you for your input and am grateful for your cooperation.

EXPERT PANEL PROFILE QUESTIONNAIRE

Please provide the information requested by filling in the blanks or placing an "X" in the appropriate space.

Chairperson: _____

Institution: _____

_____ Current Chairperson '96-'97
_____ Incoming Chairperson '97-'98
_____ Former Chairperson

Age: _____

Gender: _____ Female _____ Male

Degrees Earned:

Areas of Specialization:

Length of time employed in CSU (years): _____

Length of time as CSU chairperson (years): _____

Length of time as chairperson at other institutions of higher education (years): _____

FIRST-ROUND QUESTIONNAIRE

Use the following scenario as the framework for your responses.

The State Chancellor's Office invites you to sit on a special task force made up of CSU physical education experts. Your charge is to brainstorm about the future of physical education departments in the CSU system. You are asked to generate many ideas with no regard to limits or restraints.

1. What changes will the 21st century bring to degree-granting physical education departments in the CSU system?
2. Make a list of the driving forces helping to shape the 21st century physical education departments in the CSU system. Include all the forces that you believe may have an influence.
3. Make a list of the restraining forces acting as obstacles to the shaping process. Include all the forces that you believe may act as obstacles.

Appendix D: First-Round Questionnaire - Cover Letter, Questionnaire, and Responses

San Diego City College

1313 Twelfth Avenue, San Diego, CA 92101-4787 (619) 230-2400



June 2, 1997

To: CSU Physical Education Department Chairpersons
From: Paulette Hopkins, Ed.D. in Leadership Candidate, University of San Diego
Re: Dissertation Study

Thank you for volunteering to participate in my dissertation study, "Leadership Responses to Change in Twenty-First Century California State University Physical Education Departments." Enclosed in this mailing is:

- 1.) an Informed Consent Form
- 2.) the Expert Panel Profile Questionnaire
- 3.) the First Round Questionnaire

You may respond by writing on paper, through e-mail, or on the enclosed blank tape cassette. Please select the method most convenient for you.

As required by the University of San Diego, an Informed Consent is enclosed for your signature. Please sign and mail it back to me in the enclosed postage paid envelop. You may also use this envelop to return your written or verbal responses to the Expert Panel Profile Questionnaire and the First Round Questionnaire. For those choosing to respond to the research questionnaires through e-mail, my e-mail address is Hopkins11@juno.com.

Please help me to stay on schedule by responding to the questionnaires by Friday, June 20, 1997. I intend to conduct the second round of questioning in late July, the third round of questioning in September and if necessary, a final fourth round in October.

I hope that you can find the time to assist me in my dissertation process. I thank you for your input and am grateful for your cooperation.

FIRST-ROUND QUESTIONNAIRE

Use the following scenario as the framework for your responses.

The State Chancellor's Office invites you to sit on a special task force made up of CSU physical education experts. Your charge is to brainstorm about the future of physical education departments in the CSU system. You are asked to generate many ideas with no regard to limits or restraints.

1. What changes will the 21st century bring to degree-granting physical education departments in the CSU system?
2. Make a list of the driving forces helping to shape the 21st century physical education departments in the CSU system. Include all the forces that you believe may have an influence.
3. Make a list of the restraining forces acting as obstacles to the shaping process. Include all the forces that you believe may act as obstacles.

FIRST-ROUND QUESTIONNAIRE RESPONSES

1. What changes will the 21st Century bring to degree-granting physical education departments in the CSU system?

Themes that emerged:

- A. Name
- B. Degree Focus
- C. Instructional Methodology
- D. Faculty
- E. Students
- F. Privatization
- G. Inter/Cross Disciplinary Studies

Participants' comments are organized by themes.

A. Name

More will change title to **Kinesiology** or other name.

Degree-granting departments will **not be named physical education**, nor will the degree be physical education.

Inherent in the present degree/name change is expansion of the field of study of human movement. Rather than tack on more and more titles (as in HPERD??), departments are and will assume **titles which better describe who they are and what they do**.

The most obvious we're talking about is **kinesiology** and not physical education departments. So, I think given that simple change, it is going to have a profound effect on everything.

First, recognize that most **CSU institutions have moved to a kinesiology degree**, which is broader than the traditional teacher preparation focus of physical education.

B. Degree Focus

Emphasis on science based courses will expand at the cost (or loss) of social science related courses.

PHED will be more assessment driven.

Discipline will become more academically and research based.

Research in pedagogy will expand.

Sport management will emerge as the main driving force specialization in the first decade of the 21st century.

More **prescription by accreditation agencies**. Externally imposed standards have both positive and negative effects. The profession of physical education will benefit from higher base standards for preparation, but at the expense of "academic freedom" of individual campuses to develop a curriculum they view as appropriate. I see more "cookie cutter" curricula in the future.

Programs will have to get in the business of helping people prepare for and participate in **high risk movement activities**. Bike riding and skate boarding have evolved to such a degree that we are negligent if we do not prepare and train teachers who are competent in teaching and preparing the young and old for high risk physical activities. We can not continue to hold on to a 19th century model of physical education

Leadership Responses Physical Education/Kinesiology

that includes healthy exercises; traditional sports; traditional social dances; and, in far too many departments separate boys and girls physical education programs.

The biggest change I can foresee is that of **diversity of curriculums**. Years ago physical education teacher training was the only major from institutions of higher education. Today and in the future I believe that physical education teacher training will only be a part of the kinesiology discipline and that more sports medicine, motor control and motor behavior will be included.

The trend to prepare students as specialists will continue which could mean **further diversity within some departments**.

High schools, patterning themselves after universities will discontinue their physical education requirement, and will separate physical education from sport and competitive athletics. **Need for teacher preparation in physical education will evaporate as instructional programs are abolished**. The competitive athletics programs will be taken over by community government or non-profits or other community organizations.

By the end of the 21st century there will be no more degree-granting physical education departments in the CSU system or anywhere in the country. **Physical education as we know it will have become extinct**. The old physical education will become exercise scientists far removed from the practitioner who used to teach physical education. Remember when schools taught Latin? Physical education will go the same way.

So, what's left are **departments that mutate and evolve into other structures**. They won't be degree-granting academic departments. Maybe they will be responsible for training administrators or directors who will train and oversee the practitioners of the community-based programs.

We will **focus on the children and the elderly**. We will put our resources into early childhood education and elementary school physical education at one end of our program and elder hostel schooling at the other. These programs will take place off campus, but will grant degrees or certificates of accomplishment on campus.

Physical education needs to be **more encompassing of the total life-span**. Programs need to seriously address movement needs and issues of infants through senior citizens.

Aging population.

We may just take over the athletic programs and call ourselves the Athletic Department. We will not grant degrees, but will rather issue **certificates** for athletic training, coaching, negotiating contracts, obtaining endorsements, doing public relations, etc.

More certificate programs.

We may **evolve into health and wellness programs** and our degree will become a prerequisite to a Director of practitioners who will train and oversee the people who actually do the work.

Based on some of today's issues dealing with the health care field, I believe that our departments are going to play a bigger role in developing professionals that can work in that area, i.e. fitness specialists, athletic trainers, kinesiotherapists, etc. It is very likely that our departments will need to **diversify even more and develop new options to work in the health care profession**. Certainly, the very fact that the average life span has increased to much that we know we need to train more professionals to work with the senior population.

Focus degrees on health promotion and health care. Associated note: in order to remain viable, public school physical education and sports need to make health promotion a primary goal.

Leadership Responses Physical Education/Kinesiology

PHED will be more health/fitness related.

Physical education departments have to get involved in **honest assessment programs**. This is coming as the literature and accreditation programs are beginning to mandate such. The dominant question will have to be along the lines of: **are we doing the best possible job of preparing students for their future job requirements?** And, are the institutions providing a variety of alternatives for students to achieve their degree objectives?

Offer degrees directed at specific career preparations or toward graduate study.

I see more of a change from traditional conservative model that we have been using for 50 years or more to a **more applied model with theoretically driven research**. For example, you won't see sport biomechanics anymore or at least, I hope we don't. And I think you'll see more occupational biomechanics.

Retain human movement as central theme in their curricula.

PHED will be more value/character related.

Reintegration of specializations.

Departments will offer a variety of degree options because of the expansion of programs into areas beyond the training of teachers. This may happen at many campuses or as a result of budget constraints, various **programs may be assigned to certain campuses** (as is the case in Oregon and Massachusetts).

We will be a **more diverse set of departments** but having said that, I think what you'll see is more dedication to areas that **CSU departments will have a critical mass of faculty** who can accommodate certain tracks, certain areas, or subfields in the discipline. For example, if a school like CSU X has a group of faculty who are, at best, probably better prepared to prepare teachers, you'll have a track in pedagogy. And then, you also have a group of people, purportedly in the department, who can also work in an area called exercise science. You'll see a two track model.

Schools will become **more specialized**. Not everyone will have teaching options or exercise science. Leading institutions in the state and nation suggest that these departments need to take a serious and careful look at themselves to see if they are continuing to **represent and serve the discipline and their constituents**. It appears that if they remain narrowly focused they will probably be the first to be eliminated if the state decides that not all campuses need to or can afford to offer all degree programs.

Departments will have to be **entrepreneurial**, i.e. find areas of need in community and campus that they can gain legitimacy in and function in. Departments across the system will wither or flourish depending on their success/failure in their entrepreneurial efforts.

I think you will see in departments of kinesiology - a core area. And off of that core area you will see subfields. And the subfields will be a function of critical mass of faculty. I think the days of seeing five subfields in a department are over.

I think you are going to see a **more parsimonious set of departments within the CSU**. You'll see departments doing certain things that they do best and doing a lot of it.

C. Instructional Methodology

Teach more students with less resources per capita.

There will be pressures to **teach more students with fewer faculty** in a shorter time. Although a high standard of education will be expected, there will be little outcome assessment.

More emphasis on technology and specifically distance learning in the delivery of university curricula. Again, there may be benefits to such a trend, but the major impact will be on intellectual diversity. Fewer and fewer professors will be teaching more and more students. The impersonal nature of technology will also impact the education students receive in the future, in my view negatively.

I think that **technology and distance classes are going to make a difference**. Distance classes, for example, allow a specialized person from CSU X to teach classes at CSU Y which doesn't have such a specialist. One class taught at CSU X can be beamed to CSU Y. Two groups of people benefit from the lecture. The field assignments are coordinated by the respective campuses. Distance learning is not going to replace faculty. But it may fill some voids.

Technology will assume greater importance in the transmittal of information. This may or may not enhance the educational process. If technology becomes a substitute for the faculty/student interaction then education will not necessarily be improved.

Incorporate technology into the curriculum at every opportunity.

More technology used in delivering information and included in the teaching/learning process.

Computers, e-mail, video images, interactive material developed (both by faculty and students) for use. I will not be surprised to see some sort of "virtual reality" used in teaching skills acquisition. While it is not very practical at this stage of development, I think it is not that far away from being a possibility.

It will be interesting to see if we will be able to teach skills through virtual reality, therefore can provide distance learning.

Technology.

Technology will be more **user friendly** and will help individuals better understand their physiological changes.

There will be more user friendly and convenient to use technology available to **analyze movement**.

Another change is that of equipment, especially technology. I believe that **analyzing data/movement/etc. will be all completed with the use of technology** (computers, etc.). The laboratory experiences that students will have will be tremendous with the use of various pieces of equipment.

Explosion of knowledge will **shift emphasis from acquisition of knowledge to acquisition of skills about how to access knowledge**.

Computer and enhanced video delivery systems will make present day electronics obsolete which will **impact the teaching styles and process** along with forms of scholarly work.

Increased distance learning will be offered to students, which will change the **number of students actually coming to the campus site**.

University will **not have constraints of walls** with less direct contact with students; use of distance learning will increase.

The last change is how students will learn - not necessary will every student attend every class. **Class may be held on the Internet-through their home TV system-chat rooms- etc.** Coming onto campus in order to attend class will not be the only way teaching and especially learning will take place.

Classrooms via cyberspace will be a normal part of daily routine for students. i.e. classrooms in the homes and (or) sites designated as classrooms.

Collaboration amongst regions to provide "appropriate" courses by distance learning, i.e. 4-5 universities could collaborate to offer kinesiology by distance learning. Labs would be conducted separately by each university. Initially labs would be run by tenured profs. They would serve as facilitators and use multi-media technology to help students learn the content. Upon retirement, their positions would not be replaced. Grad students or community experts would run the labs.

D. Faculty

There will be a need for multi disciplined focused Ph. D.s, but none available. We are changing from specialization to generalization at the undergraduate level. There will still be a need for specialists, but blended with general course needs.

Another change deals with the faculty and the specific training they will possess. Gone are the days that one person can teach in many subdisciplines of kinesiology. Due to the information age, individuals will have a hard time keeping up with one aspect of the discipline, yet alone many. Therefore, the **students will be trained by experts.**

Faculty will be/are **specialists in movement related areas** rather than physical education generalists.

They will be **less versatile teachers, have more pressure to produce in research areas,** have less training in pedagogy. As a result, there may be less cohesion in departments and curricula.

With subfields being a function of **critical mass of faculty,** I think that we're going to fine tune ourselves and clean up our house a little bit and get people who have a legitimate focus of attention in an area, in a subfield of kinesiology. And they are going to be doing quality research that's theoretically driven and they are going to teach as well as their research and they will serve society and ultimately change it. I, truly believe that we need good scientifically based researchers who can teach effectively and serve society. The trilogy is there.

Faculty will have to become more current in field.

Increased credibility of field in eyes of public due to recognized importance of physical activity in lifestyle which will force **greater accountability upon professionals in the field.**

I see a **change in the tenure issue.** I don't think you will see tenure as we know of it today. I think we are going to see contractual arrangements where you have two, five, maybe seven year contractual agreements with faculty. And I think mainly that's because of the accountability issue and the problems that we have with the quality of professionals in the academy and particularly our area.

Universities will become more **involved with the community outreach process.** I see the university trying to **cure the ills of public education.** In this sense, whatever happens in K-12 will bring credit or discredit to our teacher training programs.

Most middle school physical education departments appear to be sensitive to the importance of their mission; however, most high school programs continue to be negatively influenced by the power and magnitude of the interscholastic athletic programs. University programs and faculty need to **study and help right the current rocky course and practices.**

E. Students

Numbers of students will have a tremendous impact on structures of the curriculum and ability to meet student needs.

Students as the consumer will become the focal point of what universities do.

Entering students will have **defined career goals,** be stronger in computer skills, and have similar-to-present competencies in written and verbal skills. They and their parents will expect students to complete a college degree in four years or less and to be prepared for a career or entry into a graduate study program. The education process will have to attempt to be **both efficient and proficient.**

Reduction in majors focusing on teaching.

Graduating seniors will be more tech oriented.

Leadership Responses Physical Education/Kinesiology

Physical education majors will be technological oriented.

Maintaining diversity within student population when laws influencing that diversity are dismantled.

F. Privatization

Mandate to secure significant external funding.

I believe that most universities will run their activity programs (service programs as it is called in some institutions) in the future by private companies, Associated Students, etc. but not with an academic component. Most PE/KIN departments will loose control of this program.

Providing physical activity will be done through avenues other than state-funded faculty positions.

Athletics becomes too expensive for schools to operate as an adjunct to the instructional program. Those that survive will be whatever are the so-called major sports of the day, and will be **financed by private enterprise** and only housed on our university campuses.

Health and wellness programs will be conducted as private enterprise or non-profits and housed in the communities.

G. Inter/Cross Disciplinary Studies

The corporate versus collegial model definitely is happening. It is business now and hope that we can still maintain some collegiality in that business. I think the **corporate model will allow us to see some programs doing more cross discipline work with research as well as teaching.** I think that's kind of exciting.

More collaboration amongst units within the university to provide interdisciplinary approaches to learning and field experiences.

Greater cooperation and coordination among university department chairs and faculty within areas of particular interest, such as preparing teachers.

More minor programs that would provide students in other disciplines the opportunities to understand the role of movement and fitness in healthy life styles - i.e. nursing, geriatrics, nutrition majors would be encouraged to minor in physical education.

Recreation-related preparation will be taught in schools of business, as preparation for private enterprise or public administration.

Departments of psychology will expand upon the idea of the I.Q. and include many other kinds of intelligence. **Therapists will use play and games as therapy and for preparing child development leaders who will conduct instruction in early childhood.** That's as near as we will be to having physical education in the schools.

More partnerships with community colleges to reduce the amount of time needed to attain the degree.

Maybe we will migrate to the Sociology departments who will be charged with preparing personnel to

Leadership Responses Physical Education/Kinesiology

work in the social needs programs of the local governments. Or a degree-granting Department of Social Welfare that does a variety of programs for the non-medical helping professionals.

2. Make a list of the driving forces helping to shape the 21st century physical education departments in the CSU system. Include all the forces that you believe may have an influence.

Here, I see four common themes.

- A. Fiscal Resources
- B. Technology
- C. Societal Demands
- D. University Environment

A. Fiscal Resources

Limited financial resources from the state and inadequate advancement efforts will have a continuing impact.

Resources - money, equipment, and personnel.

Decaying facility and field space.

Budget constraints from state.

State assisted vs. State funded **change in financing**.

Budgetary - **less state funding** will decrease faculty positions and/or increase student/faculty ratios. More lower cost positions (T.A.'s, G.A.'s, lecturers) may be employed. This will result in lower quality of instruction in CSU.

State legislature support limited - lack of understanding regarding higher education.

Money.

Economy.

Economy - prosperity or poverty; endurance or the disappearance of the middle class. (1)

Declining resources.

Outside monies will be needed.

Privatization of physical education; especially for the younger and older populations. We already see this in high risk activities for children and adolescents, in gymnastics, in-line roller blading, and street hockey.

Restructuring CSU and individual campuses on a **business management model** will mean curricular changes will be based on available funding rather than sound educational principles. Due to this model, curriculum will be determined, in the final analysis, by "business" trained administrators rather than faculty.

Real assessment and accountability requirements. More of a **business approach** to the financing and curriculum development of programs.)

Corporate model is going to be driving force with the demise of tenure. I think it is up to the academics in the individual schools to change their way of doing business.

Our grads fail to get hired in any related field.

B. Technology

Leadership Responses Physical Education/Kinesiology

Technology.

Technology explosion - especially the **computerized aspect**.

Availability of information which increases faster than we can learn or assimilate.

Technology.

Technology.

Information age.

Student learning style - so much time in front of TV vs. creative activity.

Rapidly changing technology with concomitant hesitancy of professional to embrace the use of technology.

Entering students will have **stronger background in technology/computer use**. They will expect the same of their professors.

Technology.

Increased need, demand and use of technological innovations.

Technology.

C. Societal Demands

Rapidly changing world.

Recent Surgeon General's report and legislation against tobacco should help to increase the awareness of the value, importance and need for physical activity and instruction.

Greater support for importance of fitness to stay healthy - Surgeon General's support of this concept.

Health care reform.

Altering view of intercollegiate athletics, club sports, and intramural programs and their role in higher education.

Public image of physical education as synonymous with competitive athletics.

Society and the place of physical education.

The need for change in curriculum in schools.

Public school needs.

Public relations that sold the population on the ideal of physical fitness as our only goal.

Increasing population, greater density, increasing diversity of our constituents.

Demographics.

The so-called cultural wars - what cultural values endure.

Increasing size of population.

Modification for ethnic diversity within population.

Aging population.

Increased life span - more seniors.

Diverse ethnicity throughout the state.

Greater population in urban and rural areas of the state.

Diversity: opportunities and problems caused by this in CA.

One driving force is the **faculty who are preparing future leaders now**. Another driving force is the people who are our **future professionals** and our future leaders coming out.

Reputation of program/university.

Ability to change.

Leadership Responses Physical Education/Kinesiology

I think **market demand for services** from pediatrics to geriatrics is going to drive our departments. And look at it as what I will call the business of kinesiology.... the bottom line is you better be able to market your product.

Enrollment patterns.

Students and their parents will be career-goal driven. They will expect to be prepared for a career or advanced degree work in a timely manner.

Modification of society values regarding importance of higher education compared to other needs of society.

Need for trained wellness-management graduates.

Both expansion and specialization in the study of **leisure services**.

Society will **increase interest in fitness, nutrition, health-related aspects** of our field.

Increase in students interested in fitness industry.

Enrollment demand.

Employment opportunities for graduates.

D. University Environment

Increased inter-disciplinary approach to education. Less separate departmentalism, greater use of teams and cooperative learning with biology, history, the arts, home economics (nutrition) etc.

Openness of environment for PE: will PE leaders be given the freedom to run and take advantage of opportunities?

Because of programmatic demands departments, as we know them today, could break apart. Faculty in certain areas of expertise could/would join other disciplines in **new subject matter models** (e.g. sport psychologists with psychology, biomechanics with engineering/physics, etc.).

The health or demise of our professional community as it gets **ever-more splintered**.

Required new alternative and non-traditional means for students to meet **graduation requirements**.

Public education policies.

Accreditation requirements.

Access policies.

Legislative involvement which forces a department to be reactive as opposed to proactive.

Proliferation of external societies, agencies, and/or organizations wishing to "certify" - and therefore impact curriculum.

Government - Ed code, etc. and people who can influence school requirements.

Our **chancellor's policies** related to running the university as his own private enterprise.

Limited number of doctoral institutions in California with curriculum designed for the comprehensive university. (The number is actually 0).

Faculty retirements and replacements.

Faculty retirements and no replacements for them.

Creative teaching schedules with **more part timers**.

Legislative reluctance to provide adequate funding to CSU will give **priority to hiring fund-raisers and managers** in administrative areas.

Loss of faculty influence in campus policy/curricular decisions.

Faculty will be expected to **assist in fund raising** to support programs and research.

New faculty coming out of grad school have degrees in very specific areas. In many cases there is no common background to serve as a unifying force. So departments will be a collection of specialists.

The **demise or healthful future of collective bargaining, tenure and shared governance** (maybe that's

obvious).

Need to justify department as part of academic mission of university.

Defense and support of activities and fitness as part of P.E.

Giving up the name of physical education in favor of kinesiology or exercise science, i.e. how we see ourselves.

3. Make a list of the restraining forces acting as obstacles to the shaping process. Include all the forces that you believe may act as obstacles.

The common themes are

- A. Faculty
- B. Budgets
- C. Traditional Thinking
- D. Miscellaneous

A. Faculty

Faculty culture. The culture of faculty tends to be reflected by territorial behavior, resistance to change, and slowness in reacting to new paradigms. As the world assumes an even more changing behavior with new ideas and growth, higher education will be hard pressed to keep up.

Faculty/individuals who are not open to changes.

Self-serving faculty and department chairs who want to preserve domains.

Level of commitment of faculty to change.

Adequate reward system to focus the efforts of faculty and students.

Positive belief in ourselves that we can be a major force in the educational changes that are occurring.

Dinosaur faculty members who want to continue doing the same thing they have for the last 30 years.

Inability to change.

Faculty in the tenure-track will fight to maintain status-quo or to initiate change slowly for purpose of improving education.

A detriment to positive changes in departments will be pitting of department against department for available funding and of faculty against faculty for merit pay raises. Both of these will be counter-productive to the education process.

The biggest constraint we have is ourselves and our own ways of thinking. If we look in the mirror and examine the kind of service we've provided to the general population, I think it's no wonder that 2 or 3 years ago Illinois dropped its requirement that physical education be taught K through 12 by a specialist.

B. Budgets

Reduction in funding.

Reduction in numbers of tenured track faculty.

Need for alternate sources of funding.

Budgets, funding, and administrative influences.

Budgets will be flat or decrease.

Lack of money.

Business model for education.

Budget: to offer competitive salaries to new faculty, replace aging equipment, and purchase latest technology.

Leadership Responses Physical Education/Kinesiology

Cost of technology to departments.

Access to adequate resources to deliver technology-stimulated instruction courses and/or modules.

Budget restraints - lack of funds is always going to be a major drawback.

Dollars.

Resources.

Resources - money, equipment, and personnel.

Facilities that were built in the 60's and 70's that do not meet the needs of the 90's yet alone 2000 and beyond.

Increasing population, increasing diversity of our constituents, and declining resources.

Increased need to meet the needs of special populations, from a variety of disabilities to a variety of "at risk" populations.

Competition with non-university education providers.

Privatization of physical education; especially for the younger and older populations.

C. Traditional Thinking

Perception of society relative to the credibility of our profession.

Stereotypical convictions by administrators regarding the value of P.E.

A discipline which will not change - still trying to get rid of the old "PE" jock image.

"Coaching mentality" i.e. PE perceived as athletics in community and on campus.

The tradition of being tied to sport and pedagogy is wrong. Approaching the discipline as physical activity across a life span from pediatrics to geriatrics is the perspective which needs to be adopted and the traditional perspective needs to be dropped.

The greatest obstacle to change (for better or worse) is the inertia of the CSU system and individual campuses.

Lack of support for change, local, regional, state (the various departments within the CSU system do not always agree on changes).

Within some departments some faculty may block curricular changes which move away from the old "physical education" model.

Traditional thinking on programs and ways of educating.

Universities continue to plan and design graduation and teaching credential requirements

independently from elementary and secondary school physical educators.

Tradition as a word isn't the problem. Tradition as the way professionals think and prepare future professionals is killing us. We don't have any think tanks at the university level. We have very few think tanks at least what I consider think tanks and they tend to be in the Big 10.

Policies, procedures, etc.

Trustee/chancellor policy.

Our conservative nature is killing us. Our national organization AAHPERD is helping strangle the discipline and deny us our potential.

Universities will continue to resist getting involved with community based non traditional activity programs.

Continued fear and avoidance of risk activities that both children and adults are attracted to.

Leadership Responses Physical Education/Kinesiology

Lack of creativity and appreciation for the arts and humanities as they relate to human movement, physical activity and sport.

Reputation of program/university.

Shaping does not mean to me that change is necessarily for the good. I see the **potential for more negative impact of change than positive impact.**

D. Miscellaneous

Poor preparation of incoming students.

Secondary schools will demand more of their teachers. We will have to prepare them better.

Elimination of physical education requirements in the schools.

Access vs. Quality - want to give everyone an opportunity for success but also need to be concerned with quality. Not certain how distance learning will work in many cases.

First-Round Results Summary

The emergent themes from participant responses to the first round questions offered information about future changes and the driving and restraining forces influencing these changes in CSU physical education departments. The themes helped develop 9 prediction statements with 1 statement having 7 descriptor phrases on future changes and 10 prediction statements on the driving and restraining forces influencing the changes. The prediction statements in their entirety follow.

Prediction statements on 21st century changes:

1. **More departments will change their names** from Physical Education to Kinesiology or some other name that better describes who they are and what they do (derived from theme on name change).
2. Regarding **curriculum**, we will see ...(derived from theme on degree focus)
 - A. further **diversity** of curriculum within departments
 - B. more emphasis on **science-based** courses
 - C. programs that encompass the **total life span**
 - D. more **curriculum prescription by accreditation agencies**
 - E. more evolving **certificate programs**
 - F. decreasing demand for **teacher preparation programs**
 - G. more degree focus on **health promotion** and health care professions
3. **Technology** will have a profound effect upon **teaching styles** and **learning processes** (derived from themes on instructional methodology and students changes).
4. **Faculty tenure** will evolve to contractual term agreements (derived from theme on faculty change).
5. **Faculty** will be expected to become more involved with the **community outreach process** (derived from theme on faculty change).
6. **Greater cooperation** will be common among units within the university for inter/cross-disciplinary study and among feeder community colleges for lower division degree

Leadership Responses Physical Education/Kinesiology

- partnerships (derived from theme on inter/cross disciplinary studies change).
7. Restructuring the CSU and its individual campuses will employ a **business-management model** that depends upon bottom-line assessments and accountability requirements (derived from theme on privatization change).
 8. We will see a more **diverse set of CSU departments** where various programs may be assigned to certain CSU campuses and not assigned to others dependant on resources, i.e., faculty expertise, facilities (derived from themes on faculty and degree focus changes).
 9. Departments will become more **entrepreneurial** in their efforts to secure external funding and privatization efforts will escalate (derived from theme on privatization change).

Prediction statements on driving or restraining forces for change:

10. **Students as the consumers** will have a tremendous impact on structures of the curriculum and the focal point of what universities accomplish (derived from societal demands as driving force).
11. **Population demographics**, which include increasing size of population, ethnic diversity and an aging population, will influence curricular decisions (derived from societal demands as driving force).
12. Health care reform and **greater support for the importance of fitness** to stay healthy will **influence the market demand** for trained wellness-management professionals and drive department curriculum (derived from societal demands as driving force).
13. **Accountability** for the delivery of efficient and proficient programs that prepare students for future jobs will drive university curricula (derived from university environment and societal demands as driving forces).
14. The **technology explosion** will alter the learning styles of students, which will have a profound effect upon the education process (derived from technology as driving force).
15. The **culture of faculty** tends to reflect territorial behavior, resistance to change and slowness in reacting to new paradigms. The culture will function as a restraining force for 21st century changes (derived from faculty culture as restraining force).
16. **Faculty retirements and replacements** will have an influence on the focus of departments (derived from university environment as driving force and limited budgets as restraining force).
17. **New faculty will be specialized experts** unable to teach in other subdisciplines of Kinesiology. Thus, their specializations will dictate the subdiscipline focus of a campus contributing to campus curricular diversity (derived from university environment as driving force).
18. **Limited fiscal resources** and a change in financial practice from **State-funded to State-assisted** will drive privatization efforts (derived from fiscal resources as driving force).
19. As a **generalization model**, **AAHPERD may not be representative of the specialized interests** developing at individual CSU campuses. Thus, the national leadership organization will function as a restraining force for 21st century changes (derived from traditional thinking as restraining force).

Appendix E: Second-Round - Cover Letters, Questionnaire, Responses, Table E1, and
Table E2

San Diego City College

1313 Twelfth Avenue, San Diego, CA 92101-4787 (619) 230-2400 FAX: 230-2063



August 25, 1997

To: CSU Physical Education/Kinesiology Department Chairpersons
From: Paulette Hopkins, Ed. D. In Leadership Candidate, University of San Diego
Re: Dissertation Study

Thank you for your responses to my first round questionnaire. Your responses were organized by common themes and used to generate a set of statements for your review and comment. These statements are presented in the "Second Round Questionnaire" included in this mailing.

Please help me to stay on schedule by responding to the second round questionnaire by Friday, September 19, 1997. A postage paid envelop is enclosed for your convenience. Then, I intend to conduct a final round of questioning in October.

Additionally, a package of Hawaiian macadamia nuts is enclosed for your enjoyment. I offer this as a small token of appreciation for your cooperation. Again, I hope that you can find the time to assist me in my dissertation process. I thank you for your input.

San Diego City College

1313 Twelfth Avenue, San Diego, CA 92101-4787 (619) 230-2400 FAX: 230-2063



August 25, 1997

To: Select CSU Physical Education/Kinesiology Department Chairpersons
From: Paulette Hopkins, Ed. D. In Leadership Candidate, University of San Diego
Re: Dissertation Study

Although you did not participate in the first round questionnaire, you remain a member of my "Expert Panel" as a CSU Physical Education/Kinesiology Chairperson (past-chair or current-chair). Thus, I invite you to participate in my second round questionnaire. Your input and comments are important to the final results which should reflect state-wide CSU participation.

Responses from 16 CSU Physical Education/Kinesiology chairpersons in the first round questionnaire were organized by common themes and used to generate a set of statements for your review and comment. These statements are presented in the "Second Round Questionnaire" included in this mailing.

Please help me to stay on schedule by responding to the second round questionnaire by Friday, September 19, 1997. A postage paid envelop is enclosed for your convenience. Then, I intend to conduct a final round of questioning in October.

I hope that you can find the time to assist me in my dissertation process. I thank you for your cooperation and input.

SECOND ROUND QUESTIONNAIRE

Chairperson Respondent: _____
CSU: _____

Directions for questions 1-9.

The following represents responses from 16 CSU Physical Education/Kinesiology chairpersons to the first round question on the changes that degree-granting Physical Education departments in the CSU system may see in the 21st century (All responses are included as an appendix to the second round questionnaire). Please read each statement carefully and indicate either agreement or disagreement with the idea. If you concur with the statement, please indicate your priority rating for leadership focus. If you disagree with the statement, please explain why in the comment space. Additional comments on this idea may be expressed in this same comment space. Please circle your choices.

21st Century Changes:

1. More departments will change their **names** from Physical Education to Kinesiology or some other name which better describes who they are and what they do.

Strongly Agree Agree No Position Disagree Strongly Disagree

Priority for Leadership Focus: High Medium Low

Comments: _____

2. Regarding **curricula**, we will see ...

A. further **diversity** of curriculum within departments.

Strongly Agree Agree No Position Disagree Strongly Disagree

Priority for Leadership Focus: High Medium Low

Comments: _____

Leadership Responses Physical Education/Kinesiology

B. more emphasis on **science-based** courses.

Strongly Agree *Agree* *No Position* *Disagree* *Strongly Disagree*

Priority for Leadership Focus: *High* *Medium* *Low*

Comments: _____

C. programs which encompass the **total life-span**.

Strongly Agree *Agree* *No Position* *Disagree* *Strongly Disagree*

Priority for Leadership Focus: *High* *Medium* *Low*

Comments: _____

D. more curricula prescription by accreditation agencies.

Strongly Agree *Agree* *No Position* *Disagree* *Strongly Disagree*

Priority for Leadership Focus: *High* *Medium* *Low*

Comments: _____

E. more evolving **certificate** programs.

Strongly Agree *Agree* *No Position* *Disagree* *Strongly Disagree*

Priority for Leadership Focus: *High* *Medium* *Low*

Comments: _____

F. decreasing demand for **teacher preparation** programs.

Strongly Agree *Agree* *No Position* *Disagree* *Strongly Disagree*

Priority for Leadership Focus: *High* *Medium* *Low*

Comments: _____

Leadership Responses Physical Education/Kinesiology

G. more degree focus on health promotion and health care professions.

Strongly Agree Agree No Position Disagree Strongly Disagree

Priority for Leadership Focus: High Medium Low

Comments: _____

3. Technology will have a profound effect upon teaching styles and learning processes.

Strongly Agree Agree No Position Disagree Strongly Disagree

Priority for Leadership Focus: High Medium Low

Comments: _____

4. Faculty tenure will evolve to contractual term agreements.

Strongly Agree Agree No Position Disagree Strongly Disagree

Priority for Leadership Focus: High Medium Low

Comments: _____

5. Faculty will be expected to become more involved with the community outreach process.

Strongly Agree Agree No Position Disagree Strongly Disagree

Priority for Leadership Focus: High Medium Low

Comments: _____

6. Greater cooperation will be common amongst units within the university for inter/cross disciplinary study and also, externally amongst feeder community colleges for lower division degree partnerships.

Strongly Agree Agree No Position Disagree Strongly Disagree

Priority for Leadership Focus: High Medium Low

Comments: _____

Leadership Responses Physical Education/Kinesiology

7. Restructuring the CSU and its individual campuses will employ a **business-management model** which depends upon bottom-lone assessments and accountability requirements.

Strongly Agree Agree No Position Disagree Strongly Disagree

Priority for Leadership Focus: High Medium Low

Comments: _____

8. We will see a more **diverse set of CSU departments** where various programs may be assigned to certain CSU campuses and not assigned to others dependant upon resources i.e. faculty expertise, facilities.

Strongly Agree Agree No Position Disagree Strongly Disagree

Priority for Leadership Focus: High Medium Low

Comments: _____

9. Departments will become more **entrepreneurial** in their effort to secure external funding and privatization efforts will also escalate.

Strongly Agree Agree No Position Disagree Strongly Disagree

Priority for Leadership Focus: High Medium Low

Comments: _____

Directions for Questions 10-19.

The following are responses from the same 16 CSU Physical Education/Kinesiology chair participants to the first round questions on the driving and restraining forces which may influence the change process while shaping 21st century Physical Education departments (All responses are included as an appendix to the second round questionnaire). Please read each statement carefully and indicate your agreement or disagreement with the statement as an influential force for change. If you agree with the statement, please rank the importance of the force as an influence for change. If you

disagree with the statement, please explain why in the comment space. Additional comments on this idea may be expressed in this same comment space. Please circle your choices.

Driving or Restraining Forces for Change:

10. Students as the consumer will have a tremendous impact on structures of the curriculum and the focal point of what universities do.

Strongly Agree Agree No Position Disagree Strongly Disagree

Importance of Force as Influence: High Medium Low

Comments: _____

11. Population demographics which include increasing size of population, ethnic diversity, and an aging population will influence curricular decisions.

Strongly Agree Agree No Position Disagree Strongly Disagree

Importance of Force as Influence: High Medium Low

Comments: _____

12. Health care reform and greater support for the importance of fitness to stay healthy will **influence the market demand** for trained wellness-management professionals and drive department curriculums.

Strongly Agree Agree No Position Disagree Strongly Disagree

Importance of Force as Influence: High Medium Low

Comments: _____

13. Accountability for the delivery of efficient and proficient programs which prepare students for future jobs will drive university curriculums.

Strongly Agree Agree No Position Disagree Strongly Disagree

Importance of Force as Influence: High Medium Low

Comments: _____

Leadership Responses Physical Education/Kinesiology

14. The **technology explosion** will alter the learning styles of students, which will have a profound effect upon the education process.

Strongly Agree Agree No Position Disagree Strongly Disagree

Importance of Force as Influence: High Medium Low

Comments: _____

15. The **culture of faculty** tends to reflect territorial behavior, resistance to change, and slowness in reacting to new paradigms. Such culture will function as a restraining force for 21st century changes.

Strongly Agree Agree No Position Disagree Strongly Disagree

Importance of Force as Influence: High Medium Low

Comments: _____

16. **Faculty retirements and replacements** will have an influence on the focus of departments.

Strongly Agree Agree No Position Disagree Strongly Disagree

Importance of Force as Influence: High Medium Low

Comments: _____

17. **New faculty will be specialized experts** unable to teach in other subdisciplines of Kinesiology. Thus, their specializations will dictate the subdiscipline focus of a campus

contributing to campus curricular diversity.

Strongly Agree Agree No Position Disagree Strongly Disagree

Importance of Force as Influence: High Medium Low

Comments: _____

Leadership Responses Physical Education/Kinesiology

18. Limited fiscal resources and a change in financial practice from state-funded to state-assisted will drive privatization efforts.

Strongly Agree Agree No Position Disagree Strongly Disagree

Importance of Force as Influence: High Medium Low

Comments: _____

19. As a generalization model, AAHPERD may not be representative of the specialized interests developing at individual CSU campuses. Thus, this national leadership organization will function as a restraining force for 21st century changes.

Strongly Agree Agree No Position Disagree Strongly Disagree

Importance of Force as Influence: High Medium Low

Comments: _____

Directions for Question 20.

Please respond to the following question. If you prefer to e-mail your response to question 20 to me, my e-mail address is Hopkins11@juno.com.

20. Understanding change as inevitable, list specific strategies that you might employ to effect the shaping process of twenty-first century CSU Physical Education departments.

Second Round Questionnaire Responses

CSU Chairperson Respondents: 19 Respondents

Directions for questions 1-9.

The following represents responses from 16 CSU Physical Education/Kinesiology chairpersons to the first round question on the changes that degree-granting Physical Education departments in the CSU system may see in the 21st century (All responses are included as an appendix to the second round questionnaire). Please read each statement carefully and indicate either agreement or disagreement with the idea. If you concur with the statement, please indicate your priority rating for leadership focus. If you disagree with the statement, please explain why in the comment space. Additional comments on this idea may be expressed in this same comment space. Please circle your choices.

21st Century Changes:

1. More departments will change their **names** from Physical Education to Kinesiology or some other name which better describes who they are and what they do.

| | | | | |
|--------------------------------|----------------------|----------------------------|-------------------------|----------------------------------|
| Strongly Agree 9/19 | Agree 6/19 | No Position 2/19 | Disagree 2/19 | Strongly Disagree 0/19 |
| Priority for Leadership Focus: | | High 7/19 | Medium 7/19 | Low 3/19 |
| | | 2/19 No Response | | |

Comments: From Strongly Agree or Agree Responses

Movement well underway, just need to follow through.

Name change should represent curriculum & mission statement.

Academic focus & identity are critical.

The transition period requires positive & careful interpretation to both internal & external publics.

Strong philosophical & practical reasons to change to kinesiology.

The momentum is in place ... leadership priority has past its' prime.

From Disagree or Strongly Disagree Responses

Emphasis will be on "re-establishing" quality in our programs NOT on what we do. I voted against kinesiology as it is NOT the primary focus at my school.

Issue has been debated for several years already. Those who changed did so after considerable debate.

Those who haven't did so because of the mission or goals of their programs.

2. Regarding **curricula**, we will see ...

A. further **diversity** of curriculum within departments.

| | | | | |
|--------------------------------|-----------------------|----------------------------|-------------------------|----------------------------------|
| Strongly Agree 1/19 | Agree 11/19 | No Position 1/19 | Disagree 6/19 | Strongly Disagree 0/19 |
| Priority for Leadership Focus: | | High 8/19 | Medium 7/19 | Low 0/10 |
| | | 4/19 No Response | | |

Comments: From Strongly Agree or Agree Responses

While diversity is contemporary, this may have caused some of us a problem with "watering down" or losing central focus.

Refocus of curricula may be more likely to occur than expansion.

Movement of curricula for contemporary & future needs will demand articulate leadership.

This is conditional. Curricula must reflect the critical mass of faculty & market demands - present & future.

Leadership Responses Physical Education/Kinesiology

From Disagree or Strongly Disagree Responses

With decrease in budgets, departments will probably be more specific.

We already have a very diverse curriculum throughout the state! I don't see it getting more diverse.

Resources will restrict diversity of curriculum within a campus. Focus will be on quality in each program offered at the expenses of those with less quality.

Curriculum must be focused more closely; re: identity of departments.

This is a time to consolidate & to integrate our curricula. I see a reduction to four or five curricular thrusts.

Diversity will occur but not in each CSU campus department. Collaboration between CSU campuses will create diverse programs that can be taught most effectively throughout the system.

B. more emphasis on science-based courses.

| Strongly Agree 3/19 | Agree 11/19 | No Position 2/19 | Disagree 3/19 | Strongly Disagree |
|--------------------------------|----------------|---------------------|------------------|-------------------|
| Priority for Leadership Focus: | High 5/19 | Medium 7/19 | Low 1/19 | 4/19 No Response |

Comments: From Strongly Agree or Agree Responses

Most are already science based. Adding more science courses will be difficult.

Trend is this way but resources may impact this direction. May have to partner with industry rather than internal funding sources.

In moving from physical education, we lose some of our bases in arts/humanities/social sciences. New emphases are more science or management based.

Curriculum will become more discipline based & geared to servicing societal needs.

The momentum of this reality will carry the emphasis.

Academic integrity will be critical to survival.

Science "driven" courses that have utilized a scientific-method approach to get to the "truth" of any/all subjects taught.

From Disagree or Strongly Disagree Responses

If science-based is in traditional physical biological model, I hope not. If science includes social, psychological, i.e. social sciences & behavioral sciences, then ok. If science means linear objectivity, we need to redefine.

There should/will be a better blend of well-conceived core courses that are science-based & social science based. There is already an emphasis on science based. This should not increase, but will very likely remain the same. It is a time for social science to show its relevance and relatedness to the science-based core ... they must interrelate.

C. programs which encompass the total life-span.

| Strongly Agree 10/19 | Agree 9/19 | No Position 0/19 | Disagree 0/19 | Strongly Disagree 0/19 |
|--------------------------------|---------------|---------------------|------------------|---------------------------|
| Priority for Leadership Focus: | High 12/19 | Medium 5/19 | Low 1/19 | 1/19 No Response |

Comments: From Strongly Agree or Agree Responses

They do already.

Have we forgotten the neonate or the geriatric?

Especially active lifestyles of older individuals.

Coordination with child development, early childhood education, and gerontology departments will be required.

Related to diversity in curriculum.

Aging of population assures this trend, but coverage of topic/orientation will occur with course by instructor. Priority rests with faculty rather than leadership.

We need to show our value to citizens.

D. more curricula prescription by accreditation agencies.

Leadership Responses Physical Education/Kinesiology

| | Strongly Agree 3/19 | Agree 9/19 | No Position 1/19 | Disagree 5/19 | Strongly Disagree 1/19 |
|--------------------------------|------------------------|----------------|---------------------|------------------|---------------------------|
| Priority for Leadership Focus: | High 5/19 | Medium 7/19 | Low 3/19 | 4/19 No Response | |

Comments: From Strongly Agree or Agree Responses

In quest for quality assurance in national organizations, trend will occur. However, if standards go to extreme, campuses will reject program due to resources.

Accommodate without loss of general education importance.

I don't think it should occur, but the power of accreditation agencies will increase.

This external force will drive budget decisions.

Unfortunately, this is probably true. Leadership is needed to restrict such a take-over and/or to direct it by academic personnel.

From Disagree or Strongly Disagree Responses

This is not the solution.

Accreditation agencies are not always the best and brightest thinkers. More often, they are paper shufflers with political agendas.

Accreditation requirements may suggest curriculum, but not prescribe. In order to attract students, departments may make curricular changes.

NCATE is no longer important or relevant.

We are accredited by CTC & CAHAap? The standards established are prescriptive already but I don't see more prescription from these agencies - I see a stabilization of standards.

E. more evolving certificate programs.

| | Strongly Agree 2/19 | Agree 13/19 | No Position 2/19 | Disagree 2/19 | Strongly Disagree 0/19 |
|--------------------------------|------------------------|----------------|---------------------|------------------|---------------------------|
| Priority for Leadership Focus: | High 4/19 | Medium 9/19 | Low 3/19 | 3/19 No Response | |

Comments: From Strongly Agree or Agree Responses

This fits into the CSU Cornerstone program - also calls for collaboration with the community colleges.

Citizens believe in these symbols.

Degrees vs. Certificates is the issue here. I value degrees much more.

Accommodate without loss of general education importance.

Will occur through national organizations which may or may not include campus leaders.

From Disagree or Strongly Disagree Responses

This is a craftsperson approach that is enticing to the paper shufflers who love review panels.

Not a mission of the university. Degree programs are more comprehensive than certificates. This may be role of community colleges.

F. decreasing demand for teacher preparation programs.

| | Strongly Agree 0/19 | Agree 4/19 | No Position 1/19 | Disagree 10/19 | Strongly Disagree 4/19 |
|--------------------------------|------------------------|----------------|---------------------|-------------------|---------------------------|
| Priority for Leadership Focus: | High 5/19 | Medium 9/19 | Low 1/19 | 6/19 No Response | |

Comments: From Strongly Agree or Agree Responses

For institutions who are predominantly or have a strong emphasis in teacher prep, this would present a dilemma and it would be necessary to strategize ways of solving this problem. I also believe that there will be a shortage of teachers within the next 3-5 years which could quickly turn this trend around.

Shift from PE to Health Education.

From Disagree or Strongly Disagree Responses

Our numbers are significantly on the increase. Demographics suggest that this trend will continue.

There will be continued need for a new kind of pe/health/wellness teacher.

This must be our battle cry - establish the pro in the K-6 classroom.

Teacher Prep will be necessary due to massive retirements in the near future & the growing population.

Leadership Responses Physical Education/Kinesiology

It will level off and remain fairly constant.

I predict an increase of opportunities in this specialization, but teacher preparation will remain a minority program in kinesiology.

Teacher prep programs have declined and are now stabilized generally. The stabilization is based on public school needs and until we returns to public schools, status quo should continue.

California is and will be in need of teachers. As we educate the public in health promotion, our children will need to be taught how to live a healthy active life.

Could occur if high school requirement dropped. More likely than retirements and exodus from teaching will result in continuing demand.

There is an increasing demand for pre-med programs and kinesiology/physical education is the place.

Not until state requirements change; increasing need for teachers/coaches in early part of 21st century.

G. more degree focus on **health** promotion and health care professions.

| Strongly Agree | Agree | No Position | Disagree | Strongly Disagree |
|--------------------------------|-------|-------------|----------|-------------------|
| 5/19 | 11/19 | 0/19 | 3/19 | 0/19 |
| Priority for Leadership Focus: | | | | |
| | High | Medium | Low | |
| | 7/19 | 6/19 | 3/19 | 3/19 No Response |

Comments: From Strongly Agree or Agree Responses

Societal focus is high, but focus will be more within courses rather than new degree programs.

This is where there will be money for research and program development; also, for community university interaction.

Will always be with us.

Society dictates this.

Areas of fitness and personal training.

From Disagree or Strongly Disagree Responses

Health has been embraced by several other disciplines.

3. Technology will have a profound effect upon **teaching** styles and **learning** processes.

| Strongly Agree | Agree | No Position | Disagree | Strongly Disagree |
|--------------------------------|-------|-------------|----------|-------------------|
| 11/19 | 3/19 | 1/19 | 4/19 | 0/19 |
| Priority for Leadership Focus: | | | | |
| | High | Medium | Low | |
| | 13/19 | 3/19 | 0/19 | 3/19 No Response |

Comments: From Strongly Agree or Agree Responses

Don't allow quality of delivery to be compromised.

We need to strategically plan to control the technology rather than have the technology control us.

Obvious solution to increasing students and fewer faculty. Problem is lack of existing faculty who know how to use it and extensive front loading in time.

From Disagree or Strongly Disagree Responses

Could have profound effect - only if embraced by and incorporated into courses by older faculty - or by new faculty who see value in different style - may eventually happen because of financial constraints.

Technology will be learned to enhance learning - it won't change the process of learning. Students will need technological competence in the future.

Technology has been and will continue to be useful tools for educators. But I don't envision a profound influence.

4. Faculty tenure will evolve to contractual term agreements.

| Strongly Agree | Agree | No Position | Disagree | Strongly Disagree |
|--------------------------------|-------|-------------|----------|-------------------|
| 0/19 | 3/19 | 7/19 | 6/19 | 3/19 |
| Priority for Leadership Focus: | | | | |
| | High | Medium | Low | |
| | 1/19 | 4/19 | 5/19 | 9/19 No Response |

Comments: From Strongly Agree or Agree Responses

Over many years.

This is true, but it is a politically "hot item."

Leadership Responses Physical Education/Kinesiology

From Disagree or Strongly Disagree Responses

Unions will not permit tenure to die.

Too much resistance. Decision will be at much higher level than chairs will influence.

Not in early part of century - will happen only if/when business model is adopted.

There is movement in this direction. I doubt it will happen in my professional lifetime.

Tenure is vital to the university's function.

5. Faculty will be expected to become more involved with the community outreach process.

| | | | | |
|---------------------------------------|----------------------|----------------------------|-------------------------|----------------------------------|
| Strongly Agree 7/19 | Agree 8/19 | No Position 3/19 | Disagree 1/19 | Strongly Disagree 0/19 |
| Priority for Leadership Focus: | | High 7/19 | Medium 7/19 | Low 3/19 |
| | | 2/19 No Response | | |

Comments: From Strongly Agree or Agree Responses

Does this take away from service to the students?

Since funding comes through community support, involvement with community issue is important.

Promotion/tenure requirements do not prioritize service which will cause problems for chairs.

It will happen. We need to initiate more programs in this area. We are accountable for doing this.

Dependant upon CSU department and service missions importance.

From Disagree or Strongly Disagree Responses

A possibility, but it will "water" our primary concern - preparing a quality graduate.

You can not squeeze faculty who are already teaching 12 units and doing research. Now, if others are not doing research, then yes, outreach is expected.

6. Greater cooperation will be common amongst units within the university for inter/cross disciplinary study and also, externally amongst feeder community colleges for lower division degree partnerships.

| | | | | |
|---------------------------------------|----------------------|----------------------------|-------------------------|----------------------------------|
| Strongly Agree 8/19 | Agree 9/19 | No Position 2/19 | Disagree 0/19 | Strongly Disagree 0/19 |
| Priority for Leadership Focus: | | High 7/19 | Medium 11/19 | Low 0/19 |
| | | 1/19 No Response | | |

Comments: From Strongly Agree or Agree Responses

It is the way to conduct business in the future. Call it the business of kinesiology.

Probably more interdiscipline on campus.

Without question, this has to happen. The focus has been on matriculation. The focus should be on collaborating joint projects that serve and improve society.

Need to create infrastructure to accommodate creative program.

Necessary due to constricting resources. Problem may be who needs the cooperation the most and will provide the leadership to mother the relationships.

It is already happening and the trend will continue.

7. Restructuring the CSU and its individual campuses will employ a business-management model which depends upon bottom-line assessments and accountability requirements.

| | | | | |
|---------------------------------------|----------------------|----------------------------|-------------------------|----------------------------------|
| Strongly Agree 3/19 | Agree 8/19 | No Position 3/19 | Disagree 5/19 | Strongly Disagree 0/19 |
| Priority for Leadership Focus: | | High 5/19 | Medium 6/19 | Low 2/19 |
| | | 6/19 No Response | | |

Comments: From Strongly Agree or Agree Responses

This is a very disappointing and misguided trend that we probably will have to live with for a while.

Leadership Responses Physical Education/Kinesiology

*We are seeing some movement in this direction.
Assessment and accountability requirements are already in place. I'm not sure that this issue has to do with restructuring and if a "business - management model" is the appropriate classification for the emphasis on accountability.*

Strong resistance in the academy to this.

I believe it is already here.

Yes, especially with dollar based budgeting. Also, given the low status of kinesiology at the college/university, bottom-line approaches are best. At least we can show our relevance in FTES!

From Disagree or Strongly Disagree Responses

Humanities & other departments will strongly and successfully resist.

There may be selective restructuring, but the basic model of what should be taught at a university will dominate regardless of where the student demand might be.

I disagree, but it may happen in spite of faculty resistance. Leadership role will be to moderate scope and rate of change. Faculty will strive to maintain a more traditional academic model.

The university is not a business.

8. We will see a more diverse set of CSU departments where various programs may be assigned to certain CSU campuses and not assigned to others dependant upon resources i.e. faculty expertise, facilities.

| <i>Strongly Agree</i> | <i>Agree</i> | <i>No Position</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
|---------------------------------------|--------------|--------------------|-----------------|--------------------------|
| <i>2/19</i> | <i>9/19</i> | <i>1/19</i> | <i>6/19</i> | <i>1/19</i> |
| <i>Priority for Leadership Focus:</i> | <i>High</i> | <i>Medium</i> | <i>Low</i> | |
| | <i>4/19</i> | <i>6/19</i> | <i>2/19</i> | <i>7/19 No Response</i> |

Comments: From Strongly Agree or Agree Responses

Could happen as faculty retire.

This may be self-imposed rather than mandated by the CSU system.

The critical masses will meet needs in given areas of state. Problem may exist for those on SoCal who can't afford to attend school in NoCal.

Tend to want to agree but will argue against its thrust.

Chairs need to stay on top of this one.

This has been discussed at length. We are reticent to do this because no campus wants to give up programs.

Issues involving faculty rights are involved here.

I think we should but I doubt it will happen.

From Disagree or Strongly Disagree Responses

If this happens it would be via an elective process.

Maintenance of "full-service" campus will remain important.

This idea conflicts with the historical commitment to geographical accessibility.

Theoretically, CSU campuses are becoming more dependent. If this occurs, it will be related to individual campus decisions.

Although this would be dollar wise, it will be difficult to politically do it.

While there has been some discussion on this in the past, I see no evidence that this will take place.

9. Departments will become more entrepreneurial in their effort to secure external funding and privatization efforts will also escalate.

| <i>Strongly Agree</i> | <i>Agree</i> | <i>No Position</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
|-------------------------|--------------|--------------------|-----------------|--------------------------|
| <i>6/19</i> | <i>8/19</i> | <i>0/19</i> | <i>2/19</i> | <i>1/19</i> |
| <i>1/19 No Response</i> | | | | |

Priority for Leadership Focus:

| | | |
|-------------|---------------|-------------------------|
| <i>High</i> | <i>Medium</i> | <i>Low</i> |
| <i>9/19</i> | <i>6/19</i> | <i>1/19</i> |
| | | <i>3/19 No Response</i> |

Comments: From Strongly Agree or Agree Responses

Bringing in outside dollars is the name of the game. Collaboration will bring in CSU system dollars.

Leadership Responses Physical Education/Kinesiology

External funding, however, is competitive and sometimes there could be a conflict of interest between the institutions.

The best departments will find money and other resources.

This may be coming, but it is a negative.

To grow and maintain quality, external support will be required. Not all will seek to engage in this process.

From Disagree or Strongly Disagree Responses

Most faculty will resist the effort and learn to operate within constraints.

There is little time or resources available for faculty to engage external funding. What is the incentive?

Unless faculty are leaders and researchers.

This has been happening for years. It's only partially successful.

I never wanted to be a used car salesman. The integrity would be destroyed with this emphasis.

Directions for Questions 10-19.

The following are responses from the same 16 CSU Physical Education/Kinesiology chair participants to the first round questions on the driving and restraining forces which may influence the change process while shaping 21st century Physical Education departments (All responses are included as an appendix to the second round questionnaire). Please read each statement carefully and indicate your agreement or disagreement with the statement as an influential force for change. If you agree with the statement, please rank the importance of the force as an influence for change. If you disagree with the statement, please explain why in the comment space. Additional comments on this idea may be expressed in this same comment space. Please circle your choices.

Driving or Restraining Forces for Change:

10. Students as the consumer will have a tremendous impact on structures of the curriculum and the focal point of what universities do.

| <i>Strongly Agree</i> | <i>Agree</i> | <i>No Position</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
|--|--------------|-------------------------|-----------------|--------------------------|
| <i>3/19</i> | <i>11/19</i> | <i>0/19</i> | <i>5/19</i> | <i>0/19</i> |
| <i>Importance of Force as Influence:</i> | | <i>High</i> | <i>Medium</i> | <i>Low</i> |
| | | <i>7/19</i> | <i>7/19</i> | <i>0/19</i> |
| | | <i>5/19 No Response</i> | | |

Comments: From Strongly Agree or Agree Responses

Think FTES.

We do need more true student involvement.

"Prescriptive" approach must balance "community impact" approach.

The needs of the learner will drive everything. Cost effective, quick delivery programs are the wave of the future.

From Disagree or Strongly Disagree Responses

Students as consumers tend to be ignored. business model of operation does not encourage students need recognition. In addition, faculty ignore student needs if they impact faculty schedules (a generalization, not always true).

Should occur this way but maintaining breadth of offerings and tenure restrictions will prevent a change to this philosophy.

This trend has passed.

Leadership Responses Physical Education/Kinesiology

11. Population demographics which include increasing size of population, ethnic diversity, and an aging population will influence curricular decisions.

| | Strongly Agree | Agree | No Position | Disagree | Strongly Disagree |
|-----------------------------------|----------------|--------------|-------------|----------------|-------------------|
| | 6/19 | 12/19 | 0/19 | 1/19 | 0/19 |
| Importance of Force as Influence: | | High 5/19 | | Medium 9/19 | Low 0/19 |

Comments: From Strongly Agree or Agree Responses

Curricular impact at the major department level will be minimal. GE level high.

A major issue, particularly size of population and ethnicity. Ability to handle the number of students and diversity of learning styles are the issues. We have an ethnic and moral responsibility to be sensitive to the above variables.

This is already upon us.

Think infusion across the lifespan.

Seminars may be a thing of the past as student populations grow too large to accommodate small classes.

From Disagree or Strongly Disagree Responses

None of these factors relate to the definition of a sound education.

12. Health care reform and greater support for the importance of fitness to stay healthy will influence the market demand for trained wellness-management professionals and drive department curriculums.

| | Strongly Agree | Agree | No Position | Disagree | Strongly Disagree |
|-----------------------------------|----------------|--------------|-------------|----------------|-------------------|
| | 8/19 | 6/19 | 1/19 | 4/19 | 0/19 |
| Importance of Force as Influence: | | High 7/19 | | Medium 5/19 | Low 1/19 |

Comments: From Strongly Agree or Agree Responses

This is not new, but will increase in importance.

This is becoming increasingly more important.

If programs are linked to jobs, this will be important. However, these jobs are not high-paying as lose their attractiveness.

From Disagree or Strongly Disagree Responses

It would be nice if this were true, but do not believe that society will pay for the well-trained fitness professional.

Just do not see it happening.

Status quo issue.

Private sector rather than university may assume this role (not desirable). Fitness industry may require certification, not college degree.

13. Accountability for the delivery of efficient and proficient programs which prepare students for future jobs will drive university curriculums.

| | Strongly Agree | Agree | No Position | Disagree | Strongly Disagree |
|-----------------------------------|----------------|--------------|-------------|----------------|-------------------|
| | 4/19 | 13/19 | 0/19 | 2/19 | 0/19 |
| Importance of Force as Influence: | | High 6/19 | | Medium 8/19 | Low 1/19 |

Comments: From Strongly Agree or Agree Responses

But this is too bad. There is considerable resistance to this trend.

Sounds reasonable, but programs exist if student numbers are up and faculty expertise is present.

We're already there. We have to demonstrate this.

I believe our curriculum is already strongly influenced by this so-called "job-training" focus.

Accountability mechanisms are already in place, but will increase.

From Disagree or Strongly Disagree Responses

It would be great to have this happen but don't believe that it will.

14. The technology explosion will alter the learning styles of students, which will have a profound effect upon the education process.

| | | | | |
|--|----------------------|----------------------------|-------------------------|----------------------------------|
| Strongly Agree 9/19 | Agree 8/19 | No Position 0/19 | Disagree 2/19 | Strongly Disagree 0/19 |
| Importance of Force as Influence: | | | | |
| | High 13/19 | Medium 3/19 | Low 0/19 | 3/19 No Response |

Comments: From Strongly Agree or Agree Responses

Already has happened. This tv generation is difficult to engage in interactive classroom discussion. They almost need to be entertained. We study comedic techniques to keep them awake and focused during lecture, for example. We've almost eliminated lectures as the dominant way to teach/learn.

Everyone will have a laptop.

Distance learning is here. How we control it is conditional to our survival and future of our discipline.

Will we see less face to face classroom exchange? I hope not, but it is a possibility.

Welcome to whiz kid generation.

It has already happened with tv/video/computer generation.

From Disagree or Strongly Disagree Responses

Technology will not alter the learning style but will address the existing breadth of learning styles of students. Technology will have a profound effect.

The only profound effect technology will have is an economic one.

15. The culture of faculty tends to reflect territorial behavior, resistance to change, and slowness in reacting to new paradigms. Such culture will function as a restraining force for 21st century changes.

| | | | | |
|--|-----------------------|----------------------------|-------------------------|----------------------------------|
| Strongly Agree 6/19 | Agree 10/19 | No Position 0/19 | Disagree 2/19 | Strongly Disagree 0/19 |
| Importance of Force as Influence: | | | | |
| | High 11/19 | Medium 5/19 | Low 1/19 | 2/19 No Response |

Comments: From Strongly Agree or Agree Responses

I agree that culture is a restraining force, but not for these reasons.

This will always be true.

Kinesiology/Physical Education people are far too conservative to move forward.

Major force.

This could be viewed as a safeguard against fads and change for change sake.

From Disagree or Strongly Disagree Responses

Territorial behavior is a factor but the train is moving - those who don't get on will be left behind.

Faculty are more creative and flexible than the system.

16. Faculty retirements and replacements will have an influence on the focus of departments.

| | | | | |
|--|----------------------|----------------------------|-------------------------|----------------------------------|
| Strongly Agree 11/19 | Agree 6/19 | No Position 1/19 | Disagree 1/19 | Strongly Disagree 0/19 |
| Importance of Force as Influence: | | | | |
| | High 14/19 | Medium 2/19 | Low 0/19 | 3/19 No Response |

Comments: From Strongly Agree or Agree Responses

Especially if no replacements are made, as it has been on our campus.

Only way to counteract the culture of the faculty, particularly tenure.

Senior faculty who are not active scholars teach really bad habits to junior faculty.

The old guard will be replaced with the young technology-trained mind.

Driving force which allows time and direction of department curricula.

Leadership Responses Physical Education/Kinesiology

From Disagree or Strongly Disagree Responses

The focus of the mission & goals will dictate the focus of new hires. Replacement faculty is a thing of the past.

17. New faculty will be specialized experts unable to teach in other subdisciplines of Kinesiology. Thus, their specializations will dictate the subdiscipline focus of a campus contributing to campus curricular diversity.

| | | | | |
|-----------------------|--------------|--------------------|-----------------|--------------------------|
| <i>Strongly Agree</i> | <i>Agree</i> | <i>No Position</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
| <i>3/19</i> | <i>7/19</i> | <i>2/19</i> | <i>5/19</i> | <i>1/19</i> |
| <i>1/19 No</i> | | | | |

Response

| | | | | |
|--|-------------|---------------|-------------|-------------------------|
| <i>Importance of Force as Influence:</i> | <i>High</i> | <i>Medium</i> | <i>Low</i> | |
| | <i>4/19</i> | <i>7/19</i> | <i>2/19</i> | <i>6/19 No Response</i> |

Comments: From Strongly Agree or Agree Responses

Diversity of candidate will be such that specialization will be multifaceted. Specialized experts dominate the past - we are now moving to an age of facilitators.

True at grad level, not true in community colleges.

That is why we should look for bright faculty able to work in cross-discipline models within and out of kinesiology/physical education.

Specialized faculty don't want to teach other courses but are able to. Curriculum should be compatible with ability of faculty.

Specialization is the mark of the best and most productive faculty.

From Disagree or Strongly Disagree Responses

Faculty will remain multi-talented.

Trust this will not happen - or better yet, we will not LET it happen.

Just the opposite. We are moving toward the need for a multi-disciplined specialist. Undergraduate programs are moving toward less specialization. Exception - research I & II universities will continue their specialization focus.

New faculty are currently required to 1) have an area of specialization; and 2) to be strong in at least a second area; also 3) required to work with other areas in interdisciplinary studies.

From No Position Responses

It is a pendulum and we are beginning to see it swinging back so specialists will need some additional experiences - especially in comprehensive universities.

I agree with the first sentence, however, if departments plan carefully on how they hire new faculty, they can still keep a very diverse curriculum.

18. Limited fiscal resources and a change in financial practice from state-funded to state-assisted will drive privatization efforts.

| | | | | |
|-------------------------|--------------|--------------------|-----------------|--------------------------|
| <i>Strongly Agree</i> | <i>Agree</i> | <i>No Position</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
| <i>5/19</i> | <i>6/19</i> | <i>4/19</i> | <i>3/19</i> | <i>0/19</i> |
| <i>1/19 No Response</i> | | | | |

| | | | | |
|--|-------------|---------------|-------------|-------------------------|
| <i>Importance of Force as Influence:</i> | <i>High</i> | <i>Medium</i> | <i>Low</i> | |
| | <i>8/19</i> | <i>5/19</i> | <i>1/19</i> | <i>5/19 No Response</i> |

Comments: From Strongly Agree or Agree Responses

Leadership must constantly remind all of university mission.

Reality if a program wants to retain quality in programs.

We don't know how to deal with this yet.

From Disagree or Strongly Disagree Responses

The state will always fund most of the bill for higher education. It has done a very good job so far. More important, it gives access to those who need it most -- poor/working class and lower middle class people.

Only if the university allows this to happen. It is a bad idea.

Most will learn how to operate within limited resources and increase efforts for public supported grants.

Leadership Responses Physical Education/Kinesiology

From No Position Responses

Don't know as yet. Economic recovery and boom might change this picture. At the moment, it's true. But, the public may be at a tipping point and demand that education be adequately funded.

Possible - but should be fought against!

19. As a generalization model, AAHPERD may not be representative of the specialized interests developing at individual CSU campuses. Thus, this national leadership organization will function as a restraining force for 21st century changes.

| | | | | |
|-----------------------|--------------|--------------------|-----------------|--------------------------|
| <i>Strongly Agree</i> | <i>Agree</i> | <i>No Position</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
| <i>4/19</i> | <i>6/19</i> | <i>1/19</i> | <i>6/19</i> | <i>1/19</i> |
| <i>1/19 No</i> | | | | |

Response

| | | | | |
|--|-------------|---------------|-------------|-------------------------|
| <i>Importance of Force as Influence:</i> | <i>High</i> | <i>Medium</i> | <i>Low</i> | |
| | <i>4/19</i> | <i>3/19</i> | <i>3/19</i> | <i>9/19 No Response</i> |

Comments: From Strongly Agree or Agree Responses

AAHPERD must restructure itself.

NAPEHE will assume a leadership roll that replaces AAHPERD (national level for higher education).

It already has lost its thrust for me - but not simply from specialized interest - but its disassociation with time and quality interscholastic and intercollegiate athletics.

If AAHPERD and its Beltway people don't change their habits, they will be an organization in history books only.

AAHPERD has not met specialized needs. But AAHPERD's global emphasis on the learner and leadership in promoting standard and accountability measures will put AAHPERD in a leadership role for the paradigm shift anticipated for the 21st century.

If true, other organizations will assume positions of importance.

From Disagree or Strongly Disagree Responses

AAHPERD will respond to needs of membership.

AAHPERD is already irrelevant at the university level and kinesiology. It is a physical education organization.

It will never lead. It provides a forum for those who are and do.

The national organization has made attempts to be responsive to subdisciplinary interests. However, its main population is still K-12 educators.

As it is now, it will have little or no force.

I agree with the first statement, but not the second. AAHPERD is trying to become more representative.

I agree with the first sentence, but I believe that AAHPERD probably will not function as any force, rather just not depended on for support.

Leadership Responses Physical Education/Kinesiology

Directions for Question 20.

Please respond to the following question. If you prefer to e-mail your response to question 20 to me, my e-mail address is Hopkins11@juno.com.

20. Understanding change as inevitable, list specific strategies that you might employ to effect the shaping process of twenty-first century CSU Physical Education departments.

List of Strategies

(# of respondents)

- (9) Include faculty in collaborative decision-making process; develop team building activities for faculty in which all participate in vision development and change processes.*
- (8) Encourage faculty participation in technology in service for learning enhancement events; offer incentives for technology use.*
- (7) Encourage faculty to explore cross-discipline and collaborative relationships within and beyond their university; extend beyond their specialization and campus.*
- (6) Acquire off-campus resources to support initiatives; build community network to solicit input, positively network, and seek resources.*
- (5) Educate faculty on paradigm shift and develop ability to see new possibilities; nurture a poised faculty able to implement a variety of plans - flexibility and open-mindedness.*
- (4) Encourage faculty to share and keep current with pedagogical innovations and advances while maintaining high standards.*
- (3) Encourage meetings with CSU administrators from state chancellors office and CSU faculty.*
- (2) Create think tank of persons who understand the paradigm shift to provide leadership for discipline.*
- (2) Develop a well-defined model for physical education/kinesiology curriculum sensitive to the paradigm shift.*
- (2) Develop niche in CSU Kinesiology discipline that is unique and do not duplicate each other.*
- (2) Hire faculty with broad base; versatile faculty.*
- (2) Plan hiring strategies and retirements (when possible).*
- (2) Plan for an evolution instead of a revolution.*
- (1) Examine and consider student competencies as a large force on assessment outcomes of discipline.*
- (1) Educate kinesiologists on function of the university.*
- (1) Use our common core, motor activity to drive our teaching, research, and sense.*
- (1) Balance accreditation needs with liberal studies focus.*

Table E1

Participant Leadership Priority Rating on Predicted 21st Century Change

| Predicted Change | Participant leadership priority rating | | |
|--|--|--------|-----|
| | High | Medium | Low |
| Technology Affects Teaching and Learning Processes | 13* | 3 | 0 |
| Curriculum | | | |
| - total life span | 12* | 5 | 1 |
| - further diversity | 8 | 7 | 0 |
| - more focus on health promotion | 7 | 6 | 3 |
| - decreasing demand for teacher prep | 5 | 9 | 1 |
| - more science based | 5 | 7 | 1 |
| - prescription by accreditation agencies | 5 | 7 | 3 |
| - more certificate programs | 4 | 9 | 3 |
| More Entrepreneurial | 9 | 6 | 1 |
| Department Name Change | 7 | 7 | 3 |
| Faculty Involved in Community Outreach | 7 | 7 | 3 |
| Greater Cooperation Among Various Stakeholders | 7 | 11 | 0 |
| Restructure Using Business-Management Model | 5 | 6 | 2 |
| Diverse Set of CSU Departments | 4 | 6 | 2 |
| * More than 60% of all respondents chose this response and established consensus of this item. | | | |

Table E2

Participant Importance of Force Rating on Predicted Driving/Restraining Forces for 21st Century Change

| Predicted Driving/Restraining Forces | Participant Importance of Force Rating | | |
|---|--|--------|-----|
| | High | Medium | Low |
| Faculty Retirements and Replacements | 14* | 2 | 0 |
| Technology Explosion | 13* | 3 | 0 |
| Culture of Faculty | 11 | 5 | 1 |
| Limited Fiscal Resources | 8 | 5 | 1 |
| Students as Consumers | 7 | 7 | 0 |
| Support for Fitness Influences the Market Demand | 7 | 5 | 1 |
| Accountability | 6 | 8 | 1 |
| Population Demographics | 5 | 9 | 0 |
| New Faculty Will be Specialized Experts | 4 | 7 | 2 |
| AAHPERD as Restraining Force for 21 st Century Changes | 4 | 3 | 3 |
| * More than 60% of all respondents chose this response and thus established consensus on this item. | | | |

Appendix F: Third-Round - Cover Letter, Questionnaire, and Responses

San Diego City College

1313 Twelfth Avenue, San Diego, CA 92101-4787 (619) 230-2400



January 7, 1998

To: CSU Physical Education/Kinesiology Department Chairpersons
From: Paulette Hopkins, Ed. D. In Leadership Candidate, University of San Diego
Re: Dissertation Study

Thank you for your responses to my second round questionnaire. Majority and minority responses are identified and this third round questionnaire asks you to either concur with the majority consensus or explain why you chose to remain in the minority. A few questions did not receive a majority response to establish consensus. Thus, these statements are presented again for your reconsideration. Additionally, leadership strategies are presented for your priority rating. And finally, two open-ended questions are included for closing thoughts.

I apologize for not getting this third round questionnaire to you before the semester break. However, my results tend to indicate that a fourth round may not be necessary. Thus, I hope that this third round may be the final round. Please help me to stay on schedule by responding to this third round questionnaire by Friday, January 30, 1998. A postage paid envelop is enclosed for your convenience.

Additionally, a Starbucks tall size caffe` latte coupon is enclosed for your enjoyment. I offer this as a small token of appreciation for your cooperation. Again, I hope that you can find the time to assist me in my dissertation process. I thank you for your input.

THIRD ROUND QUESTIONNAIRE

Chairperson Respondent: _____
CSU: _____

Directions for Part I

Consensus is an important component of the Delphi Research Method. In my study, consensus is established when a minimum of 60% of the respondents select the same response for the same item. Part I of the third round questionnaire lists those statements which met the consensus criteria (All responses from 19 CSU Physical Education/Kinesiology chairpersons are included as an appendix to the third round questionnaire). If you agree with the consensus response, make no marks and leave the comment space blank. However, if you disagree with the consensus response, please explain why in the comment space.

Statements 1-9 represent “changes” that degree-granting Physical Education departments in the CSU system may see in the 21st century:

1. More departments will change their **names** from Physical Education to Kinesiology or some other name which better describes who they are and what they do.

Consensus: Agreement 79%

Priority for Leadership Focus: High/Medium 74%

Comments: _____

2. Regarding **curricula**, we will see ...

A. further **diversity** of curriculum within departments.

Consensus: Agreement 63%

Priority for Leadership Focus: High/Medium 79%

Comments: _____

B. more emphasis on **science-based** courses.

Consensus: Agreement 74%

Priority for Leadership Focus: Medium/High 63%

Comments: _____

Leadership Responses Physical Education/Kinesiology

C. programs which encompass the total life-span.

Consensus: Agreement 100%

Priority for Leadership Focus: Medium/High 63%

Comments: _____

D. more curricula prescription by accreditation agencies.

Consensus: Agreement 63%

Priority for Leadership Focus: Medium/High 63%

Comments: _____

E. more evolving certificate programs.

Consensus: Agreement 79%

Priority for Leadership Focus: Medium/High 68%

Comments: _____

F. decreasing demand for teacher preparation programs.

Consensus: Disagreement 74%

Priority for Leadership Focus: Medium/High 74%

Comments: _____

G. more degree focus on health promotion and health care professions.

Consensus: Agreement 84%

Priority for Leadership Focus: High/Medium 68%

Comments: _____

3. Technology will have a profound effect upon teaching styles and learning processes.

Consensus: Agreement 84%

Priority for Leadership Focus: High/Medium 84%

Comments: _____

4. **Faculty tenure** will evolve to contractual term agreements.

No Consensus

See Part II of third round questionnaire

5. **Faculty** will be expected to become more involved with the **community outreach process**.

Consensus: Agreement 79%

Priority for Leadership Focus: High/Medium 74%

Comments: _____

6. **Greater cooperation** will be common amongst units within the university for inter/cross disciplinary study and also, externally amongst feeder community colleges for lower division degree partnerships.

Consensus: Agreement 89%

Priority for Leadership Focus: Medium/High 95%

Comments: _____

7. Restructuring the CSU and its individual campuses will employ a **business-management model** which depends upon bottom-line assessments and accountability requirements.

No Consensus

See Part II of third round questionnaire

8. We will see a more **diverse set of CSU departments** where various programs may be assigned to certain CSU campuses and not assigned to others dependant upon resources i.e. faculty expertise, facilities.

No Consensus

See Part II of third round questionnaire

9. Departments will become more **entrepreneurial** in their effort to secure external funding and privatization efforts will also escalate.

Consensus: Agreement 74%

Priority for Leadership Focus: High/Medium 79%

Comments: _____

Statements 10-19 represent ***“driving or restraining forces”*** which may influence the change process while shaping 21st century Physical Education departments in the CSU system:

10. **Students as the consumer** will have a tremendous impact on structures of the curriculum and the focal point of what universities do.

Consensus: Agreement 74%

Importance of Force as Influence: High/Medium 74%

Comments: _____

11. **Population demographics** which include increasing size of population, ethnic diversity, and an aging population will influence curricular decisions.

Consensus: Agreement 95%

Importance of Force as Influence: Medium/High 74%

Comments: _____

12. Health care reform and **greater support for the importance of fitness** to stay healthy will **influence the market demand** for trained wellness-management professionals and drive department curriculums.

Consensus: Agreement 74%

Importance of Force as Influence: High/Medium 63%

Comments: _____

13. **Accountability** for the delivery of efficient and proficient programs which prepare students for future jobs will drive university curriculums.

Consensus: Agreement 89%

Importance of Force as Influence: Medium/High 74%

Comments: _____

14. The **technology explosion** will alter the learning styles of students, which will have a profound effect upon the education process.

Leadership Responses Physical Education/Kinesiology

Consensus: Agreement 89%

Importance of Force as Influence: High/Medium 84%

Comments: _____

15. The culture of faculty tends to reflect territorial behavior, resistance to change, and slowness in reacting to new paradigms. Such culture will function as a restraining force for 21st century changes.

Consensus: Agreement 84%

Importance of Force as Influence: High/Medium 84%

Comments: _____

16. Faculty retirements and replacements will have an influence on the focus of departments.

Consensus: Agreement 89%

Importance of Force as Influence: High/Medium 84%

Comments: _____

17. New faculty will be specialized experts unable to teach in other subdisciplines of Kinesiology. Thus, their specializations will dictate the subdiscipline focus of a campus contributing to campus curricular diversity.

No Consensus

See Part II of third round questionnaire

18. Limited fiscal resources and a change in financial practice from state-funded to state-assisted will drive privatization efforts.

No Consensus

See Part II of third round questionnaire

19. As a generalization model, AAHPERD may not be representative of the specialized interests developing at individual CSU campuses. Thus, this national leadership organization will function as a restraining force for 21st century changes.

No Consensus

See part II of third round questionnaire

Directions for Part II

The following are those statements which did not get a majority response for consensus.

Leadership Responses Physical Education/Kinesiology

Please reconsider the idea, read the comments, and indicate either agreement or disagreement. If you concur with the statement, please indicate your priority rating for leadership focus. Additional comments on this idea may be expressed in the comment space. Please circle your choices.

Statements 4, 7, & 8 represent “changes” that degree-granting Physical Education departments in the CSU system may see in the 21st century:

4. Faculty tenure will evolve to contractual term agreements.

| | | | | |
|--------------------------------|-------|-------------|----------|-------------------|
| Strongly Agree | Agree | No Position | Disagree | Strongly Disagree |
| | | | | |
| Priority for Leadership Focus: | High | Medium | Low | |

Comments: From 3/19 Strongly Agree or Agree Responses

Over many years.

This is true, but it is a politically “hot item.”

From 9/19 Disagree or Strongly Disagree Responses

Unions will not permit tenure to die.

Too much resistance. Decision will be at much higher level than chairs will influence.

Not in early part of century - will happen only if/when business model is adopted.

There is movement in this direction. I doubt it will happen in my professional lifetime.

Tenure is vital to the university's function.

7. Restructuring the CSU and its individual campuses will employ a business-management model which depends upon bottom-line assessments and accountability requirements.

| | | | | |
|--------------------------------|-------|-------------|----------|-------------------|
| Strongly Agree | Agree | No Position | Disagree | Strongly Disagree |
| | | | | |
| Priority for Leadership Focus: | High | Medium | Low | |

Comments: From 11/19 Strongly Agree or Agree Responses

This is a very disappointing and misguided trend that we probably will have to live with for a while.

We are seeing some movement in this direction.

Assessment and accountability requirements are already in place. I'm not sure that this issue has to do with restructuring and if a “business - management model” is the appropriate classification for the emphasis on accountability.

Strong resistance in the academy to this.

I believe it is already here.

Yes, especially with dollar based budgeting. Also, given the low status of kinesiology at the college/university, bottom-line approaches are best. At least we can show our relevance in FTES!

From 5/19 Disagree or Strongly Disagree Responses

Humanities & other departments will strongly and successfully resist.

There may be selective restructuring, but the basic model of what should be taught at a university will dominate regardless of where the student demand might be.

I disagree, but it may happen in spite of faculty resistance. Leadership role will be to moderate scope and rate of change. Faculty will strive to maintain a more traditional academic model.

The university is not a business.

Leadership Responses Physical Education/Kinesiology

8. We will see a more **diverse set of CSU departments** where various programs may be assigned to certain CSU campuses and not assigned to others dependant upon resources i.e. faculty expertise, facilities.

| | <i>Strongly Agree</i> | <i>Agree</i> | <i>No Position</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
|--|-----------------------|--------------|--------------------|-----------------|--------------------------|
| <i>Priority for Leadership Focus:</i> | | <i>High</i> | <i>Medium</i> | <i>Low</i> | |
| <i>Comments: <u>From 11/19 Strongly Agree or Agree Responses</u></i> | | | | | |
| <i>Could happen as faculty retire.</i> | | | | | |
| <i>This may be self-imposed rather than mandated by the CSU system.</i> | | | | | |
| <i>The critical masses will meet needs in given areas of state. Problem may exist for those on SoCal who can't afford to attend school in NoCal.</i> | | | | | |
| <i>Tend to want to agree but will argue against its thrust.</i> | | | | | |
| <i>Chairs need to stay on top of this one.</i> | | | | | |
| <i>This has been discussed at length. We are reticent to do this because no campus wants to give up programs.</i> | | | | | |
| <i>Issues involving faculty rights are involved here.</i> | | | | | |
| <i>I think we should but I doubt it will happen.</i> | | | | | |
| <i><u>From 7/19 Disagree or Strongly Disagree Responses</u></i> | | | | | |
| <i>If this happens it would be via an elective process.</i> | | | | | |
| <i>Maintenance of "full-service" campus will remain important.</i> | | | | | |
| <i>This idea conflicts with the historical commitment to geographical accessibility.</i> | | | | | |
| <i>Theoretically, CSU campuses are becoming more dependent. If this occurs, it will be related to individual campus decisions.</i> | | | | | |
| <i>Although this would be dollarwise, it will be difficult to politically do it.</i> | | | | | |
| <i>While there has been some discussion on this in the past, I see no evidence that this will take place.</i> | | | | | |

Statements 17, 18, & 19 represent "driving or restraining forces" which may influence the change process while shaping 21st century Physical Education departments in the CSU system:

17. **New faculty will be specialized experts** unable to teach in other subdisciplines of Kinesiology. Thus, their specializations will dictate the subdiscipline focus of a campus contributing to campus curricular diversity.

| | <i>Strongly Agree</i> | <i>Agree</i> | <i>No Position</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
|---|-----------------------|--------------|--------------------|-----------------|--------------------------|
| <i>Importance of Force as Influence:</i> | | <i>High</i> | <i>Medium</i> | <i>Low</i> | |
| <i>Comments: <u>From 10/19 Strongly Agree or Agree Responses</u></i> | | | | | |
| <i>Diversity of candidate will be such that specialization will be multifaceted. Specialized experts dominate the past - we are now moving to an age of facilitators.</i> | | | | | |
| <i>True at grad level, not true in community colleges.</i> | | | | | |
| <i>That is why we should look for bright faculty able to work in cross-discipline models within and out of kinesiology/physical education.</i> | | | | | |
| <i>Specialized faculty don't want to teach other courses but are able to. Curriculum should be compatible with ability of faculty.</i> | | | | | |
| <i>Specialization is the mark of the best and most productive faculty.</i> | | | | | |
| <i><u>From 6/19 Disagree or Strongly Disagree Responses</u></i> | | | | | |
| <i>Faculty will remain multi-talented.</i> | | | | | |

Leadership Responses Physical Education/Kinesiology

Trust this will not happen - or better yet, we will not LET it happen.

Just the opposite. We are moving toward the need for a multi-disciplined specialist. Undergraduate programs are moving toward less specialization. Exception - research I & II universities will continue their specialization focus.

New faculty are currently required to 1) have an area of specialization; and 2) to be strong in at least a second area; also 3) required to work with other areas in interdisciplinary studies.

From 3/19 No Position Responses

It is a pendulum and we are beginning to see it swinging back so specialists will need some additional experiences - especially in comprehensive universities.

I agree with the first sentence, however, if departments plan carefully on how they hire new faculty, they can still keep a very diverse curriculum.

18. Limited fiscal resources and a change in financial practice from state-funded to state-assisted will drive privatization efforts.

| | <i>Strongly Agree</i> | <i>Agree</i> | <i>No Position</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
|--|-----------------------|--------------|--------------------|-----------------|--------------------------|
| <i>Importance of Force as Influence:</i> | | <i>High</i> | <i>Medium</i> | <i>Low</i> | |

Comments: From 11/19 Strongly Agree or Agree Responses

Leadership must constantly remind all of university mission.

Reality if a program wants to retain quality in programs.

We don't know how to deal with this yet.

From 3/19 Disagree or Strongly Disagree Responses

The state will always fund most of the bill for higher education. It has done a very good job so far. More important, it gives access to those who need it most -- poor/working class and lower middle class people.

Only if the university allows this to happen. It is a bad idea.

Most will learn how to operate within limited resources and increase efforts for public supported grants.

From 5/19 No Position Responses

Don't know as yet. Economic recovery and boom might change this picture. At the moment, it's true. But, the public may be at a tipping point and demand that education be adequately funded.

Possible - but should be fought against!

19. As a generalization model, AAHPERD may not be representative of the specialized interests developing at individual CSU campuses. Thus, this national leadership organization will function as a restraining force for 21st century changes.

| | <i>Strongly Agree</i> | <i>Agree</i> | <i>No Position</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
|--|-----------------------|--------------|--------------------|-----------------|--------------------------|
| <i>Importance of Force as Influence:</i> | | <i>High</i> | <i>Medium</i> | <i>Low</i> | |

Comments: From 10/19 Strongly Agree or Agree Responses

AAHPERD must restructure itself.

NAPEHE will assume a leadership roll that replaces AAHPERD (national level for higher education).

It already has lost its thrust for me - but not simply from specialized interest - but its disassociation with time and quality interscholastic and intercollegiate athletics.

If AAHPERD and its Beltway people don't change their habits, they will be an organization in history books only.

AAHPERD has not met specialized needs. But AAHPERD's global emphasis on the learner and leadership in promoting standard and accountability measures will put AAHPERD in a leadership role for the paradigm shift anticipated for the 21st century.

If true, other organizations will assume positions of importance.

Leadership Responses Physical Education/Kinesiology

From 7/19 Disagree or Strongly Disagree Responses

AAHPERD will respond to needs of membership.

AAHPERD is already irrelevant at the university level and kinesiology. It is a physical education organization.

It will never lead. It provides a forum for those who are and do.

The national organization has made attempts to be responsive to subdisciplinary interests. However, its main population is still K-12 educators.

As it is now, it will have little or no force.

I agree with the first statement, but not the second. AAHPERD is trying to become more representative.

I agree with the first sentence, but I believe that AAHPERD probably will not function as any force, rather just not depended on for support.

Directions for Part III

The following represents responses to question 20 which asked you to list specific strategies that you might employ to effect the shaping process of twenty-first century CSU Physical Education departments. Many respondents identified similar strategies noted by the number of respondents in the list of strategies below. Please evaluate each strategy using the priority rating presented here.

- 1 High priority for immediate implementation*
- 2 Medium priority for immediate consideration*
- 3 Priority for future consideration*
- 4 No priority*

List of Strategies

(# of respondents) Priority Rating

- | | | |
|------------|--------------|---|
| <i>(9)</i> | <i>_____</i> | <i>Include faculty in collaborative decision-making process; develop team building activities for faculty in which all participate in vision development and change processes.</i> |
| <i>(8)</i> | <i>_____</i> | <i>Encourage faculty participation in technology in service for learning enhancement events; offer incentives for technology use.</i> |
| <i>(7)</i> | <i>_____</i> | <i>Encourage faculty to explore cross-discipline and collaborative relationships within and beyond their university; extend beyond their specialization and campus.</i> |
| <i>(6)</i> | <i>_____</i> | <i>Acquire off-campus resources to support initiatives; build community network to solicit input, positively network, and seek resources.</i> |
| <i>(5)</i> | <i>_____</i> | <i>Educate faculty on paradigm shift and develop ability to see new possibilities; nurture a poised faculty able to implement a variety of plans - flexibility and open-mindedness.</i> |
| <i>(4)</i> | <i>_____</i> | <i>Encourage faculty to share and keep current with pedagogical innovations and advances while maintaining high standards.</i> |
| <i>(3)</i> | <i>_____</i> | <i>Encourage meetings with CSU administrators from state chancellors office and CSU faculty.</i> |

Leadership Responses Physical Education/Kinesiology

- | | | |
|-----|-------|--|
| (2) | _____ | <i>Create think tank of persons who understand the paradigm shift to provide leadership for discipline.</i> |
| (2) | _____ | <i>Develop a well-defined model for physical education/kinesiology curriculum sensitive to the paradigm shift.</i> |
| (2) | _____ | <i>Develop niche in CSU Kinesiology discipline that is unique and do not duplicate each other.</i> |
| (2) | _____ | <i>Hire faculty with broad base; versatile faculty.</i> |
| (2) | _____ | <i>Plan hiring strategies and retirements (when possible).</i> |
| (2) | _____ | <i>Plan for an evolution instead of a revolution.</i> |
| (1) | _____ | <i>Examine and consider student competencies as a large force on assessment outcomes of discipline.</i> |
| (1) | _____ | <i>Educate kinesiologists on function of the university.</i> |
| (1) | _____ | <i>Use our common core, motor activity to drive our teaching, research, and sense.</i> |
| (1) | _____ | <i>Balance accreditation needs with liberal studies focus.</i> |

Directions for Part IV

Please respond to the following closing questions. If you prefer to e-mail your responses, my e-mail address is Hopkins11@juno.com.

1. Reflecting upon these results, are there any other thoughts you might like to add?
2. Several leadership strategies identified involve faculty participation and collaboration efforts. Would professional development retreats/programs help to nurture the change process? And if so, what kind of professional development agendas do you think might best meet your needs?

Third Round Questionnaire Responses

CSU Chairperson Respondents: 19 Respondents

Directions for Part I

Consensus is an important component of the Delphi Research Method. In my study, consensus is established when a minimum of 60% of the respondents select the same response for the same item. Part I of the third round questionnaire lists those statements which met the consensus criteria (All responses from 19 CSU Physical Education/Kinesiology chairpersons are included as an appendix to the third round questionnaire). If you agree with the consensus response, make no marks and leave the comment space blank. However, if you disagree with the consensus response, please explain why in the comment space.

Statements 1-9 represent “changes” that degree-granting Physical Education departments in the CSU system may see in the 21st century:

1. More departments will change their **names** from Physical Education to Kinesiology or some other name which better describes who they are and what they do.

Third Round Consensus: Agreement 79%

Comments: From Disagreement with Third Round Consensus Responses

*Faculty in our department at this point are still adamant for the PE title.
Kinesiology is “dress” - I hold firm to our historical leaders who envisioned physical education as a much more global offering - our rich heritage is most worthy of retention.
Most have already made the change.
Change will already be done by 21st century.*

2. Regarding **curricula**, we will see ...

A. further **diversity** of curriculum within departments.

Third Round Consensus: Agreement 84%

Comments: From Disagreement with Third Round Consensus Responses

*In terms of specialization there will be increased consolidation..
Budgets will create need to limit what is offered on each campus.
I don't know how to respond to this one.*

B. more emphasis on **science-based** courses.

Third Round Consensus: Agreement 74%

Comments: From Disagreement with Third Round Consensus Responses

*If the department is solely focused on exercise science then perhaps. But the trend for teacher ed. based departments will be (required by the state) to add more pedagogy not science to the curriculum.
Science needs to be delineated.
Many departments already have a high science requirement. I don't see it going up or down.*

Leadership Responses Physical Education/Kinesiology

I believe we already have a big emphasis on science-based courses and that this won't change (increase or decrease) significantly in the future.

C. programs which encompass the **total life-span**.

Third Round Consensus: Agreement 100%

D. more **curricula prescription by accreditation agencies**.

Third Round Consensus: Agreement 89%

Comments: From Disagreement with Third Round Consensus Responses

Unless there is an increase in the number of accrediting in our disciplines, I don't see this happening.

Will be defined by the job market - takes very little leadership attention.

E. more evolving **certificate programs**.

Third Round Consensus: Agreement 100%

F. decreasing demand for **teacher preparation programs**.

Third Round Consensus: Disagreement 89%

Comments: From Disagreement with Third Round Consensus Responses

Need to define demand (student or employer). Employer demand will remain, student demand will lessen due to perceived behavior management issues, low wages...

I see no evidence that demand for teacher preparation will increase. There are fewer K-12 requirements and an increasing number of students opt to go into other specialization areas.

G. more degree focus on **health** promotion and health care professions.

Third Round Consensus: Agreement 89%

Comments: From Disagreement with Third Round Consensus Responses

Health science departments will take on responsibilities in this area.

As an accompaniment to teacher prep.

3. **Technology** will have a profound effect upon **teaching styles and learning processes**.

Third Round Consensus: Agreement 100%

4. **Faculty tenure** will evolve to contractual term agreements.

Third Round Consensus: Disagreement 68%

5. **Faculty** will be expected to become more involved with the **community outreach process**.

Third Round Consensus: Agreement 100%

6. **Greater cooperation** will be common amongst units within the university for inter/cross disciplinary study and also, externally amongst feeder community colleges for lower division degree partnerships.

Third Round Consensus: Agreement 100%

7. Restructuring the CSU and its individual campuses will employ a **business-management model** which depends upon bottom-line assessments and accountability requirements.

Third Round Consensus: Agreement 74%

8. We will see a more **diverse set of CSU departments** where various programs may be assigned to certain CSU campuses and not assigned to others dependant upon resources i.e. faculty expertise, facilities.

Third Round: No Consensus

9. Departments will become more **entrepreneurial** in their effort to secure external funding and privatization efforts will also escalate.

Third Round Consensus: Agreement 95%

Comments: From Disagreement with Third Round Consensus Responses

Sincerely hope this will not happen; will work against - this is not for public education institutions.

Statements 10-19 represent “driving or restraining forces” which may influence the change process while shaping 21st century Physical Education departments in the CSU system:

10. **Students as the consumer** will have a tremendous impact on structures of the curriculum and the focal point of what universities do.

Third Round Consensus: Agreement 100%

11. **Population demographics** which include increasing size of population, ethnic diversity, and an aging population will influence curricular decisions.

Third Round Consensus: Agreement 100%

12. Health care reform and **greater support for the importance of fitness** to stay healthy will **influence the market demand** for trained wellness-management professionals and drive department curriculums.

Third Round Consensus: Agreement 95%

Comments: From Disagreement with Third Round Consensus Responses

I believe that the trend will be away from fitness and towards wellness.

13. **Accountability** for the delivery of efficient and proficient programs which prepare students for future jobs will drive university curriculums.

Third Round Consensus: Agreement 95%

Comments: From Disagreement with Third Round Consensus Responses

Not sure if this is true. The state requirements are the main driver associated with jobs as are the athletic training curriculum guidelines.

Leadership Responses Physical Education/Kinesiology

14. The **technology explosion** will alter the learning styles of students, which will have a profound effect upon the education process.

Second Round Consensus: Agreement 89%

Third Round Consensus: Agreement 95%

Importance of Force as Influence: High/Medium 84%

Comments: From Disagreement with Third Round Consensus Responses

Will affect the teaching styles, not necessarily the learning styles.

15. The **culture of faculty** tends to reflect territorial behavior, resistance to change, and slowness in reacting to new paradigms. Such culture will function as a restraining force for 21st century changes.

Third Round Consensus: Agreement 95%

Comments: From Disagreement with Third Round Consensus Responses

Rather negative description of faculty role in preserving the function of higher education.

16. **Faculty retirements and replacements** will have an influence on the focus of departments.

Third Round Consensus: Agreement 100%

17. **New faculty will be specialized experts** unable to teach in other subdisciplines of Kinesiology. Thus, their specializations will dictate the subdiscipline focus of a campus contributing to campus curricular diversity.

Third Round: No Consensus

18. **Limited fiscal resources** and a change in financial practice **from state-funded to state-assisted** will drive privatization efforts.

Third Round Consensus: Agreement 79%

19. As a generalization model, **AAHPERD may not be representative of the specialized interests** developing at individual CSU campuses. Thus, this national leadership organization will function as a restraining force for 21st century changes.

Third Round Consensus: Agreement 64%

Part II

Part II asked participants to re-evaluate their responses to questions 4, 7, 8, 17, 18, and 19. The results of those responses have been integrated into the Part I report of responses. Note that questions number 8 and 17 again received no consensus.

Leadership Responses Physical Education/Kinesiology

Directions for Part III

The following represents responses to question 20 which asked you to list specific strategies that you might employ to effect the shaping process of twenty-first century CSU Physical Education departments. Many respondents identified similar strategies noted by the number of respondents in the list of strategies below. Please evaluate each strategy using the priority rating presented here.

- 1 High priority for immediate implementation*
- 2 Medium priority for immediate consideration*
- 3 Priority for future consideration*
- 4 No priority*

List of Strategies

Priority Rating by Percent

1 2 3 4

| | | | | |
|----|----|----|----|---|
| 84 | 16 | 0 | 0 | <i>Encourage faculty to share and keep current with pedagogical innovations and advances while maintaining high standards.</i> |
| 68 | 16 | 11 | 5 | <i>Encourage faculty participation in technology in service for learning enhancement events; offer incentives for technology use.</i> |
| 63 | 21 | 11 | 5 | <i>Plan hiring strategies and retirements (when possible).</i> |
| 58 | 37 | 5 | 0 | <i>Include faculty in collaborative decision-making process; develop team building activities for faculty in which all participate in vision development and change processes.</i> |
| 47 | 21 | 16 | 16 | <i>Use our common core, motor activity to drive our teaching, research, and sense.</i> |
| 42 | 32 | 21 | 5 | <i>Educate faculty on paradigm shift and develop ability to see new possibilities; nurture a poised faculty able to implement a variety of plans - flexibility and open-mindedness.</i> |
| 37 | 37 | 5 | 21 | <i>Hire faculty with broad base; versatile faculty.</i> |
| 32 | 37 | 16 | 11 | <i>Acquire off-campus resources to support initiatives; build community network to solicit input, positively network, and seek resources.</i> |
| 21 | 47 | 26 | 5 | <i>Encourage faculty to explore cross-discipline and collaborative relationships within and beyond their university; extend beyond their specialization and campus.</i> |
| 21 | 37 | 21 | 21 | <i>Develop a well-defined model for physical education/kinesiology curriculum sensitive to the paradigm shift.</i> |
| 37 | 16 | 21 | 26 | <i>Plan for an evolution instead of a revolution.</i> |
| 21 | 16 | 21 | 37 | <i>Develop niche in CSU Kinesiology discipline that is unique and do not duplicate each other.</i> |

Leadership Responses Physical Education/Kinesiology

Priority Rating by Percent

| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | |
|----------|----------|----------|----------|---|
| 37 | 5 | 42 | 21 | <i>Create think tank of persons who understand the paradigm shift to provide leadership for discipline.</i> |
| 26 | 37 | 26 | 11 | <i>Examine and consider student competencies as a large force on assessment outcomes of discipline.</i> |
| 11 | 21 | 32 | 32 | <i>Balance accreditation needs with liberal studies focus.</i> |
| 11 | 26 | 21 | 42 | <i>Encourage meetings with CSU administrators from state chancellors office and CSU faculty.</i> |
| 16 | 16 | 16 | 53 | <i>Educate kinesiology on function of the university.</i> |

Directions for Part IV

Please respond to the following closing questions. If you prefer to e-mail your responses, my e-mail address is Hopkins11@juno.com.

1. Reflecting upon these results, are there any other thoughts you might like to add?

Most respondents answered "no" to this question. However, the few comments I received are included here.

Chairs sharing trends on campus, nationally, state-wide, etc. is the most important support for chairs.

The CSU chairs meetings work very well. I'm impressed that the results of your survey really do demonstrate the effectiveness of collaboration and communication that takes place between the chairs.

I discovered sometimes I didn't differentiate between prediction and desire or hope for the future. I fear changes that might predict: business; outcomes assessment; FTES driven; etc. These changes are already underway. So, your questions might be "Are these fads or will they endure?" I predict many fewer and slower changes for the CSU. Large organizations are difficult and slow to change.

As we define our unique forms, needs and characteristics that make us physical educators - we need to learn from the true performing arts - they foster and encourage "innovation, creativity, and exploration" - they do not worry or force COMMON cords or "consensus" - let's encourage truly "fresh" and stimulating uniqueness.

Good comments - however, because the state is more solvent than it has been in many years, some comments might be changing.

Kinesiology with the subdiscipline of physical education will grow. Many students will seek health care related jobs - teachers in schools will always be needed. As the discipline becomes more science oriented, our credibility on campus and in the community will increase. The future is bright.

Share real examples of inter and cross disciplinary collaboration.

My experience as a chair suggests we are moving from a collegial model to a corporate model. You can "window dress" the issue, but it is all about FTES. Make target, get resources. The question we need to ask is how to meet or exceed target and ensure students there is a place (job) for them. God forbid if we become something like English and MLA. This is a business — unfortunately

2. Several leadership strategies identified involve faculty participation and collaboration efforts. Would professional development retreats/programs help to nurture the change process? And if so, what kind of professional development agendas do you think might best meet your needs?

Leadership Responses Physical Education/Kinesiology

Participant responses in favor of professional development to help nurture the change process:

I believe that retreats, both on individual campuses and systemwide, are extremely beneficial. They should occur on a regular basis.

Yes, outside intervention is crucial to the change process. We think we can handle it ourselves, but I think not. As chairs, we might be the factor resisting change. All of us as faculty come to these meetings with built-in biases. An outsider can be more objective as a facilitator.

Subdiscipline meetings at CSU with outstanding program and facilities; to see and share what they are doing and direction that they are going.

I strongly support professional development retreats/programs. Having specific time set aside to focus on topics that need to be explored/discussed allows those involved to learn and understand changes. Agendas might include several of the items included in this study.

Retreats can help if a trained facilitator is used and is available for follow-up sessions. Faculty need time to make change and it is difficult to do in 1-2 day session. Need support to achieve outcomes agreed on by consensus because once they are back at work, the goals do not seem to exist.

CSU chairs council is a good model for interaction. This forum seems to be an effective strategy for change in the 21st century.

Our faculty are already engaged in collaboration efforts.

Participant responses NOT in favor of professional development to help nurture the change process:

I'd best benefit if I had more new faculty with a solid professional background.

I doubt if retreats would do much good.

Maybe retreats/programs would nurture change, but presently faculty suggest they are overwhelmed and not focused in the area. I'm more inclined to suggest an individualized professional development approach.

Participant responses on professional development agenda topics:

Healing differences.

Highly interactive and grounded in current thinking/trends in higher education.

Sharing and collaboration within subdisciplines across all CSU campuses; Discussing and addressing system-wide issues.

Dealing with conflict and difficult faculty would be important to improve the leadership in each department.

Curriculum - how it's changing, why, etc.; tenure - contracts etc.; financial/business information from state down to the campuses - college - department - how money could be generated - ideas- restrictions, etc.; the use of technology (in a variety of ways on a campus) teaching, etc.

Broad based on university as social force, on education in California as well as focusing on subdisciplines and departments.

Currency in field; maintenance/development of skills (e.g. technology); communication among faculty.

Teaching with technology; student centered learning - discussion on future vision for re-growing the department; also allow faculty to give seminars on their latest research on teaching strategies.

Appendix G: Fourth Round - Cover Letter, Questionnaire, and Responses

San Diego City College

1313 Twelfth Avenue, San Diego, CA 92101-4787 (619) 230-2400



May 11, 1998

To: CSU Physical Education/Kinesiology Department Chairpersons
From: Paulette Hopkins, Ed. D. In Leadership Candidate, University of San Diego
Re: Dissertation Study

Thank you for your responses to my third round questionnaire. Consensus was established with all but two questions. These results are included as Fourth Round Questionnaire Appendix A - Third Round Questionnaire Responses.

After reviewing your responses, I thought I would be remiss if I did not ask you one more question. Thus, if I can implore you to ponder and respond to one last question which involves your personal opinion on the value of the Delphi method research process. I am interested in the effect of the Delphi in a leadership process. So, please e-mail or write your thoughts to me on this last question.

REFLECT ON THE VALUE OF YOUR PARTICIPATION IN THIS RESEARCH STUDY
FOR INDIVIDUAL LEARNING AND DO YOU HAVE AN INDIVIDUAL GOAL AFTER
REVIEWING THIS DATA?

I missed spring graduation but reset my defense date for July 14. Please help me to stay on schedule by responding to this last question by Friday, May 22, 1998. A postage paid envelop is enclosed for your convenience. But, an e-mail response is preferred.

When chapter 4 is completed with data tables etc., I will send you a final analysis. Again, I hope that you can find the time to assist me in my dissertation process. I thank you for your input.

FOURTH ROUND QUESTIONNAIRE

Directions: Please e-mail or write your thoughts to me on this last question. I will send this question to your e-mailbox. I hope this will make it easier for you to respond. My e-mail address is hopkins11@juno.com

Reflect on the value of your participation in this research study for individual learning and do you have an individual goal after reviewing this data?

Fourth Round Questionnaire Responses

Question: Reflect on the value of your participation in this research study for individual learning and do you have an individual goal after reviewing thesedata?

Participants' comments are organized in two sections; themes that emerged on the value of participation; and list of individual goals.

I. Themes that emerged on the value of participation:

- A. Thinking exercise
- B. Informative process
- C. Reconfirmation of individual thoughts
- D. Little value - No new information

II. Individual goals

- A. List of goals
- B. No goals

I. Themes that emerged on the value of participation

A. Thinking exercise

Participation made me think about some areas and put something in writing that I had not previously done.

The exercise of formulating answers to the questionnaire, in and of itself, was a learning experience. It made me draw together several ideas that had not been verbalized or formalized until I tried to respond to the questions.

Participation has "forced" a renewed vigor in thinking through some generally serious and key concepts/issues.

Delphi seemed to work well as to "directing/refining" the process.

Value derived from participation in the study was the opportunity to clarify thinking on a large number of important topics which affect the future of the profession.

I found it interesting to reflect on what answers to provide to the questions.

Often, I spent time contemplating issues that I would not normally spend time thinking about. These issues tended to be ones in which I did not think I would be able to influence the outcome anyway.

I was gratified to have the opportunity to express my thoughts. Having to write my ideas and maybe be asked to explain them at a later date was a good exercise.

Participation was more of a reflection of my own professional personality.

There were some responses that I had not considered until I had read through the

summary and it has given me some new thoughts to ponder and consider as I view my own department.

B. Informative process

I found it very interesting to watch the evolution of the responses and the movement toward consensus on most issues. Although we meet as chairs on a regular basis and may address some of these issues, this process allowed us to delve into many areas at once. This was like an extended meeting where we were able to voice our opinions, agree, or disagree in a collegial environment. I feel more aware of current issues and trends. I have a feel for how others in the system think, and I expect to be less surprised (or will better anticipate) change.

Participation has been informative, as I have been able to compare my views with other chairs and the consensus of all the chairs.

It has been extremely informative reading the summary of comments made from all the chairs.

The richness of the data and the potential impact that it might have on the directions to be taken by the System is apparent.

The value was good information that allowed me to access my colleague views in comparison with my own. There was brief reaction on my part to the results that can best be described as sad. Responses tended to surrender to the thought that chancellor's office control will ultimately dominate what we do, and there was limit to enthusiasm for new paradigm possibilities because of the structure of our governance in the CSU.

It has been interesting to read the responses from others and in several cases it is very evident that we are all quite different.

The study helped me to get a broader picture of what is actually occurring throughout the state in regards to: 1) name change; 2) curriculum; 3) budget issues; 4) interest in providing "certificates" - in fact because of this and local emphasis, we have proposed 2 new certificates besides the one we currently offer; 5) how other chairs are also sensitive to the influence of students and population demographics on change.

I am participating more consistently with the other department chairs of physical education in our CSU system. Maybe part of this activity on my part is due at least in part to participating in this study.

C. Reconfirmation of individual thoughts

Because there is so much agreement on most questions, it does provide some

support that my own thinking is not so different than that of my colleagues.

I did learn that my thoughts are not too far off from other department chairs - that was reassuring at least.

Participation validated what we already thought we knew about each other.

D. Little value - no new information

Because of our excellent communication skills (CSU chairs committee), the survey in this study did not reveal new information - for the most part.

The results were not a surprise so it was more confirming of what I generally already knew.

II. Individual goals

A. List of goals

My goal at this point would be to keep informed on issues both local, state, and national as they develop and be ready to respond to them in a timely manner. I think it is important for the CSU chairs to keep close contact with each other so we are moving in similar directions.

My goal is to pay more attention to what the department chairs are doing and to see if we can influence the system in any positive manner, or at least minimize the negative impact that the system will have on our profession.

I found myself thinking about my colleagues (chairs at other CSU institutions) and the issues we have in common. Consequently, my goal is to ask the CSU chairs to return to having chair meetings instead of the faculty-chair meetings we have had over the past 1 1/2 years.

My goal is to enjoy my remaining two years as chair and to continue to appreciate the unique opportunities that the CSU chairs have in leading the profession forward into the next century.

I plan to use the results, in discussions with my own faculty. Several of the issues raised by this study are extremely pertinent to ongoing development and changes that will be occurring over the next few years.

My individual goal - "reclaiming a valid place for physical education and not a dressed-up new title or some *mechanized-technological-oriented future teacher phenom*" still lives in the best and practical chamber of my heart.

B. No goals

I found the responses of my colleagues of interest, but they do not motivate me

toward any particular action. Programs must involve collaboration and consensus among faculty on campus, but there is no such requirement system-wide. This, I believe is a strength of the CSU - each campus has a degree of autonomy and each program is different.

I have not spent much time yet in thinking about the impact of the data upon my program because the data are still evolving, and I wanted to wait until the conclusions are presented before looking at the implications.

I did not have any goals for myself by participating in the study.

No individual goal.

No individual goals were identified relative to the data/study.

I don't know that I have any particular goals as result of this process.

Leadership Responses Physical Education/Kinesiology

Appendix H: Expert Panel and CSU Campus

| <u>Expert Panel</u> | <u>CSU Campus</u> |
|------------------------------|--------------------------|
| Nancy Bailey | CSU Bakersfield |
| Dick Trimmer-current | CSU Chico |
| Don Chu-past | CSU Chico |
| Carole Casten | CSU Dominguez Hills |
| Dick Rivenes | CSU Hayward |
| Greg A. Simmons | CSU Humboldt |
| Dixie Grimmett | CSU Long Beach |
| Melva Irvin | CSU Los Angeles |
| Bill Vincent-present | CSU Northridge |
| Don Bethe-past | CSU Northridge |
| Perky Stromer | Cal Poly Pomona |
| Anne Marie Bird ^a | Cal Poly Pomona |
| Pam Milchrist | CSU Sacramento |
| Terry Rizzo | CSU San Bernardino |
| Rob Carlson | CSU San Diego |
| Susan Higgins | CSU San Francisco |
| Jim Bryant | CSU San Jose |
| Dwayne Head | Cal Poly San Luis Obispo |
| Martha Yates | CSU Sonoma |
| Jim Bowen | CSU Stanislaus |

Note: Expert panelists were physical education department chairpersons during the period between Spring'97 and Summer'98.