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Professionalizing Nonprofessionals: Academic
Administration in Kinesiology

BY

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Submitted: August 2006

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Abstract

At the 2006 meeting of NAKPEHE, members proposed and discussed a move toward making NAKPEHE an “association for kinesiology administrators” (Finkenberg, Guthrie, & Martens, 2006). The term “profession” has an important connotation in regard to building a professional organization. A legitimate profession in higher education requires (a) a formalized education, (b) an established knowledgebase, and (c) exclusivity. According to these criteria, academic administration fails to qualify as a bona fide profession in kinesiology. To establish professionalism, chairs should gain explicit training in appropriate management for higher education and a repository of scholarly work must be developed. During the interim, kinesiology administrators can benefit from existing interdisciplinary academic administration organizations and conferences.

Professionalizing Nonprofessionals: Academic
Administration in Kinesiology

The 2006 meeting of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) included a debate regarding the future direction of the organization. Members proposed and discussed a move toward making NAKPEHE an “association for kinesiology administrators” (Finkenberg, Guthrie, & Martens, 2006). NAKPEHE’s mission reads, “The National Association for Kinesiology and Physical Education in Higher Education is an organization for professionals in higher education. Its purpose is to provide a forum for interdisciplinary ideas, concepts, and issues related to the role of kinesiology and physical education in higher education with respect for social, cultural, and personal perspectives” (NAKPEHE, n. d., ¶ 1). The proposal during the 2006 meeting in San Diego would effectively refocus the latter sentence to be more specific to one discipline, administration. The premise for this argument was that no other professional organization in kinesiology focused on administration and a change would provide an effective niche for NAKPEHE.

For the bulk of this paper, I would like to focus on the first sentence of NAKPEHE’s mission, particularly the clause that the organization is “for professionals in higher education.” Academic administration in higher education, specifically regarding department chairs, has only recently been examined in the literature (Hecht, 2004). Administration specific to kinesiology is an ambiguous term that still lacks scholarly examination. The term “profession” has an important connotation that deserves attention in kinesiology. In reality, kinesiology administration in higher education is not yet established as a profession. Based on this, can NAKPEHE become an organization

of administration professionals? Or, more broadly, how can kinesiology administrators become more professional?

Professional Employees

University professors fall under a broad category of workers called professionals. Professional employees prefer not to have others supervise them and make their decisions (Lowendahl, 1997). This makes management of these types of employees challenging. Department chairs manage professors; yet, they also maintain their previous roles as professors in addition to their administrative duties. The department chair is truly a distinct occupation in this respect, having no parallel in business or industry (Gmelch, 2004).

Defining Professions

Abbott (1988) loosely defined professions as, “exclusive occupational groups applying somewhat abstract knowledge to particular cases” (p. 8). Furthermore, Freidson (1986) claimed the word *profession*, “implies a method of gaining a living while serving as an agent of formal knowledge and implies as well the fact that bodies of formal knowledge, or disciplines, are differentiated into specialized occupations” (p. 20). “Self-interest and efforts to attain social closure--preventing other people from the right to certain jobs or tasks--is crucial for professions” (Alvesson, 1993, p. 999). Definitions of a profession slightly vary, but there is little doubt in the literature that university professors are considered professional employees. The question remains: Are university administrators “professionals?”

According to Lowendahl (1997), a professional service includes the following characteristics:

It is highly knowledge intensive, delivered by people with higher education, and frequently closely linked to scientific knowledge development within the relevant area of expertise.

It involves a high degree of customization.

It involves a high degree of discretionary effort and personal judgment by the expert(s) delivering the service.

It typically requires substantial interaction with the client firm representatives involved.

It is delivered within the constraints of professional norms of conduct, including setting client needs higher than profits and respecting the limits of professional expertise. (p. 20)

Table 1 provides a more detailed description of characteristics of professions.

Defining Knowledge Work

According to Alvesson (1993), many traditional professions fail to live up to a strict definition of professionals. Furthermore, contemporary professions share the same characteristics with occupations that are not considered professions. In fact, a number of groups have attempted to call their work a profession because of the higher esteem they can receive from this distinction, but have failed (Lowendahl, 1997). Some authors recommend “knowledge-intensive” work as a better term. Knowledge work is defined as an organizational setting that includes a complex environment of personnel who are highly qualified with a professional background and product, market, and personnel development are significant activities (Karreman, Sveningsson, & Alvesson, 2002). Yet, it remains difficult to establish criteria even for this term (Alvesson, 1995). The

advantage of using the term “knowledge-intensive” is that there is no cut-off point, like there is between professionals and nonprofessionals. Rather than categorize two distinct groups, “knowledge worker” allows for a continuum. “. . . [Knowledge work] indicates a looser categorization, the idea being that some jobs and organizations call of more (formal) knowledge (longer education for the personnel) than others” (Alvesson, 1993, p. 1000).

Arriving at a definition for “knowledge workers” is difficult, similar to defining “professional employees” (Alvesson, 1993; Blackler, 1995). Karreman et al. (2002) offered the following definition of knowledge intensive firms:

Typically, the literature suggests that the concept applies to organizational settings that share the following common denominators: (1) Personnel are highly qualified and have professional backgrounds (i.e., academic or other comparable pre-employment training and education); (2) products and services are complex and/or non-standard; and (3) product, market, and personnel development are significant activities within the organization. (p. 72)

Knowledge is distinct from data, which is a set of discrete and objective facts, and information, a message usually in the form of a document or verbal communication. Knowledge is deeper than both data and information according to Davenport and Prusak (1998):

Knowledge is a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knowers. In organizations, it often becomes embedded not only in documents or

repositories but also in organizational routines, processes, practices, and norms.

(p. 5)

The concept of knowledge is ambiguous and the role it plays in knowledge intensive firms is likewise ambiguous (Alvesson, 1993, 1995). Because there is so much breadth in the idea of knowledge work, Blackler (1995) further organized knowledge work into four categories based on a summary of literature: These include knowledge-routinized organizations, communication-intensive organizations, expert-dependent organization, and symbolic-analyst-dependent organizations. Cook and Brown (1999) presented a model that examined knowledge in terms of explicit, tacit, individual, and group as four distinct and equal forms of knowledge.

Since knowledge workers often are assigned jobs in which their narrow expertise yields little help, perhaps other talents yield success more than the knowledge itself. Alvesson (1993) recommended a more appropriate term may be “ambiguity-intensive” work. Blackler (1995) offered a solution to this problem: “Rather than regarding knowledge as something that people have, it is suggested that knowing is better regarded as something that they do” (p. 1023).

Although it is commonly accepted that university professors are professional employees, their status as knowledge workers may be in question. Professors, along with doctors, may more appropriately be classified as workers in professional bureaucracies rather than knowledge intensive organizations. A distinction between these two is that, given a good labor market, these knowledgeable people can be replaced. However, many knowledge-intensive firms such as a consulting agency include employees who possess special knowledge like an understanding of important

customers for the organization. Thus, loyalty and commitment are more important to these organizations than they would be in a professional bureaucracy (Alvesson, 1995).

Is Chairship a Profession?

In the previous dialogue, I have provided definitions of professions and knowledge work. Both terms have similar meanings, with profession being a more commonly used term. Arriving at a true definition of a profession remains somewhat arbitrary due to the evolving view and changing nature of professions (Abbott, 1988; Alvesson, 1993, 1995; Freidson, 1986). In fact, Abbott argued that, “A firm definition of profession is both unnecessary and dangerous; one needs only a definition strong enough to support one’s theoretical machinery” (p. 318).

Based on this notion, I sought to identify the key criteria for examining the professionalism of kinesiology administration. Within the context of factors presented in Table 1 and other scholarly sources on professionals, I have deduced the following as the most important criteria for determining genuine professions in higher education:

Formalized education: A paramount characteristic of professionals is their high level education (Freidson, 1986; Lowendahl, 1997). This is particularly important in higher education.

Established knowledgebase: A professional is an agent of formalized knowledge in a particular discipline (Freidson). This is commonly referred to as research and scholarly work in higher education.

Exclusivity: Controls exist whereby professionals self-monitor and exclude nonprofessionals (Alvesson, 1993).

Kinesiology’s Professional Subdisciplines

In the 1960s and 1970s, Kinesiology began evolving from a general discipline to a collection of more specialized subdisciplines (Hoffman, 2005; Jable, 2006; Sharp, 2006). This is a natural progression in professions: “. . .The mature profession is constantly subdividing under the various pressures of market demands, specialization, and interprofessional competition” (Abbott, 1988, p. 84). Distinct subdisciplines of kinesiology have developed including motor learning, exercise physiology, sport psychology, sport sociology, pedagogy, and biomechanics. The specialists in these fields gravitate to different professional organizations such as the American College of Sports Medicine (ACSM) for hard sciences (e.g. exercise physiology), Association for the Advancement of Applied Sport Psychology (AASP) for sport psychologists, and American Society of Biomechanics (ASB) for biomechanists. The American Association for Health, Physical Education, Recreation, and Dance (AAHPERD) caters to many subdisciplines, but tends to illicit more participation from pedagogists.

There is little doubt that university professors are professional employees (Abbott, 1988), and the professors that populate these subdisciplines are no exception. In these fields, the professors go through many years of study culminating in a terminal degree. Then, the training includes a tenure process of 5-6 years of university work whereby the faculty member is mentored and supported as they learn the profession. Then peers, deans, and department chairs review the faculty member’s performance in a specific process whereby they may officially enter the esteemed ranks of university professorship. This, combined with minimum hiring standards (e.g. earned doctorate), ensure exclusivity in the profession. Furthermore, each of the subdiscipline has established journals, textbooks, research methods, and professional practice that has

grown into a comprehensive knowledgebase from which the professionals draw on in their dealing with clients—community and students.

Administration as a Professional Subdiscipline?

Management is “the process of using organization resources to achieve organizational objectives through the functions of planning, organizing and staffing, leading, and controlling” (DuBrin, 2000, p. 3). Early forms of management relied on shared knowledge between supervisors and subordinates (Clegg & Palmer, 1996). Also, early managers operated in close proximity to their subordinates prompting the term “super-vision.” This term literally came from the idea of a boss patrolling elevated platforms to watch their employees. Gradually, the advancement of knowledge in management lead to the conquering of time and space limitations along with the ability to manage at an intellectual distance. Eventually, this progression gave way to theories on modern management.

“Management” and “administration” are terms that can be used interchangeably (Horine & Stotlar, 2004; Parks & Quarterman, 2003). “Administration” is a somewhat vague term used in kinesiology to describe a subdiscipline. “Sport management” and “sport administration” specifically refer to university academic programs designed to prepare students for work in the sport industry (Parks & Quarterman). These programs focus primarily on professional and costly amateur sports like college athletics. The influence is more business related then it is traditional kinesiology. Just like the other subdisciplines, sport management is an established profession based on the criteria I have previously outlined: formalized education, knowledgebase, and exclusivity. Sport managers attain college degrees specific to the discipline, although some are from

kinesiology schools and others are from business schools. Clear guidelines have been established by National Association for Sport and Physical Education (NASPE) for university sport management programs (<http://www.aahperd.org/naspe/>). There is a knowledgebase of journals and periodicals including the *Journal of Sport Management*, *International Journal of Sports Finance*, and many others. In addition, professional organizations and conferences already exist such as The North American Society for Sport Management (NASSM) and the Athletic Business Conference and Expo.

The ambiguity in the term “administration” comes from its usage beyond sport administration for areas such as facility management, legal issues, intramural activities, educational leadership, and recreation management. The “administration” in discussion at the 2006 NAKPEHE meeting was academic administration in higher education, which is not yet a profession. First, university degrees specific to academic administration in kinesiology do not exist. Some eclectic programs incorporate classes from different disciplines (e.g. Texas Woman’s University, DePaul University) and may be beneficial to higher education administrator development. Educational leadership programs exist at many universities, but these often focus on elementary and secondary school administration. None are specific to kinesiology. Notwithstanding, some of these academic leadership programs may serve as good training for kinesiology administrators particularly if the degrees accommodate flexibility in choosing classes. Ironically, the problem is that someone with a specialized graduate degree in academic leadership may find initial employment as a university professor very difficult due to their lack of specialization in a “kinesiology specific” degree. This is a crux of establishing professionalism in academic administration.

A formalized education is the single most important criteria for legitimizing a profession in higher education. Academic administration in kinesiology does not have consistent formalized training. This is also a deficiency across disciplines in higher education. In most cases, the chair has virtually no academic training and did not decide on a career in higher education with the idea of becoming a chair (Gmelch & Schuh, 2004). Gmelch and Miskin (2004) established that only 3 percent of academic leaders have chair development programs at their university. Hecht (2004) confirms that most training is on the job. Also, deans have virtually no training for the managerial and leadership positions they are thrust into (Wolverton & Gmelch, 2002).

Ericcson, Krampe, and Tesch-Romer (1993) established that expertise results from deliberate practice for a decade or more. Within the universities, tenure comes after seven years, yet we expect chairs to become an expert from a short seminar (Gmelch & Miskin, 2004). Thomas and Schuh (2004) estimate a chair dedicates 1,250 hours a year to being chair, so it would take 8 years to become an expert department chair. Chairs average only 6 years of service (Hecht, Higgerson, Gmelch, & Tucker, 1999) and many view their position as temporary (Carroll & Wolverton, 2004). In fact, the move to chair is usually a noncareer move. "Whether individuals become chairs out of obligation, altruism, fear, or need for change, they appear not to do so as part of a socially recognized pattern of advancement in academic institutions. Both those who become chairs and the institution fully intend for chairs to continue with the substance of their faculty assignment" (Carroll & Wolverton, 2004, p. 8). This evidence of the temporary nature of academic administrators is further support that administration has yet to establish itself as a profession.

Furthermore, the knowledgebase of scholarly information for academic administration is very limited. *Quest*, the *Chronicle of Kinesiology and Physical Education in Higher Education*, and a few other journals present occasional articles specific to academic administration. Otherwise, very little research and theory is provided regarding academic leadership for kinesiology in higher education. ". . .The academic leader is among the least studied and most misunderstood management positions in America" (Gmelch, 2004, p. 69). However, the trend is starting to change in higher education because during the 1990s works started intensifying related to administration by department chairs (Hecht, 2004). Hopefully, this effort will influence the discipline of kinesiology. In practice, the lack of formalized education and the limited knowledgebase is evident as kinesiology chairs rarely demonstrate progressive managerial models suggested in the business management literature—like other disciplines have done (Sather, 2005).

Academic administration does meet the third criteria for professions, exclusivity. Chairs advance from an already established professional discipline with set controls in place. Chairs are appointed using a peer or supervisor controlled procedure that recruits a member from within the institution or from other institutions with similar processes. Thus, it is virtually impossible for a nonprofessional to enter the chairship.

Professionalizing Academic Administration

Despite the shortcomings of academic administration as a profession, there is clearly a need to increase professionalism of the kinesiology chairship. Gmelch (2004) advocated conceptual understanding and skill development through systematic training of department chairs.

The Roles of a Chair

Gmelch and Miskin (2004) have identified the following important roles of a department chair:

Faculty developer: This is perceived as their most important responsibility.

Manager: Deans perceive this to be the foremost role of chair. More than half of their time is spent with this.

Leader: Providing long-term vision. Leadership is defined as occurring, “Whenever one person attempts to influence the behavior of an individual or group, regardless of the reason” (Hersey, Blanchard, & Johnson, p. 9)

Scholar: Continuing need to teach and research.

Each of these managerial tasks involves detailed strategy and attention by managers. Management skills in academia include:

Managing the budget

Developing the instructional schedule

Applying department bylaws and rules to tasks like curricular change, faculty evaluation, promotion and tenure processes, and hiring new faculty and staff

Keeping appropriate records about faculty, staff, and students

Administering scholarship, fellowship, and assistantship support for students

Supervising grants and contracts

Organizing faculty, staff, and student events, such as faculty meetings and social events. (Thomas & Schuh, 2004, p. 12)

Managing Professionals

Traditional controls for professional work are the schools that train them, examinations that test them, licensure, and ethics codes that professionals presume to obey (Abbott, 1988). These traditional controls help ensure that only qualified individuals join the profession. At the management level, working with professionals requires unique strategies that address professionals that have already attained their professional status. Unlike equipment or capital, professionals cannot be allocated to an area that a manager feels needs attention in the organization. Instead, the professional employee must see value in the project and personally choose to undertake it (Lowendahl, 1997).

The majority of research about managing professional employees focuses on technical professionals, such as scientists and engineers (Raelin, 1991). Unfortunately, research of and theoretical models for management in higher education are limited. Models for management of professionals—more specifically department chairs—include Gmelch and Miskin's (1993) leadership model for academic chairs, Raelin's (2003) distributive autonomy, the dual ladder (Allen & Katz, 1986; Shepard, 1988), Total Quality Management (TQM), and bureaucratic control (Karreman et al., 2002). None of these have been found to be present in kinesiology departments (Sather, 2005). However, they are realistic models for implementation in universities. Raelin's distributive autonomy model is relatively new and thus yields little definitive practical examples by which to judge its effectiveness. The dual ladder is an organizational framework for professional employees that has been used primarily in the science and engineering fields for decades but has largely been ignored in higher education management. In the dual ladder, promotion and pay increases follow two ladders. One

ladder includes a hierarchy providing employees with managerial responsibilities while the other provides professional (technical) advancement, but both follow parallel paths with equal status and rewards (Kaufman, 1975). Despite various authors' recommendation for use in higher education, it has still been largely ignored in universities.

Total quality management (TQM) was a process used in higher education beginning in the 1980s and greatly expanded in popularity in the 1990s (Marchese, 1993). Furthermore, it has dominated discussions in various higher education association meetings since its inception (Marchese, 1991). Some call the process continuous quality improvement (CQI), total quality improvement (TQI), or total quality (TQ) but all focus on the concepts of total quality management.

The principles of TQM are applicable to higher education, particularly the principle of customer orientation (Owlia & Aspinwall, 1996). Participants at an international meeting concluded TQM was just as relevant in educational institutions as any other enterprise (Madsen & Carlsson, 1995). One of the recent standards used to assess TQM is the Malcolm Baldrige Award criteria which defines core values used in the assessment of for the National Quality Award (Marchese, 1991). The Baldrige Award organizers have added a category for recognizing TQM in educational institutions (Costin, 1999). Specific criteria for evaluating TQM in education were developed to aid in determining the recipients. TQM has shown success, failure, and abandonment in higher education (Aly & Akpovi, 2001; Koch & Fisher, 1998; Marchese, 1991). It remains the most notable managerial concept to receive attention in recent years.

Recently, more attention to academic management has resulted in a growing scholarly knowledgebase. This is helping to accommodate a demand for managerial expertise in universities because of increasing accountability due to budget shortfalls, growing consumer expectations, less governmental support (Raelin, 2003), and state initiative to increase the quality of education (Vazzana, Elfrink, & Bachmann, 2000).

Recommendations for Professionalization

Innovations and transformations in the university require good leadership capacity to develop (Gmelch & Miskin, 2004). According to Gmelch (2004), the problem with finding competent chairs is that faculty are asked to have very narrow interests; yet when the need arises for a generalist to run the department, no one is appropriate. This problem of over-specialization is also present in kinesiology (Sharp, 2003).

Deans and department chairs often lack management training because they are promoted from professor to administrative positions with very little training for the position. In essence, the chairperson moves away from the collegial bond of their peers to a position of authority whereby he or she is required to exercise managerial duties without the appropriate training. Their appointed status, whether they like it or not, makes it very difficult to maintain their previous status as a colleague and academician. A conflict develops between collegiality and administrative responsibilities that is a difficult transition to make. "Department chairmen have a special difficulty with management because they often believe they are spokesmen for their colleagues in the department to the deans and presidents 'upstairs' rather than managers of their departments' future, innovativeness, and quality" (Keller, 1983, p. 124). Deans have a

similar quandary because they are also considered an extension of the faculty (Wolverton & Gmelch, 2002).

In order to become a profession, kinesiologists must formalize education and bolster the knowledgebase for academic administration. Regarding formalized education, it would be impractical to expect department chairs to have 7 or more years of training specific to management in higher education. However, chairs should have explicit training in appropriate management for higher education. Generalists in kinesiology may be the most appropriate for this undertaking. As part of their education, they can incorporate classes in the following areas to compliment their core kinesiology curriculum: philosophy, educational leadership, communication, group dynamics, managerial accounting, and human resource management. More students should be advised toward these “supplemental” classes for their kinesiology degrees because they are also useful in other administrative positions in which so many kinesiology graduates find themselves.

Current faculty members that do not have formal education in management can be groomed for a chair position by taking classes while maintaining their existing duties. Dual ladders have become very popular in professional settings especially as organizations become more horizontal (Katz, Tushman, & Allen, 1995). This approach could be implemented in kinesiology departments by assigning one or more existing department faculty to an “administrative track.” Faculty on this track would undergo formal development of managerial expertise through education, seminars, and experience in administrative tasks. Criteria for promotion and tenure would also reward performance related to administrative duties.

Even current chairs should be encouraged to formalize their education. Aside from traditional classes, a logical sequence of management-related clinics and professional meetings should be built into position of chair. A conscientious effort to formalize the education of the chair would be an important step toward legitimizing academic administration as a profession.

The other important professional criteria needing improvement in kinesiology administration is a better knowledgebase to aid both potential and practicing chairs. Systematic research should examine management in higher education, especially related to kinesiology. The Center for Academic Leadership (http://education.unlv.edu/Educational_Leadership/ctrforadademiclead/ctrforadademiclead.htm) exists to promote and coordinate research in higher education. Co-directed by leading administration authorities Walt Gmelch and Mimi Wolverton, the center has published valuable research on department chairs. Kinesiologists should examine this research and collaborate with the center to develop better a understanding of academic leadership. In addition, resources for disseminating information exist such as *The Department Chair*, the online journal *Academic Leadership* (<http://www.academicleadership.org/>), The IDEA Center (<http://idea.ksu.edu>), and the American Council on Education's (ACE) Department Chair Online Resource Center (<http://www.acenet.edu/resources/chairs>).

Furthermore, kinesiologists should examine and learn from the business management literature. The knowledgebase in business management is extensive and can provide insight into models and practice that may be appropriate for academia. It is

particularly important to examine recommendations dealing with professional employees.

Professional Organizations

The adoption of a professional organization specifically for academic administrators in kinesiology seems brash and overly self-centered. Certainly, there are some unique aspects of managing kinesiology departments. The interaction of the subdisciplines presents a challenge in kinesiology management (Sather, 2005). Furthermore, many department chairs oversee facilities (e.g. recreation centers) and a variety of equipment. However, department chairs in other disciplines also manage subdisciplines and oversee facilities and equipment (e.g. science labs). However, an important concern in kinesiology relates to equipment and facilities sharing with sibling athletic programs.

In reality, each higher education discipline has unique managerial concerns. The majority of managerial challenges outlined previously (e.g. managing the budget, developing the instructional schedule, supervising grants, etc. [Thomas & Schuh, 2004]) are common regardless of discipline. This fact combined with the small and transient population of kinesiology department chairs, provides compelling evidence for participation in interdisciplinary academic leadership organizations. Since professional associations and conferences already exist for department chairs, NAKPEHE need not reinvent the wheel. ACE's Kellogg Chair Project continues to offer numerous workshops nationally (<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/DeptChairs>). Conventions for chairs are also organized by the Council of Independent Colleges

(<http://www.cic.edu/>) and the Academic Chairpersons Conference (<http://www.dce.k-state.edu/academicchairpersons>). Kinesiology administrators could also organize special meetings at these conventions. Interdisciplinary academic administration is more established as a profession and kinesiology administrators can contribute to and benefit from cross-discipline collaboration.

Conclusion

If NAKPEHE were to move toward academic administration, it would be to establish an organization for a field that is not yet established as a profession. In other words, we would be building a home without qualified buyers. If the change occurs, NAKPEHE would exist as a social support network for administrators, albeit without an established academic rhetoric. Instead, academic administrators in kinesiology should first move toward professionalism by intensely participating in interdisciplinary academic leadership organizations. In turn, the seeds of professionalism can be nurtured to life. When academic administration has matured to a profession, then it may be time for a specific organization for kinesiology administrators. During the interim, NAKPEHE can be influential in spearheading an organized effort for professionalizing administration, but should continue to operate as a multi-discipline kinesiology organization for higher education. A cross-discipline organization provides greater benefit for kinesiology in higher education and allows administrators to examine a broader scope of concerns.

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Table 1

Characteristics of Professions, Professionals, and Professional Firms

Characteristics of professions

The “profession” is seen as an ideal, but occupational groups may be more or less “professionalized” along each of the following dimensions:

Degree to which members are required to have a high level of education

Number of years of education

Extent of cooperation with or tightness of link to academic institutions

Extent of emphasis on altruistic problem solving for the client

Extent of emphasis on affective neutrality vis a vis clients

Extent of emphasis on problems of vital interest in society

Extent of professional norms guiding member behavior

Extent of peer reviews

Extent to which peer sanctions are enforced against members not respecting norms

Extent of limitations on expert authority

Characteristics of professionals (individuals)

Members of highly professionalized occupational group

Higher education

Emphasis on application and improvement of knowledge

Respect for professional norms of behavior, including altruistic problem solving for the client, affective neutrality, and the limitations of professional expertise

Respect for and willingness to participate in peer reviews and sanctions

Characteristics of profession organizations (firms)

More than 50% professional employees

High priority for professional goals: including altruistic problem solving for the client

High degree of respect for professional norms, including limitation of expertise

Emphasis on creation as well as application of knowledge

Professionals in charge of key decisions and activities

Note. From *Strategic Management of Professional Service Firms* (2nd ed.), by B. R. Lowendahl, 1997, p. 25.