

STRATEGIC PLAN

DEPARTMENT OF KINESIOLOGY

The essence of strategy is:

Bold approaches that break through barriers
Differentiation from any other
Change WILL happen!

What Might we be...

What should we be...

What could be we...

What are the possibilities...

What would it take...

Consensus:

Commitment to supporting the results of the group's work even if they do not agree with every point of the plan. Not everyone will get their way!

What will make us a “destination” department/campus?

- Global awareness/ability to interact with other cultures both internationally and domestically
- Intentional/transforming/Experiential... hands on learning in pre-professional situations
- Student/faculty research where students need to identify the important questions and seek out answers... life -long learning skills
- Quality of programs – keep them excellent and visible, do less but do it better, visible faculty/staff
- Faculty/staff who challenge students and who have high expectations- make students believe they can do more and they will, and they will take more pride in their accomplishments.
- A department where students can get the classes they need in a timely manner – de we limit more students earlier to provide better experience in sophomore through senior years?
- A reputation for helping the lower 50% become great! It is easy to help the good student, the prepared student, but the student with the most to gain is the one that is rough around the edges with low expectations. We need to help them believe they are capable of making great things happen. Don't exclude them in our efforts to be #1 in US News and World Reports

What characteristics do we want our graduates to have?

- Adaptable to change
- Skilled to work with other cultures
- Critical thinkers/problem solvers
- Intentional learners
- Liberal mind set – open minded
- exploratory, risk takers
- Fluent in more than one language or comfortable interacting with other cultures – do they have the tools to interact successfully, not just a language – they will need to interact with multiple cultures for which they won't have the language background.

- Able to communicate well by speech and writing
- Employable! Meeting the needs of society.
- Leaders in our field – students that make a positive, lasting impact in their field – innovative – “DOERS”

What is missing?

- What about a healthy campus focused on disease prevention? All the knowledge in the world won't help the person who doesn't live long enough to use it. Let's be the healthy campus that is on the move! Look at the potential for conducting wellness profiles across campus and assisting everyone to lead healthier lives, reduce health care costs, be more productive including students/faculty/staff – everyone. Why is the next generation going to die younger than their parents, what about the obesity epidemic and the negative impact that is having? What about all of the workplace disabilities that are from poor workstations not designed for computers. We need to invest in the whole person not just the mind.

1. Preparing for Global Leaders

- “Out of culture” experience in USA could offer similar results (new thoughts/behaviors, etc) or even better than e.g. white-middle class experience in Australia (e.g. inner D.C. city, tribe)
- Short-term experience in right place could be as effective as full semester elsewhere
- Life-affective experiences are now being reported by our students working with Lac Courte Oreilles
- Goal is very worthy!
- Carrying out presents huge resource issues
- “Living” is better than hearing about foreign experience if done right
- Student/athlete could miss part of seasons
- Sequential nature of our curriculum would be disrupted
- Make is ‘easy’ and ‘expected’, but not required
- Quality of experience might suffer, if done as requirement
- What to do about non-traditional student
- Is there a middle ground between no study abroad and an entire semester? Does this need to happen abroad to be valuable for global leadership.

2. Transforming Learning

- Simplify GE process
- Make colloquium worth time for faculty to contribute and for students to take
- More time/training put aside for helping us become “intentional educators”. Hold us accountable .
- Department wide strategies to foster development of “intentional learners”. Hold students accountable.
- All faculty/students (new/old) must be engaged – decreasing class size would certainly help foster leadership.

3. **Serving the Public Good**

- Improve visibility
- KINS is doing well, can add much more and grow but need to coordinate resources and gain support (maybe CE)
- Improve opportunities for non-traditional (wellness, physical activity, online, CE)
- Agree with barriers listed by work group
- Can this goal be met in conjunction with #1 – Do we want more non-traditional students as stated and can their needs be met with a required study abroad experience?

4. **Enhancing the Campus Community**

- Let's start by decreasing paper on this campus for notice of meetings → make this electronic. We all throw away too much paper from our mailboxes.
- Energy consumption. What is the goal of the TVs in hallways of many academic buildings, that run constantly.

5. **Effectively Managing for our Mission**

- Expand community-based program
 - Visibility
 - Serves needs
 - Graduate program
 - Expand students
 - Expand resource base
 - Leadership
- Increase faculty/student research
- Facilities – on and off/non-traditional hours
- Naming rights
- Wellness Center – employee resource for region
- Combine with other areas – Recreation/Athletics/Community
- Intentional – prioritize and align resources
- Incentives/rewards/disincentives
- 12 month schedule, 24/7
- We must shift to some private funding to increase/improve facilities as many other schools in state have done

6. **Fostering Equity and Diversity**

- Recruiting students: if we aim for top “X” % of all students, never get diversity; need to aim for top “X”% of targeted (e.g. minority) students.
- Foreign language requirement limits ability to attract minorities
- Not only recruiting more diversity, but then providing needed resources ,once students enroll through 4-5 years
- Expand orientation for all faculty/staff – not just new members; we all need to grow/learn in this area

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