

National Association for Kinesiology in Higher Education

2019 Annual Conference

January 9-12, 2019



Best Practices in Kinesiology: Showcasing our Successes

Marriott Savannah Riverfront Hotel
100 General McIntosh Blvd.
Savannah, GA



www.nakhe.org

Welcome to Savannah!



Greetings!

Welcome to the 2019 National Association for Kinesiology in Higher Education Annual Conference in beautiful Savannah, Georgia!

The conference theme this year is *Best Practices in Kinesiology: Showcasing our Successes*. Professionals from across the nation are presenting their best practices related to faculty development, student success, entrepreneurship and innovative curricula. The program looks amazing and I am certain that you will be professionally enriched by attending this conference!

We are introducing a new strand this year: Point/Counterpoint Discussions on trends in social media and open access journals. These sessions will prove to create an exciting give-and-take format. This conference is the beginning of our efforts to internationalize NAKHE. We have invited leaders from Canada and have put together two interesting panels to get the perspective of others to this end.

One of the great honors of being President of NAKHE is to select the featured lecturers. I have asked three consummate professionals this year and cannot wait to hear their lectures! Jared Russell, Auburn University, will present the Hanna lecture on achieving inclusive excellence in Kinesiology. Doris Corbett, University of Northern Iowa (retired), will present the Homans lecture on promoting the principles of civility in our association. Finally, Scott Gordon, Kennesaw State University, will present the Sargent lecture on genetics and the evolution of the health benefits of physical activity. Do not miss these lectures! They will be informative and timely and will not disappoint.

Lastly, I wish to thank Lynda Ransdell, the Board of Directors, and all of you who are presenting. Thank you, Lynda, for directing, leading, and managing this conference. Your attention to detail, professionalism, and foresight has been evident from a year out. I look forward to taking advantage of all the wonderful surprises you have in store for us! Please, take time to let Lynda know how much you appreciate her hard work! Thank you, Board of Directors, for advising me, doing your committee work, and responding to my calls all year. You are making my goals as President become a reality. And, thank you presenters! You are the purpose – the reason we have an annual meeting. I look forward to attending your presentations and engaging in lively debate with you all!

All the best for a great conference experience!

A handwritten signature in cursive script that reads "Betty A. Block".

Betty A. Block
NAKHE President

Welcome to the 2019 NAKHE Conference!

As Vice President of NAKHE, I am excited to present the 2019 Conference. The theme this year is “*Best Practices in Kinesiology: Showcasing our Successes*,” and we are pleased to present four strands: Faculty Development, Student Success, Entrepreneurism, and Innovative Curricula (including Instructional Physical Activity Programs or IPAP). We are also excited to include several sessions on coaching education. Diversity issues will be woven throughout the program, and some presentations you won’t want to miss include panel presentations on “Challenges and Strategies of Being an African American Chair,” “Life as International Faculty,” and “Navigating International Disciplinary Waters.” In addition, presentations will cover topics such as “Developing Culturally Competent and Ethical Leaders,” “Developing Empathy for Special Needs Students through Immersion,” “Achieving Inclusive Excellence,” “Examining Inclusiveness of Integrated PE,” and “Promoting the Principles of Civility in NAKHE”—to name a few! The conference will start on Wednesday afternoon with an exciting follow-up to our Department Head Certification Program (DHCT) and Leadership Development Workshop (LDW), held this summer in beautiful Flagstaff, Arizona. To kick off this session, David Bertrand (SMU) will lead a session on the use of executive coaching to improve leadership capacity; the effervescent Tom Watterson (WCU) will lead a session on creative leadership practices. In addition, participants will learn about the Hellison Grant from Emily Wughalter, and about the Leader-Mentor program from Britt Johnson. DHCT participants will be asked to present updates on their own leadership projects. The keynote lecture will be given by Bo and Liz Hanson, former Australian Olympians who will share their experiences as athletes and coaches on Friday evening from 5:00-6:15pm.



Other highlights of the conference include:

- The **NAKHE Conference App!** Ask for details about how to download it at the registration desk. This will help you keep track of schedule changes, social media exchanges, and emerging activities and events!
- Plan to attend the **All-Conference Kick-Off Reception** on Wednesday evening. This is a wonderful opportunity to network with other conference attendees. There will be an opportunity to connect with other faculty working in a similar areas, including IPAP leaders and coaches. Please see me for a drink ticket!
- To ensure that you meet your activity quota, Thursday morning, Tara Tietjen-Smith will host **Yoga**. Friday morning, Andrea Short will host **Functional Fitness**. Bring a mat and exercise clothes if you want to participate.
- To ensure that you meet your FUN quota, sign up for the **Haunted Pub Tour**, scheduled for Thursday night at 9pm. If you haven’t already signed up, you can do so online until 12 NOON THURSDAY. Please meet in the hotel lobby at 8:45pm on Thursday to walk to the tour.
- The **New Member Luncheon** is scheduled for NOON on Thursday. All new members are welcome.
- Finally, a conference wouldn’t be nearly as magnanimous were it not for our generous sponsors. Thanks to Athlete Assessment, Caduceus Publishing, Conley Smith ePublishing, Cosmed, Heart Zones, Taylor & Francis, and Top Hat for their corporate sponsorship. Thanks also to the following individuals who provided financial support for the conference: Drs. DePauw, Estes, Feingold, Finkenberg, Fiorentino, Ishee, Metzler, Mitchell, Oates, O’Bryant, & Overdorf, and Woolard.

A handwritten signature in blue ink that reads "Lynda Ransdell".

Lynda Ransdell,
NAKHE Vice President

2019 Keynote Speakers

Keynote Speech Title: *Insightful personal experience across the sporting spectrum from an Olympian, Coach, Performance Consultant and Educator*

When: Friday, January 11, 2019 from 5:00 – 6:15pm in Savannah Ballroom E



Bo Hanson, has been working within the sport and business sectors for over two decades, delivering leadership, management and coach development. In addition to his own athletic career, comprising of four Olympics and including three Olympic medals in rowing, he has worked with over 40,000 coaches and athletes from over 40 different sports world wide. His ability to improve coaching strategies and performance with clients has resulted in over 18 National Championships, Olympic medals, and Pro team Premierships. Long-standing working relationships and consistent high-quality feedback from his clients provide testimony to his ability to understand, connect, design and deliver exceptional work. Utilizing the lessons from four Olympics and his training and development qualifications, Bo founded Athlete Assessments, with the aim to enable athletes, coaches and sports organizations to achieve peak performance.

Bo is highly educated and accredited in the use of DISC Profiling, Emotional Intelligence (Emotional Competence Inventory 360), the Myers Briggs Personality Type Indicator plus several other personality and behavioral modelling tools. However, Bo has chosen to focus his work on DISC Behavioral Profiling and has developed the world's only sporting version of DISC for use with coaches, athletes, sports managers and officials. This sport specific behavioral awareness tool has consistently helped clients improve their performances on and off the field.



On the surface, **Liz Hanson** has an unlikely background for a career in sport. As a self-confessed ambitious workaholic, Liz graduated with an Honors Degree in Accounting and Finance while working full-time, and was awarded the prestigious University Medal for receiving the highest academic marks. Her professional career started in investment banking, working in Australia, Asia and South Africa as a specialist in the Mining and Resources sector.

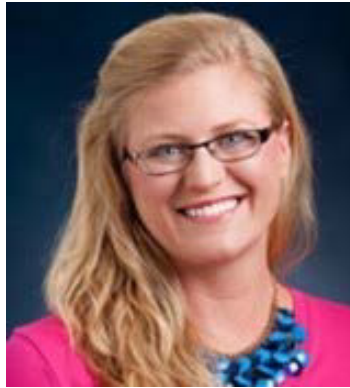
From investment banking, she became the youngest ever General Manager of Finance for the global gas and engineering company BOC Gases and it was within these predominantly male environments that one of Liz's true passions emerged. Liz co-founded Xplore, a leadership development company for women, which grew into the leading provider of its kind within Australia.

In 2006, Liz sold Xplore and joined her husband's growing business, **Athlete Assessments**. Now the Client Director at Athlete Assessments, Liz manages their key clients and consultant relationships, and directs marketing and new business development. Athlete Assessments is best known for its athlete and coach profiling, and team dynamics consulting, and is a leader in coach education and sport management professional development. Liz continues her decade-long involvement with WeCOACH (previously the Alliance of Women Coaches) and is a faculty member of the NCAA Women Coaches Academy and Academy2.0. These opportunities bring together Liz's two passions of sport and the leadership development of women.

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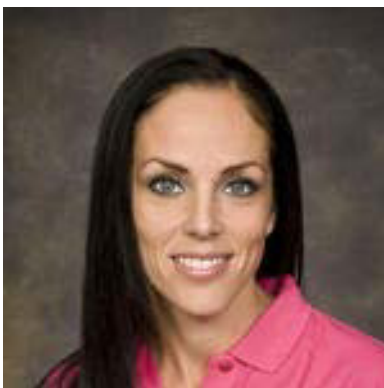
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2019 Conference Program

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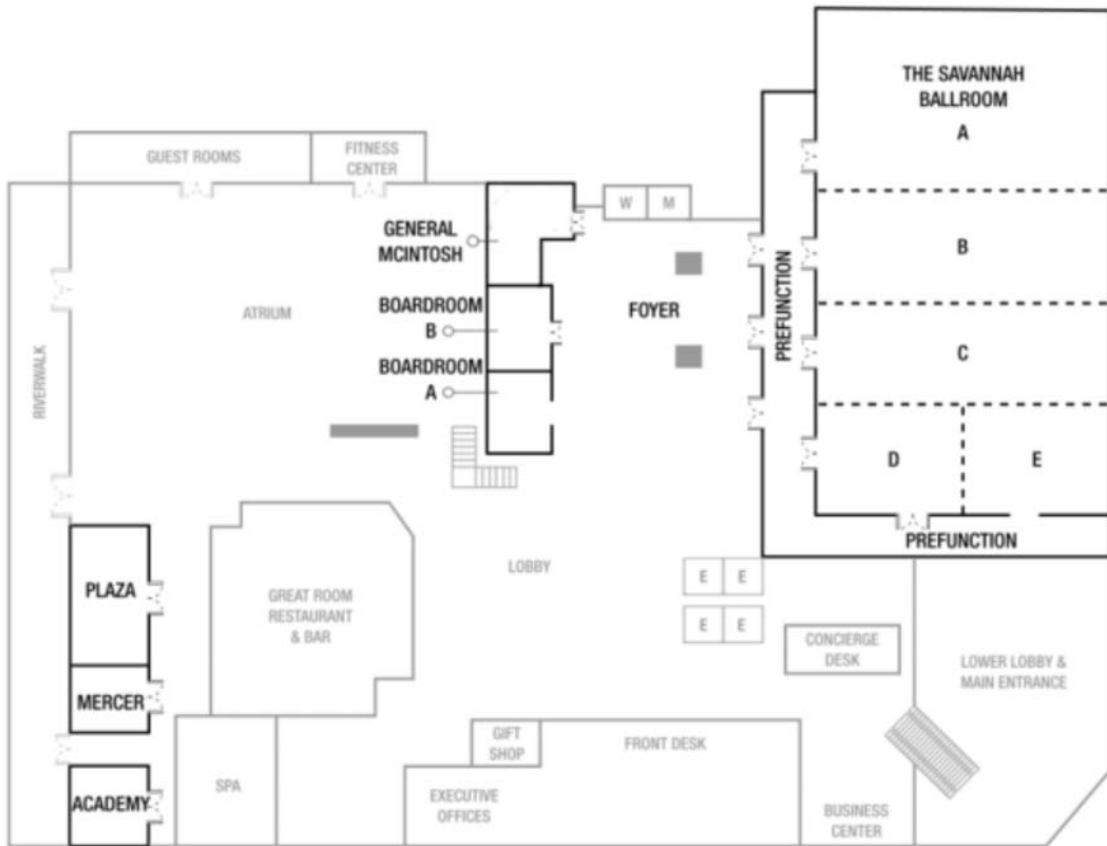
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2019 NAKHE National Conference Schedule At-A-Glance

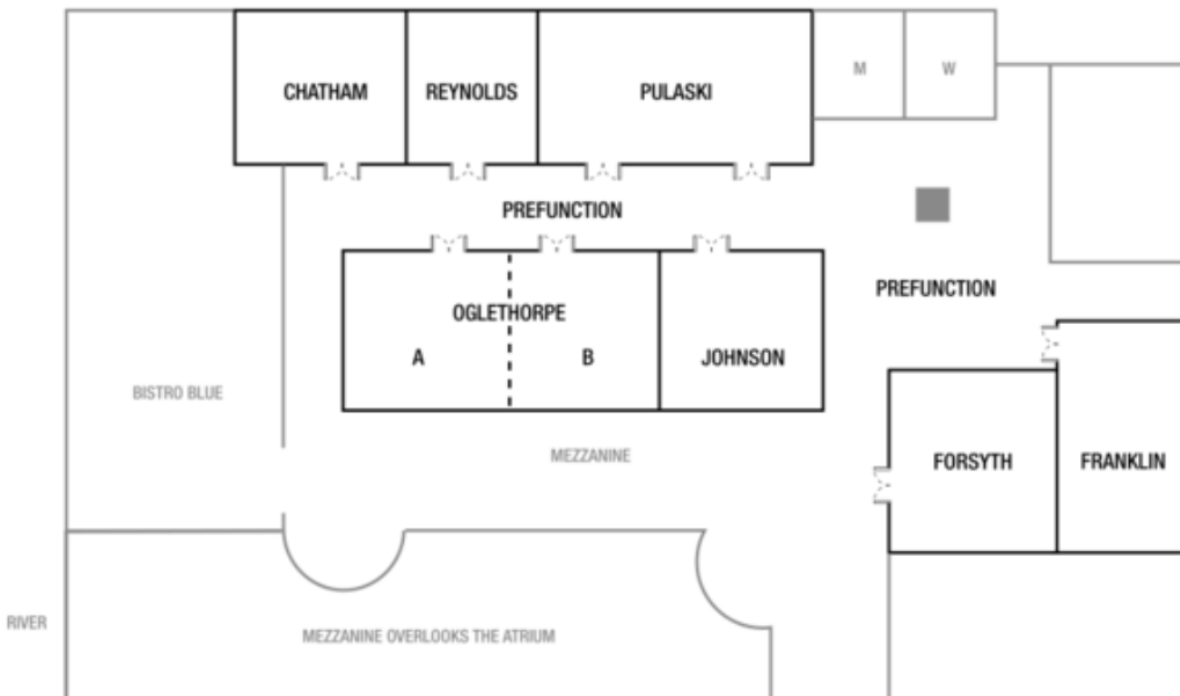
	Wed, Jan 9 th	Thurs, Jan 10 th	Fri, Jan 11 th	Sat, Jan 12 th
Registration Location: 2 nd floor Prefunction	Registration Desk Open 8-9am & 1-5pm	Registration Desk Open 7am-6pm	Registration Desk Open 7am-6pm	Registration Desk Open 8am-12pm
		Exhibitors 7am to 6pm - Prefunction (near registration)	Exhibitors 7am to 6pm - Prefunction (near registration)	Exhibitors 8:30am to 2pm - Prefunction (near registration)
6:30-7:00		Wake Up Yoga 6:30am to 7am Plaza Room	Wake Up Functional Fitness 6:30am to 7am Plaza Room	
7:00-8:00	Breakfast on own - Enjoy!		Past President's Breakfast (Invite only) 7am to 8:45am General McIntosh	
8:00-9:00		Continental Breakfast 7:30am to 9:30am Pulaski 2	Continental Breakfast 7:30am to 9:30am Pulaski 2	Concurrent General Sessions 8am to 9:30am
9:00-10:00	NAKHE Board of Directors Meeting 9am to 12pm (BOD lunch to follow) Johnson		Break - 9:30am to 9:45am	NAKHE Annual Business Breakfast Meeting (Open to all registrants) 8:30am to 9:45am Savannah Ballroom D
10:00-11:00		Concurrent General Sessions 9:45am to 11:25am	Concurrent General Sessions 9:45am to 11:15am	
11:00-12:00		Break - 11:25am to 12:00pm	Hally Beth Poindexter Young Scholar Lecture 11:30am to 12:20pm Plaza	
12:00-1:00		New Member Luncheon 12pm to 1:30pm Savannah Ballroom D	Amy Morris Homan's Lecture and Luncheon (Open to all registrants) 12:20pm to 2:15pm Savannah Ballroom D & E	Dudley Allen Sargent Lecture and Lunch (Open to all registrants) 12:00pm to 1:45pm Savannah Ballroom D
1:00-2:00		NAKHE Committee Meetings 12pm to 1:30pm Blue Lounge	Break - 2:15pm to 2:30pm	
2:00-3:00	Pre-Conference Administrator Workshop (Open to all registrants) 2pm to 5pm Oglethorpe AB	Concurrent General Sessions 2:00pm to 3:30pm	Concurrent General Sessions 2:30pm to 4:00pm	End of Conference – Safe travels ☺
3:00-4:00		Coffee/Tea Break 3:30pm to 4:30pm 2 nd Floor Prefunction	Graduate Student Poster competition/ Conference Poster Session 4:15pm to 5:45pm Prefunction D	Coffee/Tea Break 3:30pm to 4:30pm 2 nd Floor Prefunction
4:00-5:00				
5:00-6:00	All-Conference Kick-off Reception 5pm to 7pm Savannah Ballroom E	Reception 5pm to 8:30pm Savannah Ballroom E	Reception with Keynote 4:30pm to 7pm 4:30-5pm Remembrance for Hally Beth Poindexter 5-6:15pm Keynote Talk 6:15-6:30pm NAKHE Fellow Recognition 6:30-7pm NAKHE Plenary Session Savannah Ballroom E	
6:00-7:00			Hanna Lecture 6:15pm to 7:15pm Savannah Ballroom C	
7:00-8:00		Editorial Dinner for Quest and LJKHE (Invite only) 7:15pm to 8:45pm Academy	Dinner on own - Enjoy!	
8:00-9:00				
9:00-		Haunted Pub Tour – Enjoy Savannah! 9pm (meet in hotel lobby at 8:45pm)		

Marriott Savannah Riverfront Hotel Maps

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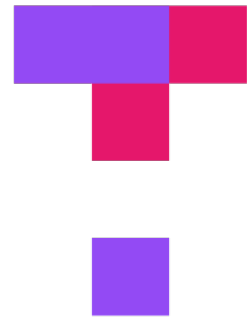
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NAKHE Conference Schedule for Savannah 2019

Wednesday, January 9		Registration Desk Open 8-9am and 1-8pm Location: 2nd Floor Prefunction Area		
9:00am – 12:00 Noon	NAKHE Board of Directors (BOD) Meeting (Breakfast on your own; Lunch for BOD immediately following meeting at noon) Location: Johnson Room			
2:00pm – 5:00pm	Pre-Conference DHCT and LDW Workshop Location: Oglethorpe A and B 2:00-2:40pm The practice of executive coaching to improve leadership capacity (David Bertrand, Southern Methodist University) 2:40-3:20: Follow up on DHCT/LDW, Summer 2018 (Tom Watterson, Western Carolina University) 3:20-3:30: BREAK 3:30-4:30: Project sharing from DHCT Participants 4:30-4:40: BREAK 4:40-5:00: Hellison Grant Opportunity & Update (Emily Wughalter); Leader-Mentor Program Opportunity & Update (Britt Johnson)			
5:00pm – 7:00pm	All-Conference Kick-Off Reception - Hors d'oeuvres & Cash Bar LOCATION: SAVANNAH BALLROOM E SPONSOR: Caduceus Publishing			
Thursday, January 10		Registration Desk Open 7am-6pm Location: 2nd Floor Prefunction Area		
6:30am – 7:00am	Wake Up Yoga: Tara Tietjen-Smith Location: Plaza Room			
7:30am – 9:30am	Continental Breakfast (Sponsored by Conley Smith ePublishing) Location: Pulaski 2 Room			
7:00am – 6:00pm	Exhibitors: Athlete Assessment (Lauren Hansen), Caduceus Publishing (Andy Houston), Conley Smith ePublishing (Horace Smith), Cosmed (Tammy Atkins), Heart Zones (Debra Berkley), Taylor & Francis (Tony Dimitry), Top Hat (Brian Daley) Location: 2 nd floor Prefunction (Near Registration Table)			
Presentations				
8:00am – 9:30am	Location: Forsyth Room	Location: Franklin Room	Location: Chatham Room	Location: Johnson Room
	Faculty Development Moderator: Emily Wughalter	IPAP Moderator: Andrea Short	Student Success (Grading/Assessment) Moderator: Jody Langdon	Innovative Curricula Moderator: Steve Palmer
8:00 – 8:20	Doctoral Programs in the US: A Longitudinal Study (Ann Boyce, U of Virginia, Jackie Lund, Georgia State University, and Gloria Napper-Owen, U of New Mexico)	Keep My Health Class (Bob Beaudet & Gayle Maddox Wells, Western Carolina)	Teaching for mastery not a grade (Melissa Jensen, Oklahoma State University)	Part I: Challenges and Opportunities for using Social Media in Sports (Ryan Turcott, Adelphi University)
8:20 – 8:40	What do kinesiology doctoral students think about their advisors?	No IPAP, no problem (Desmond Delk, Langston University)	Grading in PE (Casey Hollibaugh, Georgia Southern University)	Part II: Challenges and Opportunities for using Social Media in

	(Ann Boyce, U of Virginia Jackie Lund, Georgia State University, and Gloria Napper-Owen, U of New Mexico)			Kinesiology Departments (Emilia Patricia T. Zarco, Adelphi University)
8:40 – 9:00	The role of National Associations in Developing/Enforcing Professional Standards for Research and Scholarship: The case of PETE professors (Murray Mitchell, U of South Carolina)	Establishing guidelines for collegiate instructional physical activity programs (CIPAPs) (Carrie Sampson Moore, MIT and Jared Russell, Auburn University)	Case studies in Nutrition (Amy Jo Riggs, Georgia Southern University)	Proven and practical ways to improve instructional effectiveness (Holly Aungst and Korney Zesiger, Northern Arizona University)
9:00 – 9:20	Research: The Reproducibility Crisis in Kinesiology (Gregg Twietmeyer, Mississippi State U)	The influence of student evaluations on IPAP programming (Geoff Meek, Bowling Green State University)		Implementing Gamification in an Intro to Kinesiology Course (Kacey DiGiacinto, Elizabeth City State University and Daniel Burt, Texas A&M Kingsville)
9:20 – 9:30	Wrap up/Questions	Wrap up/Questions	Wrap up/Questions	Wrap up/Questions
Break 9:30am – 9:45am				
9:45am-11:25am	Location: Forsyth Room Coaching Track Moderator: Tim Baghurst	Location: Franklin Room Student Success (Fitness/Exercise) Moderator: Mike Metzler	Location: Chatham Room IPAP Moderator: Bridget Melton	Location: Johnson Room Point-Counterpoint on Open Access Journals & Entrepreneurism Moderator: Scott Gordon
9:45 – 10:05	Engaged Scholar Project: Personal Histories of Coaching Education Students (Jody Langdon, Georgia Southern and Brian Culp, Kennesaw State University)	Exercise in College Age Women & Academic Success (Leora Gabay, College of the Canyons/Los Angeles Valley College)	IPAP Presentation: Innovative Strategies in Marketing & Student Engagement (Tim Mounce-- Guilford Technical Community College)	Point-Counterpoint on Open Access Journals (Doug Hochstetler, Penn State University, Lehigh Valley and Daniel Burt, Texas A&M Kingsville)
10:05 – 10:25	The benefits and ethical considerations surrounding biometrics in professional sports (Karla Jones, Johnson C Smith University)	Army vs. Navy: A closer look at the Service academies' physical fitness assessment protocols (Jesse Germain and Amy Yang, United States Military Academy at West Point)	IPAP Presentation: Tips for Program & Student Success (Rob Clouse, Georgia Southern University)	Point-Counterpoint on Open Access Journals (Doug Hochstetler, Penn State University, Lehigh Valley and Daniel Burt, Texas A&M Kingsville)
10:25 – 10:45	Sport Science and Intercollegiate Athletics: Involving undergraduate students in research	Implementing a before and after school physical activity program to improve students' academic performance	IPAP Presentation: Tips for Program & Student Success (Sue Cohen, East Carolina University)	Collaborations for delivering school based physical activity programs (Steve Palmer, Kortney

	(Jennifer Bunn and Paula Parker, Campbell University)	and social and emotional learning (Carol Ciotto, Tan Leng Goh, Marybeth Fede, Central Connecticut State University)		Zesiger, and Holly Aungst, Northern Arizona University)
10:45 – 11:05	Work-Life Balance perspectives of NCAA Division III Coaches (Sean Dahlin, University of Wisconsin, Parkside)	Can High Intensity Interval Training (HITT) make a positive difference to children in an underperforming school? (Resa Chandler & Amy Stringer, Western Carolina University)	A game-based approach (GBA) to sports coaching (Stuart Currie & Ajit Korgaokar, University of Tennessee at Martin)	Training tomorrow's leaders: A university and community non-profit collaboration (Chris Aungst, Valley of the Sun YMCA)
11:05 – 11:25	U.S. Center for Coaching Excellence (Lori A Gano-Overway, Bridgewater State College and Kristen Dieffenbach, West Virginia University)	Wrap up/Questions	Wrap up/Questions	Wrap up/Questions
Break 11:25am – 12:00 Noon				
12:00pm-1:30pm	New Member Luncheon Location: Savannah Ballroom D Sponsored by Past Presidents: Karen DePauw, Steve Estes, Ron Feingold, Mel Finkenberg, Leah Fiorentino, Jimmy Ishee, Mike Metzler, Beverly Mitchell, Camille O'Bryant, & Ginny Overdorf			
12:00pm-1:30pm	NAKHE Committee Meetings Starting Location: Blue Lounge Committee Leaders will hold signs to convene their committees and direct them to a location (NOTE: Space is Reserved in Restaurant—6 tables with 4 chairs for committees to meet and eat; Committee members will be responsible for their own lunch expenses.)			
2:00pm-3:30pm	Location: Forsyth Room Leadership, Diversity & Entrepreneurism Moderator: Tara Tietjen-Smith	Location: Franklin Room Faculty Development Moderator: Betty Block	Location: Chatham Room Student Success (Technology & Experiential Learning) Moderator: Resa Chandler	Location: Johnson Room IPAP and Innovative Curriculum Moderator: Kortney Zesiger
2:00 – 2:20	Challenges and Strategies of being an African American Chairperson in Kinesiology—Part I (Robert Lyons, Jr., Queens University of Charlotte, Paula Shelby, Benedict University, Angela Beale, Rowan University, and Sarah Price, Florida A&M University)	International Faculty – Part I (Ann Merrem, U of West Georgia, Tim Baghurst, OSU, Vanessa Fiaud, West Texas A & M, Shelley Holden, U of South Alabama, Elizabeth Wachira, Texas A & M Commerce, and Emilia Zarco, Adelphi U)	Ideas for integrating active learning strategies with new technologies as best practice in kinesiology (Emily Wughalter, San Jose State University)	Best practices of IPAP—Leadership lessons Learned—Part I (Bridget Melton, Georgia Southern University and Jared Russell, Auburn University)

2:20 – 2:40	Challenges and Strategies of being an African American Chairperson in Kinesiology—Part II (Robert Lyons, Jr., Queens University of Charlotte, Paula Shelby, Benedict University, Angela Beale, Rowan University, and Sarah Price, Florida A&M University)	International Faculty—Part II (Ann Merrem, U of West Georgia, Tim Baghurst, OSU, Vanessa Fiaud, West Texas A & M, Shelley Holden, U of South Alabama, Elizabeth Wachira, Texas A & M Commerce, and Emilia Zarco, Adelphia U)	Developing information literate students in a high tech world (Melinda Campbell, Meredith College)	Best practices of IPAP—Leadership Lessons Learned—Part II (Bridget Melton and Jared Russell, Auburn University)
2:40 – 3:00	Challenges and Strategies of being an African American Chairperson in Kinesiology—Part III (Robert Lyons, Jr., Queens University of Charlotte, Paula Shelby, Benedict University, Angela Beale, Rowan University, and Sarah Price, Florida A&M University)	The Leader Mentor Grant: Making the Experience Successful (Beth Hersman, Wright State University, Tara Tietjen-Smith, Texas A&M Commerce, Britt Johnson, Missouri Western State University, Richard Oates, U of North Georgia)	Internships: Showcasing our Program Successes (E Newton Jackson, Jr., Kristi Sweeney, & Maurice Graham, University of North Florida, and Sarah Price, Florida A&M University)	Best practices of IPAP—Leadership Lessons Learned—Part II (Bridget Melton and Jared Russell, Auburn University)
3:00 – 3:20	Launching micro credentialing/badges in a mid-sized state university (Resa Chandler, Western Carolina University)	Developing culturally competent and ethical leaders for kinesiology (Anna Marie Frank, DePaul University)	Developing empathy for special needs students through immersion (Anthony Parish & Greg Wimer, Georgia Southern, Armstrong Campus & Tim Baghurst, Oklahoma State University)	EMU Skill and fitness combine to address IPETE Standard 2 (Roberta Faust, Eastern Michigan University)
3:20 – 3:30	Wrap up/Questions	Wrap up/Questions	Wrap up/Questions	Wrap up/Questions
3:30pm – 4:30pm Coffee/Tea Break on 2nd Floor, Prefunction Area (near registration)				
4:15 – 5:45	Graduate Student Poster Competition/Conference Poster Session (concurrent) Location: 2 nd Floor Prefunction Area Moderator: Diane Gill Sponsored by: Taylor & Francis Publishers (set up from 12-1pm)			
	<p>#1 Navigating NCACE Accreditation: Georgia Southern University's Experience (Charles Wilson, Georgia Southern University)</p> <p>#2 Positioning of Korean Immigrant Parents of Children with Autism on PE Programming in the U.S. (Seo Lee, Texas Woman's University)</p> <p>#3 Do PE faculty behaviors effect student perceptions of them as health experts: Do we practice what we teach? (Lindsey Nanney, Amy Olsen, & John Lothes, University of North Carolina Wilmington)</p> <p>#4 Fan Engagement of the Saudi Professional Soccer Club Alhilal Through Twitter: An Ethnographic Study. (Mohammed Alqahatani and Steve Estes, Middle Tennessee University)</p>			

	<p># 5 A qualitative study of diverse student perspectives on the benefits and barriers to collegiate women’s physical activity (Mijoo Kim, The Ohio State University)</p> <p>#6 The relative age effect in youth sport: Are we any closer to reducing the bias in talent identification (Brandy Gagliano and Steve Estes, Middle Tennessee State University)</p> <p>#7 Motivation to be physically active in college students: Does previous athletic performance make a difference? (Shari Jurgens, Trinity Christian College)</p> <p>#8 How to incorporate experiential learning into health and human performance (Quynh Dang, Texas A&M University Commerce)</p> <p>#9 Strategies to implement concepts of data literacy into teacher education programs (Glenn Hushman, University of New Mexico)</p> <p>#10 The impact of outdoor play environments on PA and cognitive function in preschoolers (Marcia Rosiek, UNC-Greensboro, EdD Candidate; Jenny Etnier, Mentor-not attending)</p> <p>#11 HITT and Fitness in middle schoolers (Christine Rockey, UNC-Greensboro graduate student; Diane Gill, Mentor)</p> <p>#12 The best of the best: Creating undergraduate degree opportunities through cross-disciplinary collaboration (Heather Van Mullem, Lewis-Clark State College)</p> <p>#14 Just Do it: Sport apparel branding in the collegiate online environment (Kelsey Slater, Mississippi State University)</p> <p>#15 Faith and Spiritual Development within Division I Baseball (Clay Bolton, Texas A&M Commerce & Jim Tennison, Dallas Baptist University)</p> <p>#16 Social Justice for Korean Student-Athletes: Exploring their Academic Satisfaction and Confidence for Future Employment (Mijoo Kim, The Ohio State University)</p> <p>#17 Exercise Induced Neural Enhancement (James Davis, the Good Athlete Project, Harvard University)</p> <p>#18 Developing an integrated approach to mental health care for student-athletes (Paula Parker & Corrie Struble, Campbell University)</p> <p>#19 US Soccer Play-Practice-Play Grassroots Initiative (Ajit Korgaokar & Stuart Currie, University of Tennessee at Martin)</p> <p>#20 Enhancing Online Education Using the Community of Inquiry Framework (Gi-Cheol Kim, Georgia State University)</p>
5:00 – 8:30	<p>Reception Hors d’oeuvres & cash bar Location: Savannah Ballroom E Sponsored by: Taylor and Francis Publishers</p>
6:15 – 7:15	<p>Delphine Hanna Lecture: <i>Achieving Inclusive Excellence in Kinesiology: Insights, Strategies, and Perspectives</i>, Dr. Jared Russell, Auburn University Location: Savannah Ballroom C Sponsored by: Leah Fiorentino</p>
7:15 – 8:45	<p>Editorial Board Dinner for Quest and IJKHE (Invitation Only) Location: Academy Room Sponsored by: Taylor and Francis Publishers</p>
7:15	Dinner on your own
9:00	<p>Haunted Pub Tour — Enjoy Savannah! Meet in the hotel lobby at 8:45pm to walk to the tour. *Sign Up Online by noon Thursday*</p>
Friday, January 11	Registration Desk Open 7am-6pm Location: 2nd Floor Prefunction Area
6:30 – 7:00	<p>Wake Up Functional Fitness: Andrea Short Location: Plaza Room</p>
7:30 – 9:30	<p>Continental Breakfast (Sponsored by Conley Smith ePublishing) Location: Pulaski 2 Room</p>
7:00 – 8:45	Past President’s Breakfast (Invitation Only) Location: General McIntosh Room

7:00 – 6:00	Exhibitors (Location: 2 nd floor Prefunction, Near Registration Table) Athlete Assessment (Lauren Hansen), Caduceus Publishing (Andy Houston), Conley Smith ePublishing (Horace Smith), Cosmed (Tammy Atkins), Heart Zones (Debra Berkley), Taylor & Francis (Tony Dimitry), Top Hat (Brian Daley)			
Presentations				
8:00am – 9:30am	Location: Forsyth Room Faculty Development (Admin/Leadership) Moderator: Vanessa Fiaud	Location: Franklin Room Innovative Curriculum (IPE and IPP) & IPAP Moderator: Gayle Wells	Location: Chatham Room Entrepreneurism Moderator: Henry Ross	Location: Johnson Room PETE Profession & Assessment Moderator: Ann Boyce
8:00 – 8:20	Faculty Pathways to Leadership (James Hannon and Ellen Glickman, Kent State University)	Holding IPAP courses off-campus (Bernie Goldfine, & Brian Culp, Kennesaw State University; Grant Hill, California State University, Long Beach)	Using your knowledge for personal gain (Tim Baghurst, Oklahoma State University and Shelley Holden, University of South Alabama)	NAKHE/SHAPE Task Force: Review of PETE, Findings and Recommendations – Part I (Daniel Burt, Texas A&M Kingsville, Jackie Lund, Georgia Southern University, and Beth Hersman, Wright State University)
8:20 – 8:40	Toxic Leadership in Organizations: What Role do we play? (Tara Tietjen-Smith and Clay Bolton, Texas A&M Commerce)	A pre/post study using wellness inventory to assess health and well-being in college students (Lindsey Nanney & Amy Olsen, University of North Carolina Wilmington)	A SIGN of Good Communications (Jimmy Ishee, University of Central Arkansas)	NAKHE/SHAPE Task Force: Review of PETE, Findings, and Recommendations – Part II (Daniel Burt, Texas A&M Kingsville, Jackie Lund, Georgia Southern and Beth Hersman, Wright State University)
8:40 – 9:00	Experiences in Higher Ed leadership Positions from Early Career Administrators (Shelley Holden, U of South Alabama and Tim Baghurst, Oklahoma State University)	Best practice: moving from the triple aim to the quadruple aim (Sarah Christie, Campbell University)	Barriers to rural universities and overcoming them (Steve Prewitt, Texas A&M University Commerce)	Best Practices to Implement SHAPE America's Advanced Standards and their Guiding Principles for Masters Level Teacher Training (Jamie Gilbert and William Davis, Athens State University)
9:00 – 9:20	What mentorship in Kinesiology looks like: A department chair's perspective (Robert Lyons, Queens University of Charlotte and E. Newton Jackson, Jr.)	Best Practice: Practical decision-making in interprofessional practice (Sarah Christie, Campbell University)	Resource generation through community engagement and other partnerships (Scott Gordon, Kennesaw State University)	Departmental and Program Assessment (Charlie Goehl, Elmhurst College)
9:20 – 9:30	Wrap up/Questions	Wrap up/Questions	Wrap up/Questions	Wrap up/Questions
Break 9:30am – 9:45am				

9:45am-11:15am	Location: Forsyth Room Coaching/Sport Moderator: Ann Merrem	Location: Franklin Room Innovative Curriculum Moderator: Doug Hochstetler	Location: Chatham Room Student Success (Creative Course Design—or re-design) Moderator: Shelley Holden	Location: Johnson Room Faculty Development Moderator: Jessie Germain
9:45 – 10:05	Making it real: Critical thinking in the sport coaching curriculum (DeAnne Brooks, UNC-Greensboro)	Establishing interprofessional education (IPE) research opportunities between programs in kinesiology departments (James Sweet, Eastern Michigan University)	Experimenting with methods classes to promote student success and opportunities to grow and develop (Ken Bias, University of Central Missouri)	Self-Talk, Mentoring and Empowering Faculty to Contribute to Organizational Change (Brian Culp, Kennesaw State University)
10:05 – 10:25	Expanding middle school sports: A multi-agency quest (Charles Wilson, Jr. and Drew Zwald, Georgia Southern University)	The importance of philosophy for the exercise sciences (Matt Hickson, Mississippi State University)	Using Best practices of teaching technologies to improve course design: A case study of an introduction to exercise science class (Bridget Melton and Mary Beth Yarbrough, Georgia Southern University)	PE Professional in Higher Education Facebook Group (Tim Mounce, Guilford Technical Community College)
10:25 – 10:45	The ethics of a sports performance major (Jim Watkins, Mississippi State University)	More than sport studies: Rethinking the humanities in kinesiology curricula (Douglas McLaughlin, California State University Northridge)	Playing with blocks: Laying the Foundation of Nutrition (James Howard, University of North Georgia)	Leading with TED: Ideas worth sharing (Brad Strand, North Dakota State University)
10:45 – 11:05	Using inexpensive hip models in a health care kinesiology lab (James Sweet, Frank Fedel, and Jacob Lindquist, Eastern Michigan University)			
11:05 – 11:15	Wrap up/Questions	Wrap up/Questions	Wrap up/Questions	Wrap up/Questions
Break 11:15am – 11:30am				
11:30am-12:20pm	Hally Beth Poindexter Young Scholar Lecture: <i>Questioning Integration: Leveraging Research from the Perspective of Individuals with Disabilities to Examine the Inclusiveness of Integrated Physical Education</i> , Justin Haegele, Old Dominion University Location: Plaza Room Sponsored by: Mel Finkenberg			
12:20pm-2:15pm	Amy Morris Homans Lecture and Luncheon (Open to All Registrants): <i>Promoting the Principles of Civility in NAKHE</i> , Doris Corbett, Retired, School of Kinesiology, Allied Health, and Leisure Services, University of Northern Iowa Location: Savannah Ballroom D & E Sponsored by: Camille O’Bryant			
Break 2:15pm – 2:30pm				

2:30pm-4:00pm	Location: Forsyth Room Faculty Development (Accreditation/ Assessment/ Administration) Moderator: Gloria Napper-Owen	Location: Franklin Room Innovative Curricula Moderator: Henry Ross	Location: Chatham Room Faculty Development (Leadership/ Administration) Moderator: Britt Johnson	Location: Johnson Room Innovative Curriculum Moderator: Steve Estes
2:30 – 2:50	A view from the bottom: Navigating CAEP accreditation as a small fish in a big ocean (Glenn Hushman, U New Mexico)	Cross-disciplinary innovative curriculum: Osteopathic Medicine, Health Professions, eSports (Gordon Schmidt, NY Institute of Technology)	Small college kinesiology: Success through complexity (William Freeman and Donna Woolard, Campbell University)	The EdD in Kinesiology: A Doctoral Program for Scholarly Professionals (Diane Gill, Teri Schlosser, Susan Edkins, Beverly Justice, Marcia Rosiek, Christine Rockey, and Amanda Aguilar, UNC-Greensboro)
2:50 – 3:10	PETE Candidate Teaching Assessment: Best Practice Sharing Session (Glenn Miller, Baylor University and Krista Diedrich, Elmhurst College)	Developing active learning in a kinesthetic classroom (Brian Culp, Kennesaw State University)	Preparing Faculty for the Department Head Role (Beth Hersman, Wright State University and Tara Tietjen-Smith, Texas A&M Commerce)	(Cont'd) The EdD in Kinesiology: A Doctoral Program for Scholarly Professionals (Diane Gill, Teri Schlosser, Susan Edkins, Beverly Justice, Marcia Rosiek, Christine Rockey, and Amanda Aguilar, UNC-Greensboro)
3:10 – 3:30	edTPA in PETE (Jamie Gilbert, Athens State University)	Successful strategies in the kinesiology classroom: Project based learning (Kacey DiGiacinto, Elizabeth City State University and Beth Hersman, Wright State University)	What teacher educators need to know about 3 major ESSA Titles (Kymm Ballard, Campbell University)	Promoting student success in a new emerging graduate program (Andy Shim, College of St. Mary)
3:30 – 3:50	An interdisciplinary approach to service learning: The impact of a wheelchair basketball tourney on student success (Steve Prewitt and Clay Bolton, Texas A&M University-Commerce)	So many desired outcomes—so little time! What high intensity interval training (HITT) brings to secondary PE programs (Amy Stringer and Resa Chandler, Western Carolina University)	Preparing for success as a new professor (Kathy Mangano, Springfield College)	Online Athletic Administration Program—Best Practices (Anthony Rosselli, Texas A&M University Commerce)
3:50 – 4:00	Wrap up/Questions	Wrap up/Questions	Wrap up/Questions	Wrap up/Questions
3:30pm – 4:30pm Coffee/Tea Break on 2nd Floor, Prefunction Area (near registration)				
4:30 – 5:00	Remembrance for Hally Beth Poindexter Location: Academy Room			
4:30 – 7:00	Reception with Keynote, Fellow Recognition, and Plenary Location: Savannah Ballroom E Sponsored by: Richard Oates			

5:00 – 6:15	Keynote Talk: <i>Insightful Personal Experience across the Sporting Spectrum From an Olympian, Coach, Performance Consultant, Educator</i> Bo Hanson, Olympic Medalist from Australia Liz Hanson, Elite Athlete/Entrepreneur Location: Savannah Ballroom E
6:15 – 6:30	NAKHE Fellow Recognition Location: Savannah Ballroom E
6:30 – 7:00	NAKHE Plenary Session Location: Savannah Ballroom E
7:00	Dinner on your own
Saturday, January 12	Registration Desk Open 8am-12pm Location: 2nd Floor Prefunction Area
8:30 – 2:00	Exhibitors: Athlete Assessment (Lauren Hansen) Caduceus Publishing (Andy Houston) Conley Smith ePublishing (Horace Smith) Cosmed (Tammy Atkins) Heart Zones (Debra Berkley) Taylor & Francis (Tony Dimitry) Top Hat (Brian Daley) Location: 2 nd floor Prefunction (Near Registration Table)
8:30 – 9:45	NAKHE Annual Business Breakfast Meeting (Open to All Registrants) Location: Savannah Ballroom D Sponsored by Donna Woolard
10:00 – 11:00	Panel Discussion: Navigating International disciplinary waters: Reflections on best practices from current and former leaders of national kinesiology and physical education scholarly associations (Jenna Lorusa, Western University; Betty Block, Texas A&M Commerce; Steve Estes, Middle Tennessee State University; Angelo Belcastro, York University; Ron Feingold, Adelphi University; Lynn Randall, University of New Brunswick) Location: Oglethorpe A and B
11:00-12:00	BREAK
12:00 – 1:45	Dudley Allen Sargent Lecture & Lunch (Open to All Registrants) Scott Gordon, Kennesaw State University: “Fitting Into our Genes: Evolution of the Health Benefits of Physical Activity” Location: Savannah Ballroom D Sponsored by CT AHPERD on behalf of Camille O’Bryant
2:00	End of Conference Please have a safe trip home! See you next year in Palm Springs, CA at the Miramonte Indian Wells Resort and Spa!!!
2:15 – 5:00	NAKHE New Board of Directors (BOD) Meeting Location: General McIntosh Room

NAKHE PAST PRESIDENTS			
YEARS	NAME	YEARS	NAME
1978-79	Co-President: James Ewers	2000-01	Robert O. Ruhling
1978-79	Co President: Mariana Trekell	2001-02	Judith A. Bischoff
1979-80	Marguerite A. Clifton	2002-03	Charles Ash
1980-82	George H. Sage	2003-04	Marilyn M. Buck
1982-84	Hally B. W. Poindexter	2004-05	William G. Sparks III
1984-86	Neil J. Dougherty	2005-06	Virginia Overdorf
1986-88	Beverly June Becker	2006-07	Mel E. Finkenberg
1988-91	David H. Clarke	2007-08	Jan Rintala
1991-92	Mary Lou Remley	2008-09	Bill Forbes
1992-93	Ronald S. Feingold	2009-10	Leah Holland Fiorentino
1993-94	Karen P. DePauw	2010-11	Michael Metzler
1994-95	John D. Massengale	2011-12	Beverly Mitchell
1995-96	Sandra L. Gallemore	2012-13	Jimmy H. Ishee
1996-97	James E. Bryant	2013-14	Camille O'Bryant
1997-98	Susan Kovar	2014-16	Steven G. Estes
1998-99	Steven G. Estes	2016-18	Ann Boyce
1999-00	Joy T. DeSensi	2018-present	Betty Block

NAKHE FELLOWS	
2015	2016
Hally B. W. Poindexter (1)	Judith A. Bischoff (9)
John D. Massengale (2)	Marilyn M. Buck (10)
Ronald S. Feingold (3)	Charles B. Corbin (11)
Karen P. DePauw (4)	Steven G. Estes (12)
Joy T. DeSensi (5)	Donald R. Hellison (13)
Mel E. Finkenberg (6)	Samuel Hodge (14)
Leah Holland Fiorentino (7)	Jimmy H. Ishee (15)
Michael Metzler (8)	Jacalyn Lund (16)
	Camille O'Bryant (17)
	Dean Pease (18)
2017	2018
John Charles (19)	Betty A. Block (25)
David Clark (20)	B. Ann Boyce (26)
Doris R. Corbett(21)	John M. Dunn (27)
Jody Davenport (22)	Richard Oates (28)
R. Scott Kretchmar (23)	George H. Sage (29)
Richard A. Swanson (24)	Alison Wrynn (30)

NAKHE DELPHINE HANNA LECTURERS

YEAR	NAME	YEAR	NAME	YEAR	NAME
1992	George H. Sage	2001	William G. Sparks III	2010	Karen P. DePauw
1993	Charles B. Corbin	2002	Jan Rintala	2011	Andrew Hawkins
1994	Linda K. Bunker	2003	Robert Pangrazi	2012	Leah Holland Fiorentino
1995	Linda L. Bain	2004	Virginia Overdorf	2013	Ronald S. Feingold
1996	Joy T. DeSensi	2005	John Charles	2014	Marilyn M. Buck
1997	John J. Burt	2006	R. Scott Kretchmar	2015	Greg Twietmeyer
1998	Doris R. Corbett	2007	Michael Metzler	2016	Anne Marie Frank
1999	Seymour Kleinman	2008	B. Ann Boyce	2017	Brian Culp
2000	Sharon L. Shields	2009	John M. Dunn	2018	Beth Hersman

NAKHE AMY MORRIS HOMMANS LECTURERS

YEAR	NAME	YEAR	NAME	YEAR	NAME
1967	Eleanor Metheny	1985	Beverly June Becker	2003	Susan Hall
1968	Minnie L. Lynn	1986	Barbara E. Forker	2004	Susan Kovar
1969	Ruth Abenathy	1987	Herberta M. Lundegren	2005	Deborah Tannehill
1970	Rosalind E. Cassidy	1988	Roberta J. Park	2006	Roberta Rikli
1971	Leona Holbrook	1989	Linda L. Bain	2007	Diane Gill
1972	Laura J. Huelster	1990	Mary L. Remley	2008	Marilyn M. Buck
1973	Marion R. Broer	1991	Marianna Trekell	2009	Jan Rintala
1974	Catherine L. Allen	1992	Janet C. Harris	2010	Jackie Lund
1975	Celeste Ulrich	1993	Waneen Wyrick Spirduso	2011	Alison Wrynn
1976	Aileene S. Lockhart	1994	Roberta S. Bennett	2012	Gloria Napper-Owen
1977	Anita Aldrich	1995	Hally B. W. Poindexter	2013	B. Ann Boyce
1978	Camille Brown	1996	Joan Paul	2014	Lynda Ransdell
1979	Phebe M. Scott	1997	Karen P. DePauw	2015	Camille O'Bryant
1980	Anne E. Jewett	1998	Joanna Davenport	2016	Dolly Lambdin
1981	Madge Phillips	1999	Wilma M. Harrington	2017	Betty A. Block
1982	Betty Spears	2000	Judith A. Bischoff	2018	Anne Marie Frank
1983	Edith Betts	2001	Beverly F. Mitchell		
1984	Margaret J. Safrit	2002	Emily Wughalter		

NAKHE SARGENT LECTURERS

YEAR	NAME	YEAR	NAME	YEAR	NAME
1980	Marguerite A. Clifton	1995	Lawrence F. Locke	2008	Mel E. Finkenberg
1982	Louis E. Alley	1996	James R. Ewers	2009	Jimmy H. Ishee
1983	Earle F. Zeigler	1997	Richard A. Swanson	2010	Robert Pangrazi
1984	George H. Sage	1998	Shirl J. Hoffman	2011	E. Newton Jackson, Jr.
1985	Warren P. Fraleigh	1999	John D. Massengale	2012	David Claxton
1987	Roger C. Wiley	2000	Robert Christina	2013	John Charles
1988	David H. Clarke	2001	John M. Dunn	2014	Samuel Hodge
1989	Edward J. Shea	2002	Charles B. Corbin	2015	Douglas Hochstetler
1990	R. Scott Kretchmar	2003	Steven E. Estes	2016	Dwayne Knudson
1991	Wynn F. Updike	2004	Robert O. Ruhling	2017	Jesse Germain
1992	Donald R. Hellison	2005	Seymour Kleinman	2018	Hans van der Mars
1993	Hal A. Lawson	2006	Thomas L. McKenzie		
1994	Ronald S. Feingold	2007	Thomas L. McKenzie		

HALLY POINDEXTER YOUNG SCHOLAR AWARD					
YEAR	NAME	YEAR	NAME	YEAR	NAME
2000	JeongAe You	2007	Brian Culp	2014	Kacey DiGiacinto
2001	Yomee Lee	2008	Zan Gao	2015	None
2002	Deb Patterson	2009	Leah Robinson	2016	Marta Hassan James
2003	Greg Letter	2010	Takahiro Sato	2017	Tan Leng Goh
2004	RR Apache	2011	Jaimie McMullen	2018	Christopher Dondzila
2005	Darla Castelli	2012	Elizabeth Mullins	2019	Justin Haegele
2006	T. Michelle Magyar	2013	Glenn Hushman		

ENGAGED SCHOLAR PROGRAM RECIPIENTS				
SCHOLAR	UNIVERSITY	CLASS OF	MENTOR	MENTOR UNIVERSITY
Nhu Nguyen	Metropolitan University of Denver	2015	Lynda Ransdell	Northern Arizona University
Takahiro Sato	Kent State University	2015	Sam Hodge	The Ohio State University
Tyler Johnson	Boise State University	2015	Scott Kretchmar	Pennsylvania State University
Susan Bertlesen	Metropolitan University of Denver	2016	Chuck Corbin	Arizona State University
Jody Langdon	Georgia Southern University	2017	Brian Culp	Kennesaw State University

**NATIONAL ASSOCIATION FOR KINESIOLOGY IN HIGHER EDUCATION AWARD WINNERS
PRESIDENTIAL AWARDS FOR CONTRIBUTIONS TO NAKHE**

YEAR	NAME	YEAR	NAME
1993	Dean Pease	2000	Hally B. W. Poindexter

**NATIONAL ASSOCIATION FOR KINESIOLOGY IN HIGHER EDUCATION AWARD WINNERS
DISTINGUISHED SCHOLAR**

YEAR	NAME	YEAR	NAME	YEAR	NAME
1991	George H. Sage	2001	Shirl J. Hoffman	2011	B. Ann Boyce
1992	Nancy L. Struna	2002	Robert Pangrazi	2012	John Charles
1993	Margaret J. Safrit	2003	John M. Dunn	2013	Bradley Cardinal
1994	Roberta J. Park	2004	Thomas L. McKenzie	2014	Jacque Lund
1995	Charles B. Corbin	2005	Michael Metzler	2015	James Hannon
1996	Lawrence F. Locke	2006	Robert W. Christina	2016	Samuel Hodge
1997	R. Scott Kretchmar	2007	John D. Massengale	2017	Damon Andrew
1998	Donald R. Hellison	2008	Richard A. Swanson	2018	Douglas Hochstetler
1999	Hally B. W. Poindexter	2009	Diane Gill		
2000	Karen P. DePauw	2010	Joy T. DeSensi		

**NATIONAL ASSOCIATION FOR KINESIOLOGY IN HIGHER EDUCATION AWARD WINNERS
DISTINGUISHED SERVICE**

YEAR	NAME	YEAR	NAME	YEAR	NAME
1988	Burris F. Husman	1997	Hally B. W. Poindexter	2008	Leah Holland Fiorentino
1988	John Nixon	1998	William G. Sparks III	2009	Jacalyn Lund
1988	Betty Spears	1999	Sandra L. Gallemore	2010	Jimmy H. Ishee
1989	Edward J. Shea	2000	L. Marlene Mawson	2011	Karen P. DePauw
1990	Chalmer G. Hixson	2001	Marilyn M. Buck	2012	Camille O'Bryant
1991	E. Ann Stitt	2002	Joy T. DeSensi	2013	Michael Metzler
1992	Dorothy Deatherage	2003	Judith A. Bischoff	2014	Emily Wughalter
1993	James E. Bryant	2004	Beverly Mitchell	2015	Valerie Wayda
1994	James Ewers	2005	Steven G. Estes	2016	Charles Corbin
1995	Ronald S. Feingold	2006	Robert Ruhling	2017	Shane Frehlich
1996	John D. Massengale	2007	Virginia Overdorf	2018	Carrie Sampson Moore

**NATIONAL ASSOCIATION FOR KINESIOLOGY IN HIGHER EDUCATION AWARD WINNERS
DISTINGUISHED ADMINISTRATOR**

YEAR	NAME	YEAR	NAME	YEAR	NAME
1991	Wynn F. Updike	2000	Judith A. Bischoff	2011	Marilyn M. Buck
1991	Celeste Ulrich	2001	Mel E. Finkenberg	2012	Damon Andrew
1992	David H. Clarke	2002	Susan Kovar	2013	Betty A. Block
1993	Linda L. Bain	2003	Joy T. DeSensi	2014	Leah Holland Fiorentino
1994	Hally B. W. Poindexter	2004	Mary O'Sullivan	2015	Brad Strand
1995	Michael G. Maksud	2005	Charles Ash	2016	Richard Oates
1997	Donald Hilsendager	2006	Judith C. Young	2017	Jimmy H. Ishee
1997	Alex McNeil	2007	Ronald S. Feingold	2018	E. Newton Jackson, Jr.
1998	Karen P. DePauw	2008	Robert W. Christina		
1999	John M. Dunn	2009	John D. Massengale		

2019 NAKHE CONFERENCE ABSTRACTS: SPECIAL SESSIONS

PRESENTER(S)	TITLE	SESSION DESCRIPTION
PRECONFERENCE DHCT AND LDW WORKSHOP (WEDNESDAY)		
David Bertrand, Southern Methodist University	The Practice of Executive Coaching to Improve Leadership Capacity	Today's deans face particularly challenging circumstances. Economic pressures have placed institutions in compromising positions as they attempt to figure out how to increase enrollment, cut budgets, and increase faculty and staff workloads while tenured positions diminish and stress rises across the board (Cameron & Ulrich, 1986; Weinstock & Sanaghan, 2015). These challenging times bring about perplexing leadership dilemmas, which demand leaders find new ways to manage competing priorities with time-honored academic values. Additionally, the skill sets of accomplished scholars vary immensely from the duties and responsibilities of deans and most other senior level administrators. Navigating the transition from professorial duties to adopt a more team-oriented, managerial approach is difficult, especially when personal interests might need to be sacrificed for the unit's collective gain - an idea not necessarily supported or rewarded in a researcher/scholar paradigm. Given the circumstances, the learning curve can be steeper than ever for new academic deans. This study sought to learn if executive coaching is a suitable strategy to more swiftly and ably prepare deans for the unique requirements of the position, as well as to equip them with transformational leadership skills, which Cameron and Ulrich (1986) deemed essential to adapt to the conditions, challenges, and threats that face higher education. This study, investigating the use of executive coaching to upskill leadership abilities of academic deans, began with nearly a decade of experiential knowledge in higher education and a general theoretical understanding of the history and sociology of faculty career transitions to deanships in the academy. These experiences and literature formed my initial research question: How effective is executive coaching in improving the leadership skills of academic deans at higher education institutions? Participants were recruited and selected to partake in one interview lasting between 60 and 90 minutes where I gathered insights from their experiences and tried to understand the leadership impact of dean encounters with executive coaches. Results showed associations in transformational leadership to be strongest in the intellectual stimulation pillar; as a function of the new information the deans learned with coaches. They were better able to challenge their followers to be innovative and creative. Moderately strong associations were found with communicating a vision (i.e., Inspirational Motivation) and interpersonal pillars (i.e., Individualized Consideration). Charisma (i.e., Idealized Influence) was found to hold the weakest relationship of the four. Deans also described improvements in the areas of self-awareness, self-care, and empathetic behavior. As perceived by the deans, coaches achieved these outcomes by building trust, the quality of their listening skills, and their ability to offer perspective and/or serve as a sounding board. The information provided in this study might challenge institutions of higher education to consider innovative leadership development practices, such as executive coaching, to address personal and organizational challenges that deans and other senior level administrators encounter. Efficient upskilling of deans by executive coaches might result in more fluid leadership transitions, ultimately benefiting all of those under a dean's leadership, as well as the institutions as a whole.
POINT-COUNTERPOINT DEBATE: Open Access Journals (THURSDAY)		
Doug Hochstetler, Penn State University - Lehigh Valley Daniel Burt, Texas A&M University - Kingsville	Point/Counterpoint Discussion About Open Access Journals	The topic of open access journals is a timely one for kinesiology and, more broadly, across higher education. This session will survey the pros and cons of open access journals. We will address how open access publication and journals impact faculty progress towards promotion and tenure and how academic units evaluate open access publications in terms of scholarship. Additionally, there will be a discussion on the nature of the journalism market and its relationship to declining university library budgets (Dodds, 2017). There is a need to rethink how academic journals function for individuals, societies, and overall higher education as the market is changing at a faster rate and publishers are fewer, larger, and more selective due to the need to draw a profit in the current evolving economy. This has developed into not only an impact of increased open access publishing, but also monograph publishing; the extent to which publishing options and procedures are becoming ethical issues for faculty members and universities with increased requirements being placed on higher education faculty (Ponte, Mierzejewska, & Klein, 2017).
Emilia Zarco & Ryan Turcott, Adelphi University	Point/Counterpoint Discussion About Social Media in Kinesiology	As social media use continues to increase, academic departments in universities are trying to explore ways to make use of it. Currently 7 out of 10 Americans use Social Media to connect with one another, engage with news content, share information and entertain themselves. In the academic setting, literature shows that it is being used to enhance relationships, improve learning motivation, offer personalized course materials and develop collaborative abilities. Academic departments are starting to use social media for program promotion, student

		recruitment/retention and building academic communities. Social media is constantly and rapidly evolving as a tool. Academic departments should consider social media as an integral part of their organization's communication system that requires careful planning, implementation and evaluation. This presentation will discuss how Kinesiology departments could use social media effectively through exploring its challenges and opportunities in the classroom and administrative settings. Participants will be engaged to share experiences and learn from each other.
PANEL PRESENTATION (SATURDAY)		
Jenna R. Lorusso, Western University Betty Block, Texas A&M University - Commerce Steve Estes, Middle Tennessee State University Angelo Belcastro, York University Ronald Feingold, Adelphi University Lynn Randall, University of New Brunswick	Navigating international disciplinary waters: Reflections on best practices from current and former leaders of national kinesiology and physical education scholarly associations	It has been argued that the discipline of kinesiology (broadly defined) should be stewarded with cross-boundary leadership, such that the discipline is most fit for purpose in the 21st century university and global society (Lawson, 2016). One of the many rationales for cross-boundary disciplinary leadership in kinesiology is that we should not allow inherited boundaries, such as the increasingly irrelevant boundary of nation states in an ever-globalizing era, get in the way of addressing today's complex societal problems surrounding human movement (Lawson, 2016). National scholarly kinesiology associations have been identified as potentially key sites of facilitation for such cross-boundary work (Lawson, 2016). Given this context, this panel presentation brings together current and former leaders of national kinesiology and physical education scholarly associations in the United States and Canada to share their reflections and insights on best practices for navigating international disciplinary waters successfully. This discussion of best practices is framed within appreciative inquiry. This strengths-based approach involves collectively considering "what works" (Fiorentino, 2012), such that successes might then be elaborated on and continue to fuel positive change. Thus, the panel of leaders will reflect on stories of successful international work achieved by their scholarly organizations and identify the key components of that work, as well as imagine what international initiatives their scholarly organizations might ideally pursue in the future and identify potential opportunities and transformative agendas for doing so. This dialogue of international disciplinary innovation in kinesiology between some of those disciplinary leaders most well-positioned to discuss it is an important step in the pursuit of an adaptive, connected discipline of kinesiology that occupies a vibrant space and impact in the 21st century university and global society.

2019 NAKHE CONFERENCE ABSTRACTS: INDIVIDUAL SESSIONS
STRAND 1: FACULTY DEVELOPMENT
(in alphabetical order by lead presenter and strand)

LEAD SPEAKER & INSTITUTION	TITLE OF PRESENTATION	PRESENTATION ABSTRACT
B. Ann Boyce, University of Virginia Jackie Lund, Georgia State University Gloria Napper-Owens, University of New Mexico	Overview of study with emphasis on "What do kinesiology doctoral student think about their advisors?"	<p>The overall purpose of this study examined Kinesiology doctoral students' (DS) perspectives of their doctoral training, which was the fourth and final phase. Phase 1 solicited input from a panel of Kinesiology sub-discipline experts to establish content validity related to inclusiveness and completeness of the survey items linked to each sub-discipline. Panel members were on faculty at doctoral granting institutions (DGI). Based on the panel member's feedback, revisions were made on Golde and Dore's (2001) doctoral student (DS) survey that then became known as the Kinesiology Doctoral Student (KDS) survey. Phase 2 established reliability of the KDS survey through application of Cronbach's alpha and test-retest using Kinesiology DS across sub-discipline areas. Phase 3 gathered names of DGI and their respective faculty in order to compile a list of past and present Kinesiology DS. Additionally, several DS were recruited and/or volunteered to fill out this survey and their names were added to the list. Finally, phase 4 collected data on Kinesiology DS perspectives on their doctoral programs. Results to phases 1-3 are outlined and the demographics of DS who participated in the study (phase 4) are included in this study. Lastly, a section outlining the content of the remaining six papers are presented. Specifically, these chapters focused on six main topics: (a) teaching, (b) research, (c) advisors, (d) department, (e) requirements, and (f) career as viewed through three perspectives: (a) past and current DS, (b) gender, and (c) sub-disciplines (social & behavioral sciences research and health sciences research).</p> <p>Current Study: What do kinesiology doctoral students think about their advisors? The current presentation will focus on doctoral students' opinions of their doctoral advisors. Ten survey items were selected for study from the KDS survey. These items addressed the following: (a) "I have the advisor I want," (b) "I was satisfied with the process by which I came to have my final advisor," (c) "I was satisfied with the amount and quality of time spent with my advisor," (d) "I wish I could have switched advisors but was unable to do so," (e) "My advisor had a reputation for getting students through the process in a timely manner," (f) "My</p>

		advisor had money to support me,” (g) “My advisor was recommended to me by other people,” (h) “My advisor had a reputation for being a good researcher,” (i) “My advisor had a reputation for being a good teacher,” and (j) “My advisor fostered a positive working environment in his/her research group.” All 10 items were viewed through three perspectives: (a) past and current DS, (b) gender, and (c) sub-disciplines. The majority of these findings were non-significant among the three perspectives with the exceptions of: (a) switching advisor question (past DS were more satisfied compared to the current DS) and (b) reputation as a researcher question (past DS were concerned with research reputation compared to current DS). Further descriptive data will also be discussed to present a clearer view of the DS perspectives their advisors regarding the 10 questions addressed in this presentation.
B. Ann Boyce, University of Virginia Jackie Lund, Georgia State University Gloria Napper-Owens, University of New Mexico	PETE Doctoral Programs in the US: A Longitudinal Perspective	The present study of Doctoral PETE programs is part of a longitudinal study of Doctoral PETE (D-PETE) programs which provides an extensive description of demographic data, including: (a) doctoral program characteristics, (b) faculty, and (c) doctoral students/graduates. Using data sets from the four academic years of 2005-06, 2008-09, 2011-12 and 2016-17, several emerging trends were identified. Results from this latest round of data collection show that the number of D-PETE programs is decreasing along with an increase of non-tenured, adjunct faculty who teach in them as well as a decrease in the overall number of D-PETE faculty. Additionally, due to the increased number of adjuncts, the number of tenure-track assistant professors is shrinking. Second, initial licensure programs are in existence at the vast majority of DGIs. Third, funding of doctoral students at DGIs is decreasing. Fourth, racial composition of faculty at D-PETE institutions remains largely skewed toward Caucasians. Fifth, the vast majority of graduating doctoral students and ABDs assume positions in higher education. Sixth, non-U.S. doctoral students are marketable in the U.S. Seventh, females are a third as likely to achieve the rank of full professor and four times as likely to serve as Clinical Instructors in non-tenure track positions.
Daniel Burt, Texas A&M University - Kingsville Jacalyn Lund, Georgia State University Beth Hersman, Wright State University	NAKHE/SHAPE Task Force: Review of PETE, Findings and Recommendations	Starting in the spring of 2017, the organizations NAKHE and SHAPE America formed a joint task force to review the issues and potential decline of Physical Education and Health Education Teacher education programs and the needs of the profession. There has been a noted decline in enrollment of 36% in teacher programs between the years of 2008-2014 (Aragon, 2016). Yet, this time also has seen a projected rise of 14% in teaching positions from 2010-2021 (NCES, 2013). The shortage of teachers does pertain to physical education, specifically with 32% of schools in New York City reporting a lack of certified teachers in that area (Stringer, 2015). The state of Florida also reported that 58% of their physical education courses were taught by instructors who were not certified (Florida DOE, 2017). Regardless of the increased demand, the joint task force discovered that 42% of the 50 states investigated had experienced a decline in PETE and HETE college/university programs over the last ten years. Additionally, about half of the states in the U.S. felt that a decline would continue in the next few years. The mission of the joint task force was to further investigate these contrasting issues, as well as additional factors that may contribute to teacher preparation program decline. The joint task force also investigated the issues in the U.S. that may play a role in being employed as a licensed teacher, and issues were examined among the four regions of the U.S. Northwest, South, Midwest, and West. Noteworthy was the report of teacher salaries, demonstrating ranges as low as \$27,000 to as high as \$120,000. Aggregated licensure requirements for states showed that over 90% required physical education licensure and 70% of states required health education licensure. Yet, due to the lack of supply in regards to licensed teachers, 86% of states allow for instructors to hold an alternative license. The presenters, who served on the joint task force, will be discussing the recommendations on multiple levels, such as guidance and direction on what both NAKHE and SHAPE should consider imperative, like providing specific and additional support of state associations. Additional recommendations on working with legislators at the state and federal level to garner support for licensure programs will be addressed. Notable feedback for actual programs in the university setting to assist admissions officers and create clarity of program purpose and job opportunities will also be discussed. The presenters hope that many of the attendees will come prepared to ask questions and engage in meaningful discussion about the topic to help shed light on ideas to improve the areas of teacher education that are under kinesiology.
Chessica Cave, Lincoln Memorial University	Small Steps Lead to Big Success: Embedding edTPA Throughout Your Program	As the thought of helping teacher candidates pass edTPA weighs heavy on our minds, so does this question: How do we effectively teach to help prepare candidates for edTPA? When making instructional decisions, the question must be asked: “Are we modeling and incorporating good instructional practices to help with preparation of edTPA?” This presentation proposes how to embed edTPA throughout your program by incorporating units of studies and literature circles, and centers. A hands-on approach will demonstrate instructional practices, teaching techniques and strategies to use in each transition to help prepare teacher candidates for edTPA. The presenter will give examples of how to scaffold

		<p>instruction and implement parts of edTPA in all of your courses. Examples will be provided for applying Transition I to use lesson plans, literature circles and centers to introduce parts of edTPA. Strategies for incorporating basic planning, along with effective instruction and feedback in the candidate's first Unit of Study will be demonstrated for Transition II. Demonstrations of how to add assessment and detailed commentaries to both Planning and Assessment will be shared for Transition III. Student teaching is the juncture to put all the strategies into a viable action plan. Central questions include: "How can embedding edTPA throughout your whole program help candidates prepare for edTPA submission? How can Units of Studies reflect preparation for edTPA? Why is comprehensive teacher candidate feedback crucial in preparing candidates for edTPA?"</p>
<p>David Cutton, Texas A&M University - Kingsville Brian Culp, Kennesaw State University</p>	<p>Self-Talk, mentoring and empowering faculty to contribute to organizational change</p>	<p>Mentoring has been identified as a key mechanism to assist professionals in higher education with career progression. During the NAKHE Annual Conference in 2018, a distinguished panel of professionals in kinesiology discussed characteristics of a mentor, specifically noting the importance of listening and communication. Nouwen (1975) and Hersman (2018) espoused that these skills should be developed intentionally to improve academic departments. Irrespective of where faculty are in their careers, the pressures that undermine effective communication are numerous. In addition to the pressure to research, publish, and present, there is the expectation of teaching impactfully while performing community, college and departmental service. Those pressures often lead to competition among faculty for merit raises, tenure, promotion, and desirable course assignments. Rakes and Rakes (1997) note that reward systems rarely address departmental or college goals, favoring the promotion of individual or narrow agendas. Each of these aspects contribute to many faculty members feeling that they are struggling isolates in their academic departments. As this model for faculty production has not changed significantly in the past 30 years, perhaps the time has come to introduce deliberate techniques of communication into academic work spaces. Verbal communication involves not only talking to people but also talking to oneself. This self-talk (ST) that the individual engages in can be overt or covert and is associated with reasoning, problem solving, planning, plan execution, motivation and gaining attention. As mentors, colleagues, teachers, or friends we can serve as agents of socialization for others, and thereby encourage them to effectively socialize and communicate with themselves and others through the encouragement and effective use of ST. Cutton, Killion & Burt (2015) have suggested a three-step approach to implement effective ST in a variety of environments, to help those that you mentor. Hopefully, the results reveal changes in our actions, conversations, and dialogue within many professional and personal environments. We may need to be the guide for someone else or the navigator for ourselves.</p>
<p>Jamie Gilbert, Athens State University</p>	<p>Making the Most of edTPA and High Stakes Performance Based Assessment for Student Teaching/Internship</p>	<p>High stakes performance assessments such as edTPA are quickly becoming an integral part of Physical Education Teacher Education (PETE) programs across the United States. Performance-based assessments are meant to emphasize, measure, and support the skills and knowledge that a person needs to be a successful novice teacher. This session will showcase best practices for faculty in preparing students for high stakes, performance-based assessments used during student teaching and internships. Topics examined in detail will encompass planning, instruction, and assessment. Furthermore, appropriate faculty preparation is a vital piece to student success in performance-based assessments. During this session, attendees will be able to initiate or refine their skills in creating and evaluating relevant tasks during their physical education curriculum leading up to the internship semester. Suggestions for curricular alignment to performance-based assessment will be covered, along with the proper protocol for portfolio preparation throughout the program and leading up to the student teaching experience. In depth faculty understanding of best practices in the protocol, preparation, and execution of the edTPA process may equal higher student success rates.</p>
<p>James Hannon & Ellen Glickman, Kent State University</p>	<p>Faculty Pathways to Leadership</p>	<p>Today's dynamic higher education environment presents many challenges requiring a diverse set of leadership skills (Selingo, Chheng, & Clark, 2017). Changing demographics, technological innovations, uncertain financial environments, push for international partnerships, and the need for new business models call for leaders to be well versed and experienced across a broad range. Academic leaders must also have the capacity to build collaborative leadership teams (Kezar, 2017). These skills are not solely required of the highest senior academic leaders, such as presidents and provosts, they are also required of deans, chairs/directors, and program heads (Selingo, 2016). How do we take the leap away from our faculty roles strongly tied to teaching and research? How can we learn what is needed in leadership roles before being immersed and understand the bigger picture? How do scholars averse to risk learn to make courageous decisions, express a vision, face controversy, and develop the emotional intelligence needed to inspire others? In this session, two academic leaders with professional foundations in Kinesiology- based fields, a dean and a school director, will reflect on steps</p>

		taken along their journeys which have helped foster skills needed in their current leadership roles. Several key themes to be discussed will include: 1) participation in leadership development opportunities; 2) importance of mentoring, both internally and externally, to your own institution; 3) thinking ahead, but staying in the moment to be the best leader for those you serve; 4) fostering relationship-building skills early; 5) stepping- up when called upon, seeing challenge as opportunity; 6) maintaining a scholarly identity as administrator; 7) thinking "inside and outside the box" of the university; and 8) qualities that comprise an effective leader (i.e., listening, flexibility, passion, optimism, emotional intelligence, etc).
Beth Hersman, Wright State University Tara Tietjen-Smith, Texas A&M University - Commerce	Preparing Faculty for the Department Head Role	Many new department heads move into this role without any training or preparation. Many learn "on the job," which may not prepare them adequately. The importance of the department head includes serving as the main link between the faculty and the administration, coordinating the budget, hiring faculty, and dealing with faculty issues among other things. The purpose of this presentation will be to propose a succession planning framework to help a new or aspiring department head prepare for that role in the form of a leader-mentor experience. Mentoring relationships have been shown to increase retention and recruitment of faculty, and this is also true for preparation and development of department heads.
Beth Hersman, Wright State University Tara Tietjen-Smith, Texas A&M University - Commerce Britt Johnson, Missouri Western State University Richard Oates, University of North Georgia	The Leader Mentor Grant: Making the Experience Successful	The Leader Mentor grant is a part of NAKHE's Leadership Institute and is designed as a one week shadowing experience where an aspiring department head shadows an established leader in the field of Kinesiology. During this mentoring experience, the mentor and mentee engage in the various tasks and responsibilities of the leader position. This presentation will recount the 2018 Leader Mentor grant awardees' experiences with their mentors, from the perspective of both the mentor and mentees. The presenters will also offer suggestions for how to prepare to make this experience a positive and rewarding one for future Leader Mentor grant awardees.
Shelley Holden, University of South Alabama Timothy Baghurst, Oklahoma State University	Experiences in Higher Education Leadership Positions from Early Career Administrators	Program directors and department chairs are the links between the faculty and administration. The range of skills and competencies required for these positions is constantly expanding. However, many faculty in these positions are ill-prepared for the demands of the job. The purpose of this presentation is to provide some "on-the-ground" experiences from early career administrators to aid those who are or intend to work in similar administrative positions.
Glenn Hushman, University of New Mexico	A View from the Bottom: Navigating CAEP Accreditation as a Small Fish in a Big Ocean	Many physical education teacher education programs reside within colleges that go through a national accreditation review. The National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) recently merged into the Council for the Accreditation of Educator Preparation (CAEP). While much has changed in the process and required product of CAEP, one of the most important changes is the requirement of moving from individual program reports to a "unit wide" focus of teacher preparation. Considering that physical education is often the smallest, student credit hour generating program in a college that houses teacher preparation, and the marginalized nature of the subject area, faculty in physical education teacher education programs are often in a position that requires careful navigation of politics, while working among much larger programs in a unit. This presentation shares the pitfalls and successes of a program coordinator in a physical education teacher education program who is currently working with four larger, teacher preparation programs to meet the demands of CAEP accreditation.
Britt Johnson, Missouri Western State University Richard Oates, University of North Georgia	Leader Mentor Grant	Dr. Oates and Dr. Johnson were awarded the Leader Mentor Grant in 2018. Dr. Oates hosted Dr. Johnson at North Georgia to introduce him to the job details of administration in Higher Education. This session will discuss this visit, as well as other aspects of applying for the grant and the mentorship process.
Lindsey Nanney, Amy Olsen & John Lothes II, University of North Carolina Wilmington	Do Physical Education Faculty Behaviors Effect Student Perceptions of them as Health Experts: Do we Practice what we Teach?	Surveys were administered among college students and physical education faculty in a Physical Education course (PED 101) at a university in the southeastern United States. Different vignettes of behavior types were assessed (both healthy versus unhealthy behaviors), where students may come in contact with their health faculty. Scenarios were assessed to examine how there may be an effect on the student's perception of health faculty members as health experts. Results show that both salient behaviors (such as seeing faculty members exercising on campus or drinking water during class) and non-salient cues (seeing faculty members at grocery store and having a grocery cart full of healthy or unhealthy foods) play a role in students' perceptions of health faculty as health experts.

<p>Robert Lyons, Queens University of Charlotte E. Newton Jackson, Jr., University of North Florida</p>	<p>What Mentorship in Kinesiology looks like: A Department Chair's Perspective</p>	<p>This program will focus on the "best practices" for developing, fostering and sustaining a healthy mentor/mentee relationship in the discipline of kinesiology. I will discuss findings from my qualitative research study on faculty mentoring in kinesiology. There is a dearth of research on mentoring in kinesiology. The purpose of my presentation is to (1) discuss the needs of mentees/junior faculty, (2) discuss the role of the mentor/senior faculty member, (3) discuss methods of mentoring sustainability, and (4) propose a practical model for mentoring junior faculty. In addition, the program will call for audience participants to use their mobile technology to engage in an interactive discussion on the needs of junior faculty.</p>
<p>Robert Lyons, Jr., Queens University of Charlotte Paula Shelby, Benedict University Angela Beale, Rowan University Sarah Price, Florida A&M University</p>	<p>Challenges and Strategies of being an African American Chairperson in Kinesiology</p>	<p>This program will highlight the socio-cultural issues that African-American chairpersons have to confront, challenge, and negotiate at both historically black colleges and universities, as well as predominately white institutions. Specific focus and attention will be given to matters of race and power, conflict, expectations, gender roles, negotiation, and professional development. The strategies for this presentation are three fold: (1) to outline inductively the work life of an African American chairperson, (2) to examine reasons for the complexity of being an African American chairperson, and (3) to discover how African American chairpersons negotiate and navigate their position while reconciling and exerting their various forms of power.</p>
<p>Geoff Meek, Bowling Green State University Lindsay Nanney, University of North Carolina – Wilmington</p>	<p>Showing casing our IPAP successes: The influence of student evaluations on IPAP programs</p>	<p>With ever greater accountability expected from IPAP programs in relation to institutional goals and student-generated funding models, the role of student evaluations of instruction (SEI) in supporting the successes of the IPAP program have come into sharper focus. This session examines the ways that SEI impact IPAP programs and includes the following: the manner in which SEI are analyzed within IPAP programs to support and evaluate instructors; the influence of IPAP data on departmental averages, on annual review, and merit-based pay awards; and the extent to which different levels of administration support the program or can be influenced by an effective narrative based on data analysis. Opportunities for discussion will be focused on the types of questions and instrumentation used in IPAP programs and departments; the level of control over what questions can be asked in evaluating IPAP classes; the use of formative evaluations, such as mid-semester reporting, to provide feedback or adjustments to instruction; and whether, as a national association, we should develop and evaluate common IPAP student learning outcomes to generate a supportive network of IPAP success. Following a recent arbitration case (Ryerson University vs. Ryerson Faculty Association, 2018), where student evaluations were not considered effective to assess teaching quality for faculty members, it is time to consider alternative ways to showcase our successes; this may include more effective use of qualitative comments, self-reflective reporting by instructors, and examination of intentions to try and continue physical activities beyond IPAP courses.</p>
<p>Anne Merrem, University of West Georgia Timothy Baghurst, Oklahoma State University Vanessa Fiaud, West Texas A&M University Shelley Holden, University of South Alabama Elizabeth Wachira, Texas A&M University - Commerce Emilia Zarco, Adelphi University</p>	<p>International Faculty Perspectives on Kinesiology in Higher Education in the US</p>	<p>Faculty members (FMs) with foreign citizenship preparing teachers in physical education teacher education (PETE) programs and conducting research in sport pedagogy within American universities appear to be growing in number. Boyce, Lund & O'Neil (2015) determined 24% of students in American sport pedagogy doctoral programs were citizens of other countries. Over two-thirds of these students went on to work in American universities upon graduation. Internationally-born FMs (IFMs), including both non-citizens and naturalized Americans, and teaching sport pedagogy (a sub-discipline of kinesiology), are even greater in numbers (Park & Curtner-Smith, in press). FMs and IFMs are on the rise in the field of kinesiology which includes PETE, Sport Pedagogy and related fields like Sport Management and Health Education and Promotion. In this panel discussion, six tenure-track or tenured faculty in the field of kinesiology will share their personal experiences as they occurred in their career path. Panel members come from six countries: Canada, England, France, Germany, Kenya, and the Philippines. They occupy positions as department chair, program director, or faculty members and hold academic ranks of associate or assistant professor. They participated in the NAKHE Leadership Programs. Topics of the discussion will include (a) students and teaching (e.g., assigned teaching loads, content delivery approaches, available resources, and, most importantly, the culture and expectations of the student population); (b) research (e.g., writing in a second (or third) language or collaborating with other researchers who may be more inclined to work with colleagues of the same background); (c) personal issues (e.g., living in a different culture, work permits, distance from family); and (d) mentoring support or needs (e.g., knowledge about navigating the system, learning local culture, understanding expectations for promotion and tenure.) The panelists will highlight their individual paths to professional success, and how they negotiated obstacles and roadblocks along the way.</p>

<p>Glenn Miller, Baylor University Krista Diedrich, Elmhurst College</p>	<p>PETE Candidate Teaching Assessment: Best Practice Sharing Session</p>	<p>Are we, as PETE instructors, assessing candidate teaching performances effectively, and thereby enhancing/facilitating learning? Assessment provides information about the knowledge, skills, and other attributes deemed important to candidates in PETE programs. Quality assessment is an integral part of physical education teacher training, and is needed to guide candidate learning and improvement. There is certainly agreement on some of the criterion utilized by PETE instructors to assess candidate teaching performances; such as evidence of strategic lesson planning, maximizing ALT-PE, appropriate use of (constructive) feedback, use of technology, effective use of space and equipment, closure, etc. However, are there other criterion, or possibly technologies, that PETE colleagues around the country are using for assessment that some, or many, of us are unaware of, and could benefit from employing them as well? The more comprehensive the teaching assessment of PETE candidates, the better the product we are producing. The purpose of this session is to identify and share assessment criterion that PETE colleagues across the country are using to evaluate candidate teaching performances. The value of continued improvement in PETE candidate teaching assessment is far reaching and can only enrich our profession.</p>
<p>Murray Mitchell, University of South Carolina</p>	<p>The Role of National Associations in Developing and Enforcing Professional Standards for Research and Scholarship: The case of Physical Education Teacher Education Professors</p>	<p>School physical education programs have not achieved equitable outcomes for young people (Lawson, 2018). As policy imperatives for outcomes-based accountability mount, this state of affairs poses threats to Physical Education Teacher Education (PETE) and Kinesiology overall. One solution is to prioritize the development and dissemination of more and better practice-focused research and scholarship. This complex solution includes incentives and requirements for PETE professors to revisit their roles, responsibilities, and professional priorities. National standards offered by professional associations (e.g., NAKHE) provide quality assurance mechanisms, and they have import for PETE doctoral programs as well as preservice teacher education.</p>
<p>Tim Mounce, Guilford Technical Community College Lindsey Nanney, University of North Carolina Wilmington</p>	<p>Physical Education Professionals in Higher Education Facebook group</p>	<p>A new closed Facebook group has been created for current and former physical education professionals in higher education. These professional roles include, but are not limited to: physical education, health, kinesiology, wellness, fitness, physical activities, coaching, sports, exercise science, exercise physiology, biomechanics, etc.</p>
<p>Steve Prewitt, Clay Bolton, & Anthony Rosselli, Texas A&M University - Commerce</p>	<p>An Interdisciplinary Approach to Service Learning: The Impact of a Wheelchair Basketball Tournament on Student Success</p>	<p>This interactive presentation will provide attendees an opportunity to learn about a collaborative learning experience for faculty and students offered within the Department of Health & Human Performance at Texas A&M University-Commerce. The annual Roll 'n' Shoot Wheelchair Basketball Tournament brings together Sport & Recreation Management, PETE, and Public Health students to work together in the planning, execution, and evaluation of the tournament and associated components- including a health fair as part of National Public Health Week. The wheelchair basketball event facilitates building strong links between the department, university, and wider community with the profits raised from the tournament being donated to the local Special Olympics held at Memorial Stadium at TAMUC a few weeks after the event. Students are provided with the opportunity to learn about programming and marketing of events, the importance of public health initiatives for the community, and the challenges for those with physical disabilities taking part in sporting activities; these are all vital components as we prepare the next generation of sport managers, PE teachers, and public health professionals.</p>
<p>Carrie Sampson Moore, Massachusetts Institute of Technology Jared Russell, Auburn University</p>	<p>Establishing Guidelines for Collegiate Instructional Physical Activity Programs (CIPAPs)</p>	<p>The Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs document was created to provide guidelines for the effective implementation of collegiate instructional physical activity programs. These programs are also commonly referred to as physical activity and wellness programs, basic instruction programs, or general physical education programs. The goal of these programs is to provide academic courses and resources that educate students on physical activity, sport, and fitness skills and knowledge that facilitates healthy, active lifestyles and fosters personal growth. Over the last decade, there have been significant changes in academia and society, including teaching and learning theory, new types of offerings/options, pedagogy, instructor models involving online instruction, an increase in wellness education, implementation of wearable technology, and evolving risk management expectations. Consequently, it is time to engage kinesiology professionals to review, revise, and update the Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs (2009) document. Objectives: To educate the audience about the contents of the current document, including key topic areas such as administration, assessment, instructional strategies, professionalism, learning environment, program staffing, and curriculum; to identify areas and specific items that need to be added, deleted or updated due to the changes in the field of Kinesiology over the past 10 years; and to cultivate support and identify collaborators to update the document.</p>

Brad Strand, North Dakota State University	Leading with TED: Ideas Worth Sharing	TED fashions itself as “ideas worth spreading”. It is hoped that these talks can produce ideas that we can spread through our own circles of influence. In this session I will present thoughts on leadership, motivation, affirmation, etc. that have been learned through TED talks.
Tara Tietjen-Smith & Clay Bolton, Texas A&M University - Commerce	Toxic Leadership in Organizations: What Role Do We Play?	In today’s society we are surrounded by individuals we may define as being toxic or destructive leaders; someone who uses their power and authority oppressively, capriciously, and perhaps vindictively (Ashforth, 1994, p. 126). In the extant literature, terms like “bullies” (Namie & Namie, 2000), “abusive supervisors” (Tepper, 2000), “derailed leaders” (Shackleton, 1995), “petty tyrants” (Ashforth, 1994), “psychopaths” (Furnham & Taylor, 2004) or “intolerable bosses” (Lombardo & McCall, 1984) may be used to describe them. The concept of toxic, or destructive, leadership has been discussed extensively in the literature (e.g. Fraher, 2016; Lipman-Blumen, 2010; Reed, 2004; Krasikova, Green & LeBreton, 2013), and this growing focus leads to several questions. What characteristics might toxic leaders share? How are they able to lead in a toxic or destructive way? Do individuals facilitate this type of leadership? Why might this be the case? Padilla, Hogan & Kaiser (2007) developed a model to try to answer these questions, called the Toxic Triangle. In it, they discussed three dynamics: Destructive Leaders (where they analyzed the characteristics of those who might be considered this type of leader); Conducive Environments (that facilitate toxic leadership); and Susceptible Followers (why colluders and conformers might allow this type of behavior to manifest and remain in positions of power) in the context of political leaders, focusing on Fidel Castro and Adolf Hitler. Toxic leadership in other institutions, like sport, provide an opportunity to examine the applicability of this model in other fields. Sport is replete with examples of leaders who “push the boundaries” of what would be considered as ethical leadership. Former presidents of some of sports’ biggest and most influential governing bodies, including FIFA, the IAAF and the UCI, have been accused, and in some cases found guilty, of behaviors that constitute corruption. While much of this behavior is conducted by individuals, the environment is such that this activity is tolerated and, in some cases, facilitated by those in positions of power. In analyzing the sport context, Roberts, Tietjen-Smith & Bolton (2018) proposed the MSOTT (Management of Sport Organizations Toxic Triangle) model, reimagining the work of Padilla et al (2007) and applying it in this new arena. The purpose of this presentation is to examine one of the dynamics of the MSOTT model, Susceptible Followers, and begin to understand the nature of “following” in the sport industry. By understanding the nature of follower relationships in the sport industry, we can start to dissect the pressure points in dealing with corruption in sport, and potentially other industries, more broadly. i.e. If we know where the “power” lies in follower behaviors, what can we do to influence that behavior to promote more ethical decision making processes?
Gregg Twietmeyer & Mary Holliman Lanphere, Mississippi State University	The Reproducibility Crisis in Kinesiology	There is a growing recognition of the structural problems that contemporary empirical research has regarding the reproducibility of results. In 2005, for example, John Ioannidis published “Why Most Published Research Findings are False” in which he argued that poor research design, small sample and effect sizes, the pressure to publish, the pressure to find positive results, as well as conscious and unconscious bias, had all crippled the reliability of results in empirical research. In fact, he went so far as to say that, “It can be proven that most claimed research findings are false.” (p. 696). In the thirteen years since Ioannidis published his landmark paper, several others have echoed his concerns (The Economist, 2013; Open Science Collaboration, 2015; Wilson, 2016). Kinesiology is not immune to this state of affairs. If there are good reasons to believe that a large percentage of empirical research in general is invalid, then there are good reasons to believe that a large percentage of empirical research in kinesiology is invalid. If that is true, then the discipline has an extremely serious problem. Nevertheless, there is far too little recognition of the gravity of these dangers in the discipline. Too many kinesiologists are either oblivious or willfully ignorant regarding these problems. Reform is necessary. We propose, therefore, to outline and defend the veracity of Ioannidis’ central criticisms in hopes of spurring reform of the research process in kinesiology. To further that end, we conclude by offering recommendations on what should be done to increase the quality and reliability of empirical research in kinesiology.
Charles H. Wilson, Jr., Drew Zwald, & Bridget Melton Georgia Southern University	Navigating NCAAC Accreditation: Georgia Southern University's Experience	National accreditation is a worthy goal of any program. Georgia Southern University's undergraduate minor in Exercise Science with an emphasis in Coaching Behavior was the second program in the nation to receive National Committee for Accreditation of Coaching Education (NCAAC) accreditation. It has since been reaccredited. In the summer of 2018, we submitted our second reaccreditation materials for our undergraduate minor and also our initial accreditation materials for our fully online Master of Science in Kinesiology with a concentration in Coaching Education. We will provide details on how we created a team to handle the process, what worked, and what did not work.

2019 NAKHE CONFERENCE ABSTRACTS: INDIVIDUAL SESSIONS

STRAND 2: STUDENT SUCCESS

(in alphabetical order by lead presenter and strand)

LEAD SPEAKER & INSTITUTION	TITLE OF PRESENTATION	PRESENTATION ABSTRACT
<p>Ken Bias, Brandy Lynch & Brad Mears, University of Central Missouri</p>	<p>Experimenting with methods classes to promote student success and opportunities to grow and develop.</p>	<p>Giving students the chance to experience success in a methods class is often difficult with the limited amount of time we are given. How much time do we give our students to teach their mini-lessons? 8-10-15 minutes per lesson? Giving students as many opportunities as possible to teach and giving them the amount of time to accomplish all the key elements to their lesson becomes complicated. We tell our students they should always be willing to try new things that might have the potential to help their students. However, as their mentors, are we willing to do the same thing? We tend to get caught up in “this is how it works here at the university” and we stick to it. We work within the boundaries of what we are given, and we make the best of it for our students and ourselves. In the spring semester of 2018, the PETE program at UCM decided to mix things up a little to see what would happen in two of our junior methods classes. The Analysis and Teaching of Secondary PE class and The Analysis and Teaching of Elementary PE class ran back to back with the same students in both classes. The decision was made to teach each class once a week instead of twice a week, taking up both times slots each day. This gave each professor one long class period of two hours and forty-five minutes to work with their students each week instead of the shorter two class hour and fifteen-minute class periods. This presentation will discuss the benefits and drawbacks discovered throughout the semester. How did the students respond to the changes? Would we do it again? What changes would we make if we decide to do it again?</p>
<p>Melinda Campbell, Meredith College Raleigh</p>	<p>Developing Information Literate Students in a High Tech World</p>	<p>A recurring and seemingly growing problem we seem to encounter in higher education classrooms is ensuring that our students are information literate and responsible in their research and dissemination of information. This daunting task requires us, more often than not, to spend class time helping students gain the capacity to understand, assess, evaluate, and apply information to solve problems or answer questions. Recent attention has been given to this topic by <i>The Chronicle</i> and <i>Pew Research Center</i>. In this interactive session, the components of information literacy will be reviewed along with academic and real world examples to support each. Additionally, best practice dictates that we provide multiple experiences for students to become better information consumers. Opportunities for dialogue and discussion will revolve around successful ideas and ways to infuse good practices and activities into the student experience and encourage ways for them to locate, evaluate, and effectively use information.</p>
<p>Carol Ciotto Tan Leng Goh, Central Connecticut State University Marybeth Fede & Catherine Berei, Southern Connecticut State University</p>	<p>Implementation of a Before and After School Physical Activity Program to Improve Students’ Academic Performance and Social and Emotional Learning</p>	<p>In Connecticut, 12.3% of students are obese, consistent with the national percentage of obesity at 13.9%. The prevalence of obesity is significantly higher among Hispanics (15.7%) than among non-Hispanic whites (2.7%) (CT-DPH and CSDE, 2015). In addition, two-thirds of Hispanic (61.1%) and black (65.9%), and half (45.3%) of white students, do not get the recommended level of physical activity during an average week (CT-DPH and CSDE, 2011). Considering physical inactivity as a leading cause of overweight and obesity among children and youths, Central Connecticut State University (CCSU) and Southern Connecticut State University (SCSU) collaborated in partnerships with two schools to implement a before and after school physical activity program with the goal to increase school students’ physical activity. CCSU researchers will implement the program in a middle school in the Berlin Public School District, while the SCSU researchers will implement the program in an elementary school in the Hamden Public School District. The school-university partnership allows us to infuse hands-on experience into our courses for students to practice implementing a before/after school physical activity program utilizing best practices and successful strategies to foster overall student success. These out-of-campus experiences provide valuable opportunities for the university students to hone their pedagogical skills, as well as gain experiential knowledge, to organize and coordinate before/after school physical activity programs. Infused as part of their coursework, the university students will assist the physical education teachers at each school to implement the before/after school physical activity programs. Such experiences are also beneficial for the university students, as they receive feedback from the physical education teachers throughout the program. The program will be implemented in the fall and spring semesters (2018-2019), three to five days per week, for eight weeks each semester. The before school fitness-based physical activity program (SPARK) will be used to provide school students with opportunities to participate in moderate to vigorous physical activity (MVPA) for 20 to 30 minutes (https://sparkpe.org/). The after school running program will be implemented in collaboration with Girls on the Run International, a</p>

		<p>non-profit organization that encourages positive emotional, social, mental, and physical development (https://Girlsontherun.org). School students will wear heart rate monitors during the before and after school programs to ensure they are physically active in the target heart rate zones. The broader research study focuses on Connecticut school students' learning and the application of disciplinary knowledge concerning physical activity, and its effect on cognitive, social, and emotional learning. For the purpose of the broader research study, written cognitive tests identified and administered by the classroom teacher will be used to measure students' academic performance. Furthermore, the Devereux Student Strengths Assessment will be completed by parents and/or teachers to measure students' social and emotional learning, particularly optimistic thinking, self-management, goal-directed behavior, self-awareness, social awareness, personal responsibility, decision making, and relationship skills. The university students will also assist in data collection and analysis as part of the broader research study. These opportunities will provide a holistic learning experience for the university students beyond the academic classroom.</p>
<p>Leora Gabay, Sue Sears, Nathan Durdella & Shane Stecyk, College of the Canyons/Los Angeles Valley College</p>	<p>Exercise in College-aged Women and Academic Success</p>	<p>Exercise has been found to decrease weight, improve sleep patterns, and, in general, to lead to an active and healthy lifestyle (Mayo Clinic, 2014). Along with the physical improvements that exercise can have, there are other benefits, including improved academic performance. There is a large volume of research that looks at the benefits of exercise on academic performance. Taras (2005), Trudeau, and Shephard (2008) and Singh et al. (2012) have compiled reviews of the literature thoroughly investigating the relationship between physical activity and academic performance. They have concluded that there is a positive connection between the two. Other researchers have concluded that exercise contributes to other factors in academic success, such as concentration and memory. However, there is minimal research that reflects upon the experiences of college-aged students who engage in physical activity. Therefore, the purpose of this study is to understand the experiences of college-aged female students who participated in an exercise intervention program titled Exercise for Academic Success and Excellence (EASE). Eleven female participants engaged in the EASE program for approximately 12 weeks. The participants were directed to exercise for 150 minutes a week and submit weekly logs recording their experiences regarding exercise and academic performance throughout the duration of the intervention. The participants perceived physical, cognitive, and emotional benefits and enhanced academic performance, regardless of grade point average (GPA) increases. The students who experienced the most benefits, particularly in GPA, were the students who met the minimum requirement to exercise (150 minutes per week). These trends imply that an on-campus exercise program that students are held accountable for may have prompted improvements in their academic success.</p>
<p>Dr. Jesse Germain & Amy Yang, United States Military Academy at West Point</p>	<p>Army Vs. Navy : A Closer Look at the Service Academies' Physical Fitness Assessment Protocols</p>	<p>This presentation will explain the different physical fitness assessments administered at West Point and the United States Naval Academy. Following a brief discussion of individual fitness test requirements, a West Point cadet will present research that attempted to establish if there were significant differences in peak muscle activation between aspects of the Army versus Navy fitness test. The presentation will conclude with a discussion of our nation's Service Academies and their strategies for ensuring student success in their respective physical fitness programs.</p>
<p>Jamie Gilbert & William Davis, Athens State University</p>	<p>Best Practices to Implement SHAPE America's Advanced Standards and their Guiding Principles for Masters Level Teacher Training</p>	<p>Research shows that many Physical Education Teacher Education (PETE) master's degree programs have been exposed to and utilize SHAPE America's advanced standards for teacher training. SHAPE America's advanced standards of 1) professional knowledge, 2) professional practice, and 3) professional leadership, are used in the national recognition process to review advanced-level (i.e., master's degree, post-initial licensure) programs. Many programs utilize the advanced standards, both intentionally, and indirectly, through course assignments and requirements for completion of the PETE master's degree. Four central principles of focus of learning, rather than teaching, integrated knowledge base, the importance of inquiry, and the role of leadership support SHAPE America's three advanced standards. These are designed to inform each of the three standards. This session is designed to advise attendees of best practices and techniques to infuse critical assignments into master's level PETE courses and curriculum to reflect objectives of SHAPE America's advanced standards. Suggested course objectives and assignments will align with the detailed explanation associated with each advanced standard. This detailed explanation provides the context and rationale for selecting the skills, knowledge, and performance projected as characteristics of a well-informed master's degree candidate, describing criteria for unacceptable, acceptable, and target performance levels for candidate evaluation. Ideas for implementing the advanced standards and four critical underpinnings will cover a wide range of curriculum components, including course projects, culminating activities, research initiatives, and field experiences for successful masters level teachers focusing on planning, instructing, assessing, and differentiation.</p>

<p>Casey Hollibaugh & Jackie Lund Georgia State University</p>	<p>Grading in Physical Education</p>	<p>Research is being conducted on the grading beliefs of secondary physical education teachers in the public school setting. Discussion will revolve around the study's five grading scenarios and the data collected from current public school secondary physical education teachers. Each of the five scenarios underlines the psychomotor, cognitive, and affective domains as they pertain to PE. Additionally, beliefs and explanations as to why responses were chosen will be acknowledged. By highlighting this information, a better understanding of grading practices in physical education can be gained. This information can help establish commonalities in PE programs across the country, and identify areas of strengths and weaknesses in our subject content to help validate the importance of our courses.</p>
<p>E. Newton Jackson, Jr., Kristi Sweeney & Maurice Graham, University of North Florida Sarah Price, Florida A&M University</p>	<p>Sports Management Internships: Showcases our Program Success</p>	<p>The growth of sport management programs nationwide and the FTE generated are without comparison in the higher education landscape. Many programs require an undergraduate student internship prior to graduation. The quality of the curriculum in sport management may be best reviewed and evaluated by examining the effectiveness of the senior internship. Koo et al. (2016) stated, "the internship could have a significant impact upon the student's desire to enter the field after graduation" (p.29). Are there common concepts or factors which make an internship quality? How prepared are the faculty and program to advance the course, "Internship"? Use of text messages and internet along with Facebook and other social mediums have created a new, previously unforeseen, concern for students, their safety, and rights. This session will address aspects of internship from conversation, review, proper paperwork, effective cultivation and preparation, observation, documentation, and evaluation. Discussion on institutional liability, associated with student placement, and potential sexual harassment issues which may result need to be considered and discussed. Suggestions shall be provided for discussion. What role does the department administration and even the college or central administration have in this educational process? Student data shall be presented, outlining perceptions on curriculum effectiveness and preparation of select student interns.</p>
<p>Melissa Jensen, Oklahoma State University</p>	<p>Mastery vs. Grade</p>	<p>It is not enough for students to just complete classes with good grades, they must become masters of the content. This will help them better prepare for future employment, as well as become more effective advocates for kinesiology through their enhanced knowledge. This session will present several teaching practices that improve students' ability to comprehend and assimilate content, while also challenging the idea that grades are not everything.</p>
<p>Kathy Mangano, Springfield College</p>	<p>Preparing for Success in Academia</p>	<p>Congratulations, Dr. Scholar! You have just been hired as an Assistant Professor of Kinesiology at Professor University. Are your syllabi ready? Are you incorporating effective instructional strategies in your classes? Do you understand the faculty personnel policy and the roles and rewards of faculty? If you engaged in the Preparing Future Faculty Series of coursework designed to introduce Ph.D. students to academia, you are ready to hit the ground running! Provosts, deans, and department chairs have the responsibility to educate doctoral students in content, research, general education, and dissertation areas. For those candidates who will go on to faculty positions, another key element to their education is preparation for professorships. Modeled after the Preparing Future Faculty program designed by the Association of American Colleges and Universities, this presentation will highlight descriptions (below), objectives, content, and relevance of three courses: <i>Instructional Effectiveness in Higher Education</i> - Effective instructional strategies and curriculum development are presented and practiced in order to strengthen the pedagogical content knowledge of doctorate students preparing to teach in higher education. <i>Seminar in Teaching in Higher Education</i> - Discussion on topics including an examination of issues, roles, and privileges associated with teaching and administration in higher education is designed to prepare doctoral students for entry into a higher education teaching career. <i>Doctoral Seminar</i> - Trends and issues within the areas of higher education, physical education, and sport serve as the basis for discussion and exploration and provide a forum for addressing contemporary issues. Challenges in the conduct of research and publication are also investigated. These courses expose students to the teaching, service, and scholarship responsibilities of faculty members, support the development of pedagogical skills in higher education settings, and assist in the transition from doctoral student to faculty member. Regardless of kinesiology specialization, preparing future professionals is one of six required areas for coursework and learning experiences within the Ph.D. program at Springfield College.</p>
<p>Bridget Melton, Georgia Southern University</p>	<p>Using the Best Practices of Teaching Technologies to Improve Course Design: A Case Study</p>	<p>Most Kinesiology departments now offer some type of introductory course, letting potential student majors understand the subdisciplines and the career options in the field. Introduction courses are often viewed as relatively easy courses to teach and can be taught by any faculty member of the department. However, with a wide variety of topics within the discipline, most faculty are experts in their specific area, and the diversity of topics can pose a challenge to present in an engaging manner. The presenter will highlight one university's</p>

	of an Introduction to Exercise Science Class	approach to the Introduction to Exercise Science course using the best practices of technology to create engaging online materials to compliment in-class activities. One of the major learning objectives in the Introduction course is to highlight the subdisciplines and career options for new majors. The challenge instructors often encounter with teaching these learning objectives is to get the student to not only retain and comprehend basic knowledge, but for the student to analyze, synthesize, and evaluate the information. Instructors want students to be able to gather discipline-specific content, analyze the materials, and to evaluate what the information means for them or a client. Technology allows instructors to bring together consistent materials for their cohorts of students by the use of online modules. It also allows the student to demonstrate gathering information, analyzing that material, and, furthermore, evaluating the information through engaging online activities. This presentation will highlight the course design of an Intro to Exercise Science course, exposing the learning management system to show how to organize content materials. Additionally, the presenter will highlight how the online materials allow for more hands-on activities in the classroom. There will be room at the end of the presentation for participants to share their insights on how they address the challenges of Introduction courses.
Anthony Parish, Georgia Southern Armstrong Campus Tim Baghurst, Oklahoma State	Developing empathy for special needs students through immersion	Research was collected over several years on attitudinal change in regard to special needs students. This was a class project in an Adaptive Physical Education Class. Students were given an attitudinal survey of their feelings toward working with/teaching students with special needs. They then participated in a class project in which they randomly chose a disability and were asked to live with that disability for 24 hours. Possible choices included wheelchair-bound, blindness, loss of dominant arm, and loss of speech. After the project concluded, a follow-up using the same attitudinal survey was given, and results were compared.
Amy Jo Riggs, Georgia Southern University	Utilizing Case Studies and Class Discussions to Apply Sports Nutrition Concepts	It is no secret that nutrition and exercise performance go hand-in-hand, but nutrition application can be challenging for many individuals, including athletes and coaches. Sports nutrition is continuing to grow, which lends educators the opportunity to identify the needs in this field. Sports nutrition is being offered at many institutions as an undergraduate course and at some as a graduate degree. With the growing demand in this area, it is imperative that the content being taught is applicable, and that students understand what credentials are necessary to pursue different avenues in sports nutrition. The presenter will briefly highlight the different opportunities available in sports nutrition and what credentials are necessary. In addition, the presenter will discuss a variety of case studies and class discussions that have helped students learn the content in an applicable way at one university. One of the biggest challenges in sports nutrition is learning the content in an applicable way. The reason for this is there is not always one right answer, so critical thinking is crucial. Instructors often find that students struggle with “thinking outside the box,” and accepting that there may be more than one correct answer to a sports nutrition scenario. Case studies and class discussions allow students to utilize critical thinking and recognize that there is typically more than one way to address a sports nutrition scenario. Students need to learn how to read, analyze, synthesize, and evaluate nutrition material to successfully help individual clients. Sharing different ideas and solutions to a sports nutrition scenario allows students to be more open-minded about ways they can address each individual nutrition concern for each individual client. This presentation will briefly highlight different opportunities in the sports nutrition field and the credentials that are required to pursue a career in sports nutrition. In addition, the presenter will highlight case studies and class discussions that can create a learning environment that supports analysis, synthesis, and evaluation of the content being taught.
Anthony Rosselli & Sarah Mitchell, Texas A&M University - Commerce	Evidence-Based Best practices for Online Masters Degrees in Athletic Administration: From Practice to Theory	There is a growing need for graduate education for teachers/coaches at all levels. For some, obtaining a master’s degree is a stepping stone to furthering their careers (e.g., GAs working their way up to head coaching positions in college athletics, head coaches at the high school level desiring to be athletic directors, etc.). To demonstrate this point, since 2009, nearly 90% of athletic directors at the DI level have earned advanced degrees (Wong, 2014). For others, the strenuous economy warrants a salary raise and a master’s degree affords them this bump in pay (Di Carlo, 2014). Regardless of the motivation of the student, the growing need for continued education, combined with the increase in online degrees offered across the world, has led to the need for high-quality, rigorous, and situationally-aware graduate programs in athletic administration. The purpose of this presentation is to provide best practices from a thriving online master’s program with a concentration in Athletic Administration that can be applicable to similar online programs with this student population. This student body is unique from others in several ways. While many graduate students across disciplines are full-time employees, working 9-5 jobs, the situation for teacher/coaches is unique. First, during the sporting season in which a teacher/coach has coaching responsibilities (which may be

		<p>year-round if multiple sports are coached), it is not uncommon for a coach to work from 6:00 a.m. to 9:00 p.m. (if not later) many days of the week (Westfall, Martin, & Gould, 2018). Add to this the abundant travel for competitions, and the time afforded for working on a graduate degree quickly disappears. Second, the ability of this student body to travel to a face-to-face graduate program on one or two nights per week is also not possible for many (see previously explained work-requirements). With limited university options for a degree specifically focusing on Athletic Administration, the likelihood that a teacher/coach can find a face-to-face program within a reasonable commute is unlikely for many. As such, online programs are well-suited for this population. The ability to attend a university located across the country without ever having to physically attend relieves much strain to this population. Furthermore, the flexibility of an online program allows for this group to work around their schedules (provided the program is structured in a manner that supports this). Having built the online program for this population, what are strategies that meet the demands of a rigorous master's degree program while taking into consideration the unique challenges associated with full-time teachers/coaches? Does the traditional online model best suit this groups' needs? The authors propose several variations from the traditional online model as justifications for each that align with the needs of this student body. Best practices for online master's programs with an emphasis on Athletic Administration follow.</p>
<p>Andrew Shim, College of Saint Mary</p>	<p>Promoting student success in a new emerging graduate program</p>	<p>This lecture will focus on how a newly created Kinesiology graduate program in Omaha is able to recruit, retain, and attract students unfamiliar to the area or the institution. Steps will be given to assist those who are considering implementing a new graduate program and how to compete with larger state institutions in the region for graduate students in our field.</p>
<p>Emily H. Wughalter, San Jose State University</p>	<p>Ideas for integrating active learning strategies with new technologies as best practice in kinesiology</p>	<p>The purpose of this program will be to present ideas for how new technologies can be integrated with active learning in kinesiology. The ideas originate from an on-going project related to the study of teaching and learning in the Applied Motor Behavior Lab (AMBL) at San Jose State University. In this AMBL space, students simultaneously learn how to use new and exciting technologies while they actively search for and construct disciplinary knowledge. Classes are designed to enhance student learning experiences by incorporating a variety of activities that are clearly mapped to content and program learning outcomes. Many of the activities are completed in teams. Most recently, following a major renovation to the Spartan Complex where the AMBL is housed, the faculty member re-envisioned a teaching and learning center intentionally designed to be adaptable. The lab currently contains semi-flexible furniture, 20 PC laptops (now only used by those who do not bring their own devices), two 70" touch screen Sharp monitors, seven Microsoft Surface laptops, and four Microsoft Surface Studios. Hardware development has been supported through university-wide grants garnered through eCampus, as well as from college and department funding. An example of an advanced technology that is now integrated into the AMBL learning experience is the mirroring capacity of our Sharp monitors to screen capture what is on a student's small screen by the large 70" screen (or the reverse). This technology is used to teach, learn, and model writing and editing skills. Likewise, new and widely available applications and university learning management systems permit students to use an assortment of devices from almost any location to access synchronous communication both in writing and across video platforms, enabling more contact amid often complex schedules. The technology and active learning activities implemented in this lab have facilitated students' successful work on team projects, prepared them for workplace technology and the culture of Silicon Valley, and contributed to their comprehension of disciplinary material.</p>

2019 NAKHE CONFERENCE ABSTRACTS: INDIVIDUAL SESSIONS

STRAND 3: ENTREPRENEURISM

(in alphabetical order by lead presenter and strand)

LEAD SPEAKER & INSTITUTION	TITLE OF PRESENTATION	PRESENTATION ABSTRACT
<p>Chris Aungst, Valley of the Sun YMCA</p>	<p>Training Tomorrow's Leaders: A University and Community Non-Profit Collaboration</p>	<p>This session will describe how a local non-profit partnered with two large universities to launch an innovative leadership academy for undergraduate students in their final semester of college. The fifteen week program resulted in positive outcomes for all parties. Details including funding sources, program design, cross curricular collaboration, and job placement will be discussed.</p>

Tim Baghurst, Oklahoma State University Shelley Holden, University of South Alabama	Using Your Knowledge and Expertise for Personal Gain	Academic professionals are often the leading experts in their field. Yet, in many situations, they do not use their knowledge to personal benefit beyond the university setting. There are many reasons for this, but understanding where to begin is a common stumbling block. Using firsthand experience, this presentation will provide the audience with practical suggestions and ideas of how they can use their knowledge and expertise for personal gain, and potentially profit from a supplemental income. Topics covered will include knowing the market, finding a niche, marketing and self-promotion, using clients for self-promotion, understanding risks, and defining what profit and gain are.
Resa Chandler, Western Carolina University	Launching micro credentialing/badges in a midsized state university.	Micro credentialing and academic badges are increasingly becoming the topic of discussion among administrators. The premise of this academic stream of education is deceptively simple. Launching micro credentialing and/or badges into the infrastructure of a midsized university is a daunting task. This presentation will explore the rationale behind micro credentialing and badges as well as originating actions to take (or not take!). Best practices for this undertaking will be explored.
Scott E. Gordon, Kennesaw State University	Resource Generation through Community Engagement and Other Partnerships	Kinesiology is one of the fastest growing academic disciplines in the U.S., yet institutionally appropriated resources to Departments of Kinesiology rarely match enrollment growth. The financial pressures are compounded by the fact that state and institutional funding lines are shrinking in many cases. Moreover, federally funded research grants are also becoming scarcer. Thus, it is increasingly more imperative for administrators in Departments of Kinesiology to identify and nurture creative sources of revenue. Many faculty and administrators view community engagement as only a service area; however, if structured correctly, community engagement can be a vital revenue generator for the department. Creative outreach can create win-win scenarios for the department, the community, and external partners alike. This presentation will highlight successful examples of revenue generation via community engagement and other external partnerships in Departments of Kinesiology from an administrator's viewpoint. Emphasis will be placed on determining potential partnerships, external sponsorship of community engagement via direct and third-party contracts, and creative scholarship-generating partnerships aligned with specific academic programs. Ultimately, the beneficial outcomes of increased resources, external visibility, and value to higher administration are a powerful combination.
Jimmy Ishee, University of Central Arkansas	A SIGN of Good Communication	Successful communication is necessary for any academic organization. This presentation will address a proven strategy for communication among academic units including kinesiology related ones. SIGN, which is an acronym for Significant & Important Good News, is a process for systematic collection and distribution of information. The process also allows for personal recognition of individuals. The tangible results are a searchable database of information and a college newsletter for better communications among students, faculty, staff, alumni, and friends. The simple steps of the process will be identified and discussed.
Steve Palmer, Kortney Zesiger & Holly Aungst, Northern Arizona University	Collaborations for delivering school based physical activity programs	A northern Arizona school district was provided funding to hire physical activity leaders tasked with offering one additional 30-minute physical activity class a week to K-5 students during school. Activities were coordinated with physical education. Funding will soon be retracted for these schools, so the local university is developing a strategy to maintain this opportunity for youth. Participants in this session will learn more about this program and hear strategies Physical Education Teacher Education faculty are planning for continuing activities. Session participants will then be asked to share entrepreneurial strategies for continuing programming.
Steven Prewitt, Texas A&M University - Commerce	Barriers to Rural Universities and Overcoming Them	Many mid-sized and small colleges and universities have certain barriers to attracting and retaining students in Kinesiology programs. This interactive session will identify these barriers and discuss how one rural university has overcome them. The session will allow time for discussion of other barriers and how similar colleges and universities have achieved success in growing their programs.

2019 NAKHE CONFERENCE ABSTRACTS: INDIVIDUAL SESSIONS

STRAND 4: INNOVATIVE CURRICULUM

(in alphabetical order by lead presenter and strand)

LEAD SPEAKER & INSTITUTION	TITLE OF PRESENTATION	PRESENTATION ABSTRACT
Holly Aungst & Kortney Zesiger, Northern Arizona University	Proven and Practical Ways to Improve Instructional Effectiveness	This session will offer five specific, evidence-based practices designed to engage college students and improve instructional effectiveness. A variety of strategies will be presented to ensure attendees are able to utilize at least a few within their individual programs and settings.

Bob Beaudet & Gale Wells, Western Carolina University	Keep My Health Class! Why Universities Need to Require Academic Health/Wellness Classes	Due to curriculum restraints, many universities have dropped Health and Wellness requirements for all students. These cuts have come at a time when college students are arriving on campus with a variety of unhealthy habits related to diet/weight, a sedentary lifestyle, stress management, and risky behaviors. An academic health class with a physical fitness component can impact students during this pivotal time. This session will utilize both quantitative and qualitative data to demonstrate the benefits of keeping a required health/wellness course in the university curriculum.
Deanne Brooks, University of North Carolina Greensboro	Making it Real: Critical thinking in the sport coaching curriculum	Critical thinking is a skill that many instructors strive to develop in students. This skill is especially important for undergraduates who plan to coach sports, given that effective coaching requires the comprehensive exploration of issues, ideas, and events before making important decisions. In this session, strategies for developing critical thinking skills in foundational sport coaching courses will be presented. Audience members will be invited to share additional strategies for encouraging critical thinking in the sport coaching curriculum.
Resa Chandler, Amy Stringer & Nicole Kaysing, Western Carolina University	Can High Intensity Interval Training make a positive difference to children in an underperforming school?	High Intensity Interval Training (HIIT) is an effective, time efficient activity that has been shown to improve many indices of metabolic syndrome and fitness in school children. However, most of these results have transpired in the controlled laboratory environment. Less is understood about the feasibility of implementing HIIT into an existing physical education class, especially a PE class comprised of children from underperforming schools. This presentation will focus on the findings from a HIIT study conducted with children from schools in western North Carolina. Data will be presented and best practices for success and suggested innovations for the future will be discussed.
Sarah Christie, Campbell University	Best Practice: Moving from The Triple to Quadruple Aim	Kinesiology is a broad field that encompasses many health care professions. For this group of professionals, they are tasked with optimizing the performance of the health care system via the "Triple Aim." The Triple Aim refers to the pursuit of improved individual patient care and outcomes, improved patient population and community health, and improved high-value, cost-effective care. Recently, it has been recommended that the Triple Aim expand to a Quadruple Aim, adding the fourth element of improved provider and care team well-being. This fourth aim brings an important discussion about provider/care team well-being. It is important for institutions that offer Kinesiology programs to academically guide students so they are successfully reaching their academic goals. However, professional preparation goes beyond providing students with academic preparation alone. The professional preparation of the student needs to be aligned with foundational attributes that will prepare the student and be expanded upon in their professional programs. Kinesiology programs can address the Quadruple Aim, specifically burnout and how to improve the work-life balance of those who deliver care.
Sarah Christie, Campbell University Erin Jordan, Georgia Southern University	Best Practice: Practical Decision-Making in Interprofessional Practice	Interprofessional collaboration amongst Kinesiology programs is essential to accomplishing best practice. Interprofessional education takes place when students of two or more professions learn about, from, and with each other to enable effective collaboration. The integration of interprofessional education amongst Kinesiology majors assists in development and understanding of professional roles and responsibilities, ethical decision making, and team-based approach to improving athletic/client/patient care. The application of shared decision making and collaborative efforts via the utilization of case-based interprofessional education develops the students' individual and team-based skills. The preparation of the student needs to be aligned with foundational attributes that will prepare the student and be expanded upon in their profession. Kinesiologists do not work alone; they work amongst others in a team-based manner with the goal of achieving best practice. Developing and purposely threading Kinesiology based interprofessional practice with intention allows students to cultivate important skillsets that translate to best practice.
Brian Culp, Kennesaw State University	Developing Active Learning in a Kinesthetic Classroom	In recent years active learning has been touted as an integral part of the student learning experience (Kuh, Kinzie, Schuh, Whitt & Assoc., 2010). Trends and changes in student attitudes, along with research on active engagement and student learning, have challenged institutions to reconsider how their classroom spaces are designed (Oblinger, 2006). A growing body of research across multiple levels of education suggest that traditional college classrooms are not optimally designed to promote active, participatory, and experiential learning (Harvey & Kenyon, 2013). Inspired by this information, the Department of Health Promotion and Physical Education at Kennesaw State University in 2016 received support to create a kinesthetic classroom for active learning. This presentation will detail how faculty have utilized the kinesthetic classroom to help develop a community of learners focused on developing strategies to combat health disparities. Additionally, the presentation will discuss findings from an ongoing study of kinesthetic classroom curriculum and possible implications for improving higher education.

<p>Desmond Delk, Langston University</p>	<p>No IPAP, No Problem: Implementing a University-Wide Walking Program</p>	<p>The number of colleges and universities that offer instructional physical activity programs or general health-related courses has decreased significantly over the last few decades. These institutional cuts have limited students' opportunities to complete courses that are intended to increase health literacy and PA engagement. However, enhancements to on-campus wellness facilities have given students opportunities to be physically active. Unfortunately, not all universities are afforded the financial capital to make such improvements. As such, some universities are implementing programs to circumvent the limitations of antiquated fitness facilities and limited course offering. In particular, the ROARS Walking Program was established at Langston University to provide an opportunity for faculty, staff, and students to engage in the weekly recommended physical activity engagement. The purpose of this presentation is to highlight the strategies used to implement and sustain a walking program at a small rural historically Black university. Moreover, we will share some of the program's successes and initiatives to impact the local community.</p>
<p>Kacey Digiacinto, Elizabeth City State University Beth Hersman, Wright State University</p>	<p>Successful Strategies in the Kinesiology Classroom: Project Based Learning</p>	<p>As professors, we are constantly attempting to find various ways to actively engage students in the learning process in our classes. Project Based Learning (PBL) is an innovative way to introduce college students to authentic, problem-based assignments designed to help them to become self-regulated learners. In this presentation, we will highlight the different elements of PBL, including: challenging problem, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product. We will also provide the audience with sample assignments utilized in various introductory level Kinesiology classes.</p>
<p>Roberta Faust & Julie Jahn, Eastern Michigan University</p>	<p>EMU Skill and Fitness Combine to Address IPETE Standard 2</p>	<p>As a way of assessing IPETE 2, students take part in the Eastern Michigan University (EMU) Physical Education Teacher Education (PETE) major 'Combine' before admittance to the candidacy level of EMU's PETE program. Teacher candidates are assessed on their physical skill and game play competency as well as their health-related fitness by faculty members with nationally recognized instruments and rubrics. In accordance with the IPETE 2, health-related fitness, fundamental motor skills, and activities from a variety of games categories, and aquatics to determine attainment of IPETE Standard 2 are included as the components of the assessment event. The process that is used for conducting the 'EMU PETE Combine' will be shared, along with an explanation of components used, results and remediation plans. There will also be a facilitated discussion and sharing of experiences about meeting IPETE Standard 2.</p>
<p>Anna Marie Frank, Depaul University</p>	<p>Devolping Culturally Competent and Ethical Leaders for Kinesiology</p>	<p>Within the MS in Sport, Fitness, and Recreation Leadership Program offered at DePaul University, I teach an online course entitled "Ethics and Diversity in Sport, Fitness, and Recreation." This course was designed to engage future kinesiology leaders with the knowledge and thoughtfulness necessary to develop their cultural competence and also be prepared to consistently make ethical decisions. The model I have developed has worked very well and students speak very highly of the course and the resources used. I want to share the resources and strategies used in the course and encourage a dialogue of sharing additional resources and strategies with those who attend the session. Readings include items from: <i>Ethics in Sport</i>, 3rd edition, by Morgan, W. (editor) and <i>Diversity and Social Justice</i>, 3rd Edition by Adams, M. et al. Topics covered include: Ethics, Ethical Theory, Answering Ethical Questions, Applied Ethics to Sport, Fitness and Recreation, Social Justice and Cultural Diversity, Gender, Sexual identity, Race, and Socioeconomic Class. VoiceThread, online discussions in Desire to Learn (course management system), YouTube, TED Talks and videos are used to present content and illicit reactions and responses to question posed by the instructor. Course assignments include a model for making ethical decisions, interviewing, and requiring student to use a diversity activity to collect and analyze information from participants of their choosing. I also use Brian Culp's work for developing culturally competent teachers for the term project. My objective is to provide session attendees with resources, assignment ideas, strategies, and the willingness to engage their students, who are preparing to become our future leaders, in the process of developing cultural competence and ethical leadership.</p>
<p>William Freeman & Donna Woolard, Campbell University</p>	<p>Small College Kinesiology: Success Through Complexity</p>	<p>Many departments of kinesiology are small operations. Research shows that 79% of the schools with departments in our field are in non-research focused schools, as are 80% of the schools offering teacher licensure, while 43% of the departments were in schools with fewer than 2,500 undergraduates. Even more than large university programs, smaller schools are under constant pressure to attract and retain enough majors simply to ensure the survival of their departments. In 1989 our department consisted of 62 majors and had produced only 9 graduates over the previous two calendar years in a school with about 2,000 undergraduates. The administration was seriously considering dropping the department unless there was serious growth. Our response was to (1) look far down the road and attempt to determine the long-term direction of our field, and (2) develop a broader, more complex curriculum that would attract and retain more students. Our overall solution was to decide on a common core of courses, then develop a range of major options that would build on that core, allowing</p>

		more student options without required additional faculty. This was not a unique approach for a small department in a small school. For our program, the result has been a solid record of retention of majors, and regular growth to the point that in 2017 our department became the largest undergraduate department in our small (now 3,000 undergraduates) school.
Diane Gill, Teri Schlosser, Susan Edkins, Beverly Justice, Marcia Rosiek, Christine Rockey & Amanda Aguilar, University Of North Carolina Greensboro	The EdD in Kinesiology: A Doctoral Program for Scholarly Professionals	At UNCG, we developed an innovative online professional EdD in Kinesiology degree program for practicing professionals who desire a doctorate focused on professional scholarship and practice in leadership, advocacy and teaching. In line with the Carnegie Project on the Education Doctorate, (http://www.cpedinitiative.org/) our goal is to bring together a community of scholars and develop action-oriented leaders who can put that scholarship into practice. We are now in the fifth year of the program, and the first cohort of our four-year EdD in KIN program graduated in summer 2018. Findings gathered from student surveys, annual reports, and course evaluations across four years suggest the program is meeting our goals with positive ratings on all reports and high levels of retention (92%). In this session we focus on the students' views and experiences as the key markers of program success, and guidance for continuing to improve our program. Following a brief overview of the EdD in KIN program, the main session will be a panel discussion with eight EdD student panelists, who represent different stages in the program, and who work in varied professional settings, including physical education, sports medicine, and health/fitness, primarily in higher education. More specifically, our panelists will first discuss experiences in moving into academia while also maintaining professional positions. Discussion points will include challenges, as well as both personal and program strategies that helped us meet challenges. Then, in the second part of the session, panelists will discuss applying/using knowledge and skills in professional practice. Discussion points will include specific ways we have applied knowledge or skills from courses and experiences in the EdD program in our current professional practice, dissertation projects that directly address issues in professional practice, and action plans for moving beyond the EdD dissertation and program to further enhance both our own professional practice and the larger field of kinesiology. EdD in KIN website: https://kin.uncg.edu/academic-programs/edd-online/
Charlie Goehl & Raymond Kraus, Elmhurst College	Departmental and Program Assessment	This session will focus on a practical plan for departmental and program assessment that will be effective, but not overly burdensome. It will cover course learning outcome assessment and course mapping to meet program goals. In addition, a five year developmental plan will be shown that will help meet accreditation standards and college and university assessment boards.
Bernie Goldfine, Kennesaw State University Grant Hill, California State University - Long Beach Kandice Porter & Brian Culp, Kennesaw State University	Holding Instructional Physical Activity Courses in Off-Campus Venues	The purpose of this session is to explore the offering of instructional physical activity (PA) classes in off-campus venues, which are not affiliated with one's institution. Some IPAP courses may require the use of off-campus facilities. There are several issues associated with this practice: (1) reserving that space, (2) budgeting and financing, (3) negotiations with the venue owners/managers, (4) transportation, student schedules and other logistics and (5) enhancing the quality and long-term nature of those partnerships. A significant portion of this presentation will also be devoted to discussing how two institutions, Kennesaw State University and California State University, Long Beach, conduct a number of their instructional PA classes in off campus settings, including ice skating, wakeboarding, golf, rock climbing and cycling.
Matt Hickson, Mississippi State University	The Importance of Philosophy for the Exercise Sciences	I will present the view that philosophy is essential to practice in the exercise sciences. My central focus will be on Sport Psychology, as it is the discipline of which I am paradigmatically most familiar. I believe the lessons and insights found here apply to the broader discipline of exercise science. As such, for the most part I will discuss the value of philosophy as it relates to Sport Psychology. For example, in 1996, John Corlett in a paper entitled <i>Sophistry, Socrates, and Sport Psychology</i> claimed, "knowledge surrounding the traditions of western philosophy can play a valuable role in applied sport psychology" (p.84). However, in conclusion he added, "to facilitate a development in philosophical understanding sport psychology trainees require an improved competence in the humanity of sport" (p.91). Therefore, I would argue that whilst the general idea of having a practical philosophy of some kind is widely accepted, in sport psychology (Poczwadowski, Sherman and Ravizza, 2004) and exercise science, serious philosophical questions are rarely considered or thought of as a fundamental part of the discipline. To coin a phrase used by Kretchmar (1994), there is a lack of philosophic confidence within exercise science. That is, exercise scientists do not believe in the value of philosophic methods when attempting to answer pertinent questions in their sub-discipline or the broader field of kinesiology.
James Howard, University Of North Georgia	Playing with Blocks: Laying the Foundations of Nutrition	Using playing blocks, gloves, and paper, session participants will gain an understanding of the fundamentals of nutrition. Participants will build different forms of carbohydrates, lipids, and proteins to better understand their structures. Then, using color-coded gloves as hormones and enzymes, the food is processed as it is passed down a printed digestive tract. Following

		hormonal instructions, nutrients are then stored or used. The use of each nutrient is recreated by breaking the blocks as they pass through their various energy-producing pathways.
Glenn Hushman, Carolyn Hushman & Karen Gaudreault, University Of New Mexico	Strategies to implement concepts of data literacy into teacher education programs	"Data literacy for teaching is the ability to transform information into actionable instructional knowledge and practices." (Mandinach & Gummer, 2016). Teachers are required to provide evidence of continual improvement through newly implemented accountability systems throughout the United States and globally. Planning and preparation, creating learning environments, and providing quality instruction, and professional development are all key components of most teacher effectiveness models. Therefore, implementing high quality assessment methods and using data to drive decision making are now essential skills required of all practicing teachers in all disciplines, including physical education. This presentation will cover the background of data literacy, provide concrete examples of how to implement concepts of data literacy into existing physical education teacher education programs, and conclude with an opportunity for a question and answer discussion.
Lindsey Nanney, Amy Olsen & John Lothes, University Of North Carolina Wilmington	A Pre/Post Study Using the Wellness Inventory to Assess Health and Well-Being in College Students: Teaching Wellness to PED 101 (IPAP) Students	The presenters will discuss the outcomes of a pre/post study on students taking an Instructional Physical Activity and Wellness Course (IPAP) in the Fall semester of 2017. The Wellness Inventory model, which consists of 12 dimensions of wellness, was utilized to teach students about whole person well-being. Online educational modules were developed to teach students about each of the dimensions of wellness throughout the semester. Assessments of wellness on the twelve dimensions were conducted at the beginning of the semester, and then again at the end the semester. The results of this study showed a significant increase in all twelve dimensions of wellness from the beginning of the semester to the end of the semester. The presenters will discuss how online education paired with face-to-face labs can help students develop a holistic approach to wellness. Future directions for studies will also be discussed.
Douglas Mclaughlin, California State University Northridge	More the Sport Studies: Rethinking the Humanities in Kinesiology Curricula	The humanities in higher education are becoming increasingly marginalized. This trend is reflected in the role of the humanities in kinesiology departments. This presentation will address the reasons for and ramifications of marginalization, as well as suggest what role the humanities should have in a sound kinesiology curricula. It is important to note the plural form of curriculum, for the humanities have relevance to every course of study found within a kinesiology program.
Victor Romano, Catawba College	Integrating the Kinovea Movement Analysis Software into the Undergraduate Curriculum	This session will explain how Catawba College integrated open-source software (Kinovea) into their undergraduate kinesiology course. This presentation will focus on the curriculum modifications and implementation strategy of the Kinovea software within this course and development of out-of-the classroom activities.
Gordon Schmidt, New York Institute of Technology	Cross-disciplinary Innovative Curriculum: Osteopathic Medicine, Health Professions, eSports	Cross-disciplinary curriculum development creates innovation challenges, often due to the territoriality of approval processes and personal agendas in higher education. However, in a truly collaborative environment, new degrees, programs, certificates, and learning experiences can be introduced without the constraints of personality conflicts and institutional barriers. This session presents and discusses several collaborative endeavors between a School of Health Professions and a College of Osteopathic Medicine in a private, non-profit university. Traditionally, medical schools have limited time to provide didactic training in exercise and nutrition for students who are attempting to maximize their time in preparation for their board examinations. Additional training in kinesiology and weight management are limited, often to a few hours of non-evaluated courses. The ACSM's program, Exercise in Medicine, encourages physicians to prescribe exercise to patients who may benefit from a healthier lifestyle. The integration of exercise into a medical curriculum is feasible in shorter, subsidized certificate programs. One aspect of this session will be to explain an Exercise and Lifestyle Well-being certificate developed in collaboration with faculty from Osteopathic Medical and Health Professions. Another element of this session will be to discuss the innovation of curriculum, research, and program development for eSport athletes. The multi-billion dollar eSport market is emerging through the virtual gaming industry. Collaborations between engineering, computer science, sports medicine, and health professions generate revenue opportunities in higher education, as well as provide exposure to eSport athletes who benefit from program oversight from a practitioner perspective.
Amy Stringer & Resa Chandler, Western Carolina University	So many desired outcomes - so little time! What High Intensity Interval Training Brings to Secondary PE Programs	High Intensity Interval Training most notably marketed as "the 7 minute workout" has received a lot of media attention as an effective way to maintain or improve the health status of adult participants. Is this same methodology effective with 10-14 year old middle school children? Results of research conducted with middle school students participating in a daily HIIT workout are presented. Student motivation, buy-in, perceptions of the pros and cons of the intervention, and pre/post fitness testing data are explored. The overall benefits and challenges of this type of an intervention are identified.

<p>James Sweet & Courtney Lewis, Eastern Michigan University</p>	<p>Establishing Inter-Professional Education (IPE) research opportunities between programs in kinesiology departments.</p>	<p>Future athletic administrators and certified athletic trainers will eventually work side-by-side in ensuring that their Emergency Action Plans are appropriate. Athletic administrators should develop Emergency Action Plans for every venue at which their athletes have practice or games (Cooper, 2015). Athletic trainers should work with their athletic administrators to ensure that the protocols are medically sound and fit the equipment that they have available at the athletic competitions. Currently, the education of the sport management students and athletic trainers on EAPs occurs separately. However, this proposal will create an interprofessional education (IPE) experience for the students in both the Sport Management and Athletic Training programs to enhance their abilities to prepare for and react to an emergency.</p>
<p>Laura Sweet, James Sweet, Frank Fedel & Jacob Lindquist, Eastern Michigan University</p>	<p>How to Use Inexpensive Hip Models in a Healthcare Kinesiology Lab</p>	<p>The Health Care system is comprised of a significant number of professionals whose skills combine to assess and treat a patient population. ABMI foundation et al. (2002), defined the health care profession as occupational groups that provide essential services for the public welfare based on specialized knowledge. This knowledge continues to develop and expand as resources and tools become available. Health care professional education transfers specialized, theoretical, didactic information into skill development and implementation. Understanding of material is gained from the ability of the student to independently apply themselves to complex, meaningful situations instead of isolated skill sets (Heinerichs et al., 2013). An analysis of undergraduate athletic training education programs (ATEP) revealed that students develop through “hands on”, concrete, sequential learning styles (Coker, C. A. 2000). These constructs provide students the opportunity to utilize their learning styles to support a better understanding of theory and its utilization in clinical assessment.</p>
<p>Jim Watkins, Mississippi State University</p>	<p>The Ethics of a "Sport Performance" Major</p>	<p>This presentation will advocate for the implementation of a ‘sport performance’ curricula in kinesiology departments, and evaluate the ability of suggested models to achieve a university’s purpose of educating students. The purpose of a ‘sport performance’ major would be to prepare an athlete to compete at the professional level. Previously proposed models include awarding credit hours for participation in college athletics (Weight & Huml, 2016), a ‘sport performance’ minor (Harry, 2018), a ‘sport performance’ major integrated with a university’s curriculum (Pargman, 2012), and a ‘sport performance’ major isolated from the rest of the university (Tatos, 2017). Astin’s (1984) student involvement theory is the theoretical foundation for assessing which model will best educate students. The presentation will argue that 1) all institutions should award physical education credit for participation in college athletics, 2) a ‘sport performance’ minor and/or major that is integrated with the university curriculum would be beneficial to kinesiology departments, if student demand warrants it and the program is not used to provide special admission to athletes and 3) offering a ‘sport performance’ major which is isolated from the rest of the university provides institutions who offer athletes special admission an opportunity to resolve some of the problems which special admissions can cause. All institutions should offer physical education credit for participation in varsity athletics because participation provides educational benefits. Not providing credit for this participation, therefore, reveals that universities hold athletics to a double standard compared to other departments, such as music and kinesiology. For example, at a university that does not award credit for athletics participation but offers physical education activity classes, a college tennis player would not receive any credit for playing tennis while someone enrolled in a tennis class would. The offering of a ‘sport performance’ minor or major which is integrated within the university curriculum should be limited to students who did not receive special admission to their university based on athletic ability. The reason for this is that athletes in this setting would still be expected to take courses outside of the ‘sport performance’ curriculum. Universities offering special admission to athletes should offer ‘sport performance’ in a curriculum separated from the rest of the university to enhance student educational involvement and protect academic integrity. Offering an isolated sport performance major could 1) provide courses more suited to the interest of athletes, 2) address ethical concerns with major clustering, 3) provide an alternative policy to special admissions for athletes, and 4) reduce academic fraud. This topic is significant to the field of kinesiology because of the large number of students that participate in college athletics and aspire to work in sport related careers, such as playing professionally or coaching. Providing a ‘sport performance’ major could help students be better prepared for these occupations. There are several opportunities for future research. Researchers could suggest more detailed versions of what courses a ‘sport performance’ curriculum could include. Further research on the perceptions of coaches, faculty, university administrators, and athletes could also be conducted. Potential policies for the hiring of instructors in a ‘sport performance’ program could also be researched.</p>

Charles H. Wilson, Jr. & Drew Zwald, Georgia Southern University	Expanding Middle School Sports: A Multi-Agency Quest	This presentation will share a multi-agency partnership, many years in the making, to positively impact more middle school students and the community at large through sport. ESPLOST funds will be used to build additional athletic facilities at each middle school in the county, providing additional outdoor classroom space during the day (primarily for Health and PE classes), expanding middle school sports to 6th and 7th graders immediately after school, and expanding recreational programming for citizens of all ages at night. Building a multi-purpose, multi-agency sports complex required the cooperation of the Bulloch County Schools, Statesboro-Bulloch County Parks and Recreation Department, Georgia Southern University Coaching Education, and the Statesboro Police Department.
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**COACHING TRACK
(omitted from printed program)**

Jennifer Bunn & Paula Parker, Campbell University	Sport Science & University Athletics: A common ground for exercise scientists and sport psychologists to involve undergraduate students in research	Collaboration between academic programs in exercise science and university athletic departments is common, and most frequently used with sport management and coaching programs. The purpose of this session is to provide insight regarding the successes and failures of sport scientists working with a university athletics team. This session will include details of an ongoing research project examining grit and physical performance between a Division I athletics team, an exercise physiologist faculty member, a sport psychology faculty member, and a myriad of student interns across multiple academic programs. Grit, coined by Duckworth, Peterson, Matthews and Kelly (2007), is a trait defined as “perseverance and passion for long-term goals.” Grit is a key trait that could benefit undergraduate student researchers interested in graduate school. Not only is it beneficial for the student researchers involved in this project to learn a concept like grit, but student involvement in faculty research is a best practice in kinesiology. Collaborative research with faculty can provide undergraduate students “unique learning opportunities that will enhance any student’s understanding of the discipline and their preparation for graduate school and/or professional engagement” (Beller, 2013, p. 43). The session will outline the inception of the idea, key research findings for exercise physiology and psychology related to the project, data collection items, and sustainability of the project. Student involvement will be included and discussed in relation to each aspect of the project. Student researchers have learned the following during this project: physiological aspects used to monitoring student athletes in collegiate team sports; psychological assessments for grit and profiling mental skills of student athletes; data collection; data analysis; writing the parts of a research manuscript; as well as presentation of findings in an oral format. Other topics will include a description of relationships formed on campus and opportunities for scholarly presentations and peer-reviewed papers. The sustainability section will cover longevity of the project, day-to-day maintenance of the data, and maintenance of the relationship with athletics. The presenters will share successes and challenges faced along the timeline of the project as well as a discussion with the audience of their successes and challenges researching collaboratively with students. Additionally, there will be a brainstorm of other departments across campus which kinesiology faculty could collaborate.
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2019 NAKHE CONFERENCE ABSTRACTS: POSTERS

#	LEAD AUTHOR & INSTITUTION	TITLE OF POSTER	POSTER ABSTRACT
1	Charles Wilson, Georgia Southern University	Navigating NCACE Accreditation: Georgia Southern University’s Experience	National accreditation is a worthy goal of any program. Georgia Southern University's undergraduate minor in Exercise Science with an emphasis in Coaching Behavior was the second program in the nation to receive National Committee for Accreditation of Coaching Education (NCACE) accreditation. It has since been reaccredited. In the summer of 2018, we submitted our second reaccreditation materials for our undergraduate minor and also our initial accreditation materials for our fully online Master of Science in Kinesiology with a concentration in Coaching Education. We will provide details on how we created a team to handle the process, what worked, and what did not work.
2	Seo Lee, Texas Woman’s University	Positioning of Korean Immigrant Parents of Children with Autism on PE Programming in the U.S.	Introduction: An important goal for children with ASD is to increase physical activity participation, as it has been documented that physical activity participation for children with ASD is significantly lower than their typically developing peers (Pan, 2008). To that end, the roles of parents are significant in increasing physical activity participation of children with ASD (Chaapel, Columna, Lytle, & Bailey, 2013). Moreover, families need to work together with school personnel to provide quality educational programming for their children with ASD (IDEA, 2004). With the U.S. special educational system, the number of

			<p>students with disabilities from immigrant families has been increasing. Like other parents in the United States, immigrant parents want appropriate and quality educational services for their children with disabilities, including physical education services (Cho, Singer, & Brenner, 200). Therefore, the purpose of the study is to analyze positioning of Korean immigrant parents of children with ASD on physical education programming in the United States. Grounded in the positioning theory, this current study will address different positions of Korean immigrant parents in regard to where they locate themselves and others regarding adapted and general physical education teachers and the educational landscape concerning service delivery for their children. Method: First, the epistemological stance points will be discussed. Next, participants and selection procedure will be summarized. The third section outlines the method of data collection, including (a) interviews with parents, (b) written documents, and (c) Researchers' journal. In the fourth section, the researcher will discuss research design (i.e., a qualitative research design). Data analysis and trustworthiness will be addressed in the fourth and last section.</p>
3	<p>Lindsey Nanney, Amy Olsen & John Lothes, University of North Carolina Wilmington</p>	<p>Do PE faculty behaviors effect student perceptions of them as health experts: Do we practice what we teach?</p>	<p>Surveys were administered among college student and physical education faculty in a Physical Education (PED 101) course at a university in the southeastern United States. Different vignettes of type of behaviors were assessed (both healthy versus unhealthy behaviors) where students may come in contact with their health faculty. Scenarios were assessed to examine how there may be an effect on the student's perception of health faculty members as health experts. Results show that both salient behaviors (such as seeing faculty member exercising on campus or drinking water during class) and non-salient cues (seeing faculty member at grocery store and having a grocery cart full of health or unhealthy foods) both play a role in students' perceptions of health faculty as health experts.</p>
4	<p>Mohammed Alqahatani & Steve Estes, Middle Tennessee University</p>	<p>Fan Engagement of the Saudi Professional Soccer Club Alhilal Through Twitter: An Ethnographic Study.</p>	<p>Soccer is ranked first in popularity in Saudi Arabia (Shoup & Maisel, 2009). Over the past decade, the magnitude of social media (SM) usage has been significant in the sports industry (Newman et al., 2017). Qualitative methods reveal that there is more information to be had about the attitudes and values of fans using Twitter; yet, until now, most studies have been quantitative for Saudi soccer teams. "Netnography," a new branch of ethnography, provides new techniques of ethnography for understanding attitudes and values of studied populations and may provide insights into Saudi soccer fans and their attitudes toward their team. The goal of this study is to understand how the Alhilal soccer team fans create meaning and value their relationship with their team through their engagement with it on Twitter in the Saudi virtual social context.</p>
5	<p>Mijoo Kim, The Ohio State University</p>	<p>A qualitative study of diverse student perspectives on the benefits and barriers to collegiate women's physical activity</p>	<p>Research demonstrates that participation in physical activity leads to improved physical and psychological well-being, yet studies show that female college students in particular often have inadequate exercise. The causes for this reluctance are complex and often related to the social, cultural, and gender structure of society. Moreover, female students do not all have the same experiences or perspectives, so intersectionality studies are critical to understand the multiplicity of girls' identities to meet their diverse needs. With these concepts in mind, the researcher focused on the two following research questions: (1) What are the perspectives of female college students enrolled in a sports activity course on the benefits of physical activity? (2) How might female college students from various cultural backgrounds have different perceptions of the role of gender in physical engagement? The context of this study was a sports activity course at a large, midwestern research university. Focal participants included three female students who represented different cultural backgrounds and different skill levels in the course: one white undergraduate student, one international graduate student (India), and one international undergraduate student (China). The study was qualitative, using an interviewing approach. The interviews were audio-recorded, transcribed, and analyzed; major themes emerged. The female students identified several holistic benefits of participating in the sports activity course. In support of the literature, they claimed that regular physical activity positively impacted their academic studies by reducing stress, increasing confidence, and improving concentration. The participants also identified health benefits of participating in the sports activity class, such as avoiding junk food, eating healthier foods, and being motivated to exercise outside of the course. A significant finding of the study was that the participants expressed very different perspectives about the role of gender on physical activity. Gloria (pseudonyms were used for all participants) expressed discomfort exercising under what the feminist literature refers to as the "male gaze," and reported avoidance strategies to find ways to exercise away from their surveillance.</p>

			In contrast, Adu denied the presence of gender barriers in physical activity, instead insisting on individual free will rather than acknowledging potential social biases and stereotypes. Jia recognized gender stereotypes, but expressed mixed feelings toward them, as she felt positively toward the male students who played more easily against her than those who did not. These findings revealed the complexity of gender dynamics and the diversity of female students' perspectives and experiences of the same sports activity course. The results of this study highlight the holistic benefits female students can have through participating in a sports activity class, and may indicate that intervention is needed to increase female college students' physical activity. Schools should create positive learning environments for female students, develop effective teaching strategies, and understand female students' complex attitudes toward physical activity. Furthermore, schools need to consider gender and ethnic differences when developing physical activity interventions for college students, as the voices of these participants reflect the multiplicity of female students' perspectives.
6	Brandy Gagliano & Steve Estes, Middle Tennessee State University	The relative age effect in youth sport: Are we any closer to reducing the bias in talent identification	Since 1988, when Barnsley and Thompson (1988) first published their findings on the relative age effect in minor ice hockey players, there has been a wealth of research published on this phenomenon. It has been observed worldwide, that at the highest levels in youth sport, there is an overrepresentation of athletes born early in the cohort, and an underrepresentation of those born late in the cohort. Despite the wealth of research across many different sport contexts, there has been a paucity of studies on how to attenuate the bias in selection that favors the oldest. Therefore, the purpose of this study is to summarize the research literature on overrepresentation and underrepresentation of different levels in youth sport, and suggest avenues for future research questions and methods of study to understand the patterns of youth involvement based on birth date.
7	Shari Jurgens, Trinity Christian College	Motivation to be physically active in college students: Does previous athletic performance make a difference?	This study was designed to investigate how to increase participation in physical activity/fitness centers at colleges and universities. Based on recent data, college students are becoming less and less active and we need to help them develop better physical activity habits while in college, so they can take them into adulthood and be healthy.
8	Quynh Dang, Texas A&M University - Commerce	How to incorporate experiential learning into health and human performance	With companies complaining students need to be better-rounded and need experience within the field, experiential learning lets students apply what they have learned in class to a real setting.
9	Glenn Hushman, Carolyn Hushman & Karen Gaudreault, University of New Mexico	Strategies to implement concepts of data literacy into teacher education programs	"Data literacy for teaching is the ability to transform information into actionable, instructional knowledge and practices." (Mandinach & Gummer, 2016). Teachers are required to provide evidence of continual improvement through newly implemented accountability systems throughout the United States and globally. Planning and preparation, creating learning environments, and providing quality instruction, and professional development are all key components of most teacher effectiveness models. Therefore, implementing high quality assessment methods and using data to drive decision making are now essential skills required of all practicing teachers in all disciplines, including physical education. This presentation will cover the background of data literacy, provide concrete examples of how to implement concepts of data literacy into existing physical education teacher education programs, and conclude with an opportunity for a question and answer discussion.
10	Marcia Rosiek & Jenny Etnier, University of North Carolina Greensboro	The impact of outdoor play environments on PA and cognitive function in preschoolers	The purpose of this study was to determine the effect of 30 minutes of moderate-vigorous physical activity (MVPA) on cognitive function in preschoolers. Background. Evidence supports that regular physical activity (PA) in school-age children improves cognition and brain health, and in the long-term may reduce the risk of disease (Kahn & Hillman, 2014). However, the relationship between PA and preschoolers' cognitive function is not thoroughly evidenced (Palmer, Miller, & Robinson, 2013). Additionally, new research detailing the relationship between the outdoor environment and increased PA is promising and worthy of continued investigation (Bartholomew, 2015; Trost, Sirard, Dowda, Pfeiffer, & Pate, 2003). The National Academy of Medicine guidelines include that childcare centers should provide opportunities for preschoolers to be active for 15 minutes per hour of each day, provide outdoor activity in an open environment, and provide a combination of developmentally appropriate structured and unstructured PA (The National Academies of Science, Engineering, and Medicine, 2011). Many preschoolers fall short of these recommendations (Pate, McIver, Dowda, Brown, & Addy, 2008; Pate et

			<p>al., 2015). Inhibitory control (IC) is a cognitive operation that is based on self-control and related to working memory and attention (Casey et al., 2000; Donnelly et al., 2016; Kahn & Hillman, 2014). An increase in PA through play outdoors is known to increase socialization and contact with the environment, thereby demonstrating a positive impact on learning (Hausfather, 1996; Vygotsky, 1978). Childcare outdoor play environments may have an influence on PA, and thoughtfully designed spaces may increase PA and subsequently improve cognitive function in preschoolers. Methods: Eighteen preschool age (3-5) children were recruited for the study. Participants wore a GT3X (Actigraph, Inc.) accelerometer for 30 minutes once during indoor activities and once during 30 minutes of outdoor play. Pre and post-inhibitory control and simple reaction time assessments were completed for each condition, for a total of four assessments for each participant. Results. There were no significant differences between indoor/outdoor play on EF ($p = 0.508$), or on MVPA indoor vs. outdoor play ($p = 0.219$). There was a significant difference in sedentary time in indoor vs outdoor activity ($p < .001$). The average time spent sedentary in the indoor play environment was 19.25 minutes (64.2%) of the 30-minute period, compared to 14.8 minutes outdoors. Additionally, time spent in activity (light, moderate, and vigorous) combined was 10.23 minutes indoors and 14.52 minutes outdoors. Discussion. More outdoor PA may decrease sedentary time and increase PA among preschoolers. Additionally, structured activities may increase PA in preschoolers.</p>
11	<p>Christine Rockey & Diane Gill, University of North Carolina Greensboro,</p>	<p>HIT and Fitness in Middle Schoolers</p>	<p>Obesity and lack of physical activity (PA) pose a risk to physical, psychosocial, and financial health. A decline in PA occurs between 5th and 8th grades. Further, many students in that grade range are unable to reach the healthy fitness zones (HFZ) on the Fitnessgram, the assessment used in physical education classes to gauge health status. Many interventions have been tried in schools to increase fitness but few have been successful. High intensity training (HIT) has been shown to be an effective, quick, and enjoyable fitness intervention that has not yet been used in a physical education setting to improve Fitnessgram scores. HIT taught by trained volunteers can be implemented in middle schools to improve fitness scores, as well as decrease the number of students involved at a time in the traditional physical education class. This will allow for more repetitions and time on task for the traditional physical education class while improving fitness for each student as they are pulled out to do the HIT intervention.</p>
12	<p>Heather Van Mullem, Heather Henson-Ramsey, Martin Gibbs & Delta Health-Simpson, Lewis-Clark State College</p>	<p>The best of the best: Creating undergraduate degree opportunities through cross-disciplinary collaboration</p>	<p>Kinesiology degree programs appear poised for growth in enrollment. Professions in fitness, wellness, and movement, and sport sciences appear to be of increasing interest to students. These enrollment trends are occurring during challenging funding times at public colleges and universities across the nation. As state financial support continues to decline, public institutions of higher education are challenged to continue to provide rigorous, innovative, and exciting academic opportunities for students, while minimizing the impact of the cost of a college education on the students themselves. One strategy to create new academic degree opportunities (or revise currently existing ones) while maximizing institutional resources is through interdisciplinary collaboration. Therefore, this poster will share the efforts of one small public college to explore and realize the areas for interdisciplinary collaboration and growth in areas of kinesiology. This poster will: 1) describe challenges and successes experienced during faculty collaboration across divisions to craft curricula, 2) describe strategies utilized to support student success in shared programs, and 3) discuss cross-divisional efforts in the areas of program recruitment and student retention.</p>
14	<p>Kelsey Slater, Mississippi State University</p>	<p>Just Do it: Sport apparel branding in the collegiate online environment</p>	<p>Collegiate athletic departments are experiencing large financial growth, thanks in part to their relationships with sport apparel brands. The big three apparel companies of Nike, Adidas, and Under Armour control all athletic department apparel contracts within the Power 5 conferences. Nike, Adidas, and Under Armour spend tens of millions of dollars every year to be associated with university athletic departments (Schwerman, 2017). Through that financial commitment, the sport apparel brands are attempting to connect to the university community, including the fans of the collegiate basketball programs. While athletes, sport organizations, and brands choose to use many different forms of social media, Twitter has become a dominant platform for use in sports (Kassing & Sanderson, 2010; Pegoraro, 2010; Sanderson, 2011). In addition, scholars have examined the relationship between brands and consumers on social media (Eun, Sook & Yongjun, 2011; Kim, Sung & Kang, 2014; Liu, Burns & Hou, 2017). Different brands communicate different messages and values on Twitter, and researchers have suggested the importance of</p>

			<p>examining how fans of the brands utilize Twitter (Lee & Kahle, 2016). This study examined what benefits apparel companies receive from their connection to collegiate basketball teams by analyzing the frequency and use of the brand name and brand hashtag on Twitter by fans of 15 collegiate sport organizations. Multiple search queries were used to determine if the sports brands are mentioned in conjunction with the handles and hashtags associated with the universities they sponsor. Through the lens of the social capital theory, the researcher found a limited connection between the sport apparel brands and the individual basketball teams. The mentions of sport apparel brand hashtags totaled 50,551 during the 14-day period of data collection, but the brand hashtags were only used twice in conjunction with any of the 15 basketball teams.</p> <p>The findings suggested that sport apparel brands need to develop a new social media strategy in order to better connect with the collegiate basketball fans in an online environment. The limited sponsorship discussion does not give a clear direction on how to more effectively encourage interaction on social media. Based on the current study, it is clear that the brands are not building social capital on Twitter with respect to the collegiate basketball teams and the online community that surrounds each team. The implication is that brands do not actively attempt to relate to fans of the basketball team on social media. However, it is important to note that each of these university athletic departments and basketball teams have thousands and sometimes even millions of followers (Twitter, 2018). Therefore, the brands are missing an opportunity to easily connect to a large number of people. While researchers have found that it is possible to build social capital in an online environment (Ellison et al., 2007; Sajuria et al., 2015), there is not enough research to suggest that building social capital online is the most effective use of resources for brands who are interested in acquiring resources from membership to another group.</p>
15	<p>Clay Bolton, Texas A&M University - Commerce</p> <p>Jim Tennison, Dallas Baptist University</p>	Faith and Spiritual Development within Division I Baseball	<p>Dr. Clay Bolton and Dr. Jim Tennison will present on the role of faith formation, spiritual development and team building and the impact it can play in college sports. The study is an exploratory case study that examines a Division I baseball program at a private, Christian university near a metropolitan area in the Southwest region of the United States. The presenters interviewed the University's Chancellor, Athletic Director, Health Baseball coach, and a panel of players from the University's baseball team.</p>
16	<p>Mijoo Kim, The Ohio State University</p>	Social Justice for Korean Student-Athletes: Exploring their Academic Satisfaction and Confidence for Future Employment	<p>Korean society stresses the academic success of adolescents, yet often overlooks the learning of student-athletes. The pressure to bring honor to their country causes athletes, coaches, and staff to concentrate on winning competitions instead of providing enough academic preparation. Thus, Korean student-athletes typically have low school attendance and fail to integrate well into university life. In addition, student-athletes commonly lack readiness and preparedness for employment, so they often face identity crises and struggle to transition smoothly into society. The purpose of this study was to explore Korean student athlete views about their academic experiences and their level of satisfaction as students. The context of this study was two school sites in South Korea: a community college and a national university, and participants included 20 male and 10 female athletes. The research design was a descriptive survey, and the participants were administered the Korean Athlete Academic Satisfaction and Future Employment Survey. Using SPSS, descriptive statistics were used to analyze the data. The major findings of this study were that most participants believed that academic learning is important for athletes and expressed that there should be higher requirements for class attendance. Yet, only half indicated that they were proud of their GPA. These results support the literature that student-athletes know the value of academics, but have little control over their sport schedules and commitments. Even if they want to invest more time and energy in their studies, they fear it could hurt their athletic performance. Findings from the literature and the present study suggest ways to achieve better balance between academics and athletics, as well as integrate pre-retirement planning and identify athletes' social support networks to strengthen their transition into life after athletics.</p>
17	<p>James Davis, The Good Athlete Project, Harvard University</p>	Exercise Induced Neural Enhancement	<p>Exercise and participation in athletics have been linked to improvements in concentration, prosocial behavior, attention, and social responsivity, prompting leaders in business and education to investigate the viability of exercise as an encouraged or requisite component of the days' routine. Previous studies which make connections between physical fitness and academic achievement are compelling but fail to isolate exercise as an intervention. This presentation focuses on a study I conducted at Harvard University in 2015-16, as well as the successful</p>

			application of our methods at schools around the world. The study harnessed the power of exercise to acutely enhance what we refer to as the “learner-state,” described by student’s reported levels of Mood, Focus and Wakefulness as associated with documented increases in key neurotransmitters. The program provides compelling stories and data to compliment concrete methods which professional will be able to pick up and use to enhance their learning culture.
18	Paula Parker & Corrie Struble, Campbell University	Developing an integrated approach to mental health care for student-athletes	Recent studies from the NCAA suggest that Division I student-athletes experience higher levels of stress and other behavioral health issues compared to non-athletes. This can lead to delays in physical healing time, classroom struggles, and performance drop-offs. Despite this, there is a significant stigma among student-athletes to seek out help, as opposed to showing mental toughness. As a result, providing care and intervention often falls onto professor or advisors that may recognize the need for assistance, most of whom have limited training in identifying or addressing mental health issues. Although at higher rates, these struggles are not unique to student athletes and are observed in the general population of students. Instructors, coaches, and athletic trainers have the opportunity to be part of a comprehensive mental health care plan, particularly in identifying at risk individuals and pointing them towards potential resources. Advisers in particular can use and employ validated screening tools to help identify students and student athletes who require additional services. Implementing systematic approaches to addressing mental health can improve the outcomes and performance, including retention rates of students. In addition, using an integrated approach, tools can be provided along the way to staff and student-athletes, thus addressing the stigma associated with mental health care. Promoting a positive dialogue regarding mental health can improve student outcomes, retention rates, and ultimately the success of our students.
19	Ajit Korgaokar & Stuart Currie, University of Tennessee at Martin	US Soccer Play-Practice-Play Grassroots Initiative	The newly launched U.S. Soccer Grassroots initiative recommends soccer coaches use a Play-Practice-Play (PPP) model to increase game-like situations through all stages of the training session. The player-centered approach is designed to address the technical, tactical, physical and psychosocial needs of the player. The PPP model provides greater motivation and physical and psychosocial needs of the player. The PPP model provides greater motivation and skill transfer to match play compared to traditional rote, drill-type exercises.
20	Gi-Cheol Kim & Rachel Gurvitch, Georgia State University	Enhancing Online Education Using the Community of Inquiry Framework	The need for quality online courses and degree programs influences the process of teaching and learning throughout all educational settings, including higher education. The question of how much content and social interaction students really need in order to learn effectively remains open. The Community of Inquiry (COI) conceptual framework offers a fresh look at this question. According to Garrison, Anderson, and Archer (2000), the community of inquiry model includes three interdependent components: cognitive presence, social presence, and teaching presence. The integration of these three components leads to higher interactive, authentic, and engaging learning environments. The presentation will focus on how the COI framework can be used to guide the design and implementation of online courses through evaluation of the COI. In addition, the other influential factors of the online instruction will be discussed.

NOTES

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NAKHE 2019 LEADER DEVELOPMENT WORKSHOP:

“Leadership in the Internationalized University”

Hosted By Adelphi University, Garden City, New York,

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(Ending before AIESEP 2019)

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Contact Brian Culp: bculp1@kennesaw.edu to reserve your seat.

Additional information on the LDW can be found at:

<https://www.nakhe.org/leadership-development.html>

Scheduled Topics

REDEFINING LEADERSHIP AMIDST INTERNATIONALIZATION

(Re)Defining internationalization in kinesiology through reflective dialogue on formal and informal leadership experiences (via case-studies, artifacts, stories, and SWOT analyses)

INTERNATIONALIZING COURSES, PROGRAMS, AND UNITS

Leadership for internationalized curriculum, study-abroad programs, and the recruitment and hosting of international students and faculty

INTERNATIONALIZING RESEARCH, JOURNALS, AND ASSOCIATIONS

Leadership for international institutional and organizational partnerships and collaborations

Themes throughout
ethical considerations; social change and justice; community engagement; sustaining foci, professional development, balancing at-home tensions/priorities

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