

NAKPEHE

National Association for Kinesiology & Physical Education in Higher Education

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The Chronicle of Kinesiology and Physical Education in Higher Education

■ From the President

Bill Forbes, Towson University

We are very excited about this Special Issue of the NAKPEHE *Chronicle of Kinesiology and Physical Education in Higher Education* and its first-ever electronic publication and distribution to our members plus over 15,000 KPE professionals around the world. We are grateful for the support and assistance of Bill Sunderland, Greg Reed, and Christine Horger in the Journals Division of Human Kinetics (HK) for making this possible, and we thank HK for their support in this endeavor. The redesigned *e-Chronicle* now offers sections on the following areas of kinesiology and physical education: leadership and administrative issues, editor's invited column on current issues, best practices in teaching and learning, research that matters, and a section for new professionals in our field. Many thanks go to Mike Metzler, *Chronicle* editor, and the NAKPEHE publications committee for all of their work in the redesign process and this great new look.

NAKPEHE has a long history as a national organization for professionals in higher education. NAKPEHE evolved from two national associations: the National College Physical Education Association for Men (1897–1977) and the National Association for Physical Education of College Women (1924–1977). In 1978, these two organizations merged to form the National Association for Physical Education in Higher Education (1978–2006). In keeping with the national trends and the multidisciplinary nature of our profession, the NAKPEHE membership voted in 2006 to rename our organization the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE). However, we keep evolving as a professional organization and have continued to review our vision and mission to better meet the needs of our membership and our profession. In fact, NAKPEHE recently developed new vision and mission statements that more fully reflect our current goals and aspirations. Both were approved by the NAKPEHE membership in our business meeting in Albuquerque on January 6, 2008. I am personally very pleased with both the mission and vision statements and feel that they more accurately reflect where we are and where we want to go as an association. The updated statements are as follows:

Vision Statement:

NAKPEHE aspires to be the premier association for higher education leaders, scholars, and teachers in kinesiology and physical education.

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The Chronicle of Kinesiology and Physical Education in Higher Education is a publication for the NAKPEHE membership, and is a forum for interdisciplinary ideas, concepts, and issues related to the role of kinesiology and physical education in higher education with respect for social, cultural, and personal perspectives.

From the President, *continued*

Mission Statement:

NAKPEHE is an organization for professionals in higher education. Its purpose is to foster leadership in teaching, administration, policy, preparation for the professions and scholarship. This mission is facilitated through interdisciplinary ideas, concepts and initiatives related to the role of kinesiology and physical education, while valuing diverse social, cultural and personal perspectives.

NAKPEHE is a higher education association in which colleagues who have an interdisciplinary view of kinesiology and physical education can come together to discuss research and scholarship, leadership topics, teaching, and the mentoring of young professionals. We invite all higher education professionals in kinesiology and physical education to join NAKPEHE and receive the many benefits offered by our organization:

- **Professional Networking** You are able to join professionals in kinesiology and physical education who come together to discuss common interests and concerns in higher education.
- **NAKPEHE Annual Conference** The NAKPEHE Annual Conference provides exceptional presentations, programs, and workshops that address contemporary issues and concerns of professionals in higher education. It is also an opportunity for professionals in higher education to make presentations of their scholarly work. The conference is an arena for sharing insights, scholarly work, and creative ideas. You can visit us at www.nakpehe.org to submit presentation proposals for our annual conference. We are also in the process of developing annual regional conferences to better meet the needs of our members and other professionals in our field. Announcements regarding these new regional conferences will be forthcoming early next year.
- **Interaction With Professional Leaders** NAKPEHE provides an opportunity for professionals in higher education to interact with recognized national and international leaders in kinesiology and physical education.
- **OPERA** NAKPEHE's Web site, www.nakpehe.org, provides electronic access to *OPERA, Opportunities in Physical Education and Related Areas*, where institutions and agencies advertise professional employment opportunities and professionals in our field have access to job opportunities across the United States.
- **NAKPEHE Publications** Our two publications, *Quest* and *The Chronicle of Kinesiology and Physical Education in Higher Education*, provide opportunities for publication of research and other scholarly works. As a member of NAKPEHE, you will receive four issues annually of the outstanding professional journal, *Quest*, which now also includes the *Academy Papers* and transcripts of the Sargent, Homans, and Hanna Lectures. *Quest* is recognized as one of the leading professional publications in our field. You also receive three issues of *The Chronicle of Kinesiology and Physical Education in Higher Education*, a periodical that addresses a myriad of issues in our field.

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Upcoming Conventions

NAKPEHE

January 4–6, 2009:
Hyatt Sarasota Bay
Sarasota, Florida

AAHPERD

March 31–April 4, 2009:
Tampa, Florida

From the President, *continued*

Starting with this issue, the *Chronicle* will be published only in electronic format; members can choose to read it online or print out hard copies.

As a member of NAKPEHE you are identified as someone who is at the forefront of professional development, recognized as a resource for new ideas about research and learning. You are provided great opportunities for career growth and professional advancement.

We would especially like to invite you to join us at our NAKPEHE Conference in Sarasota, FL, January 4–6, 2009. The theme for this year's conference is "History to Horizons: Understanding Our Past and Present, While Constructing Our Future." The conference is designed to provide professionals with opportunities to engage in discourse with established and emerging professionals on historical, philosophical, epistemological, and contemporary issues associated with kinesiology and physical education. The NAKPEHE Conference will also host our three annual scholarly lectures: the Amy Morris Homans Lecture, the Dudley Allen Sargent Lecture, and the Delphine Hanna Lecture. Our keynote address will be provided by Dr. Marlene Springer, former president of Staten Island College.

Below are some of the highlights of our 2009 annual conference:

- Keynote address by Dr. Marlene Springer, former president of Staten Island College
- Delphine Hanna Lecture by John M. Dunn, President, American Academy of Kinesiology and Physical Education and President, Western Michigan University
- Amy Morris Homans Lecture by Jan Rintala, past president, NAKPEHE
- Dudley A. Sargent Lecture by Jimmy H. Ishee, Dean, College of Health Sciences, Texas Woman's University
- Daily Concurrent Sessions
- Social Justice and Cultural Diversity Open Forum
- Past Presidents Reflect on the Future: An Open Forum
- Administrative Workshop Sessions
- Joanna Davenport Poster Presentation for Doctoral Students
- Hally Beth Poindexter Young Scholar Award Presentation
- Reception and Welcome of New Members

NAKPEHE has a long history as an organization representing those in kinesiology and physical education in higher education. If you have never been a member of NAKPEHE, please consider joining us. Or, if you are a past member and have not thought about us for a while, please look at who we are today. We have evolved into a multidisciplinary association dedicated to assisting professionals in higher education to foster leadership skills, improve teaching practices, excel as administrators, and enhance scholarly pursuits. Also, please join us at our annual conference in Sarasota in January to engage in discourse with established and emerging professionals on historical, philosophical, epistemological, and contemporary issues associated with kinesiology and physical education. We look forward to seeing you there. ■

NAKPEHE Foundation Memorial Fund

This fund was started with a large gift to NAKPEHE through the will of Dean A. Pease. Donations to the NAKPEHE Foundation Memorial Fund can be forwarded to

NAKPEHE
c/o Ginny Overdorf
Dept. of Exercise &
Movement
Sciences
William Paterson
University
300 Pompton Road
Wayne, NJ 07470

Make checks payable to:
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■ Editor's Invited Column

Leadership Leanings

Scott Kretchmar, Penn State University



I applaud NAKPEHE for developing a new mission statement and for emphasizing the issue of leadership. (For those of you who are not aware of the statement, it is printed on the first pages of this issue of the *Chronicle*.) It reads, in part, that NAKPEHE is to “foster leadership in teaching, administration, policy, preparation for the professions, and scholarship.” This is a tall order, but an important one.

I would guess that leadership is needed in most every profession and during virtually any period in history. But it seems that events conspire sometimes to place a premium on good and wise leadership. We may be in just such a period. This is certainly the case with the presidential election looming this fall. The United States and many other countries are desperately in need of good leadership at this time. We may well be in the same situation in kinesiology.

This might seem an odd thing to say because, in some ways, our field has never been stronger. Most of us who have major programs are bursting at the seams. Students, in other words, like us and are flocking to kinesiology in record numbers. We used to be a “discovery major.” Now high school students come to our colleges and universities intending to major in kinesiology. In a word, we have become a mainstream academic major.

In addition, many of us have better students than ever before. The rise of the allied medical professions and our emerging status as a preferred major for physical therapists, athletic trainers, exercise specialists, physician assistants, and other health-related professionals have given us a new cadre of students . . . many of whom have strong academic credentials. At Penn State, as is undoubtedly the case at many of your own schools, we are known as the “alternate pre-med and allied medical major.”

We also can be proud of the fact that kinesiology is now recognized as an academic discipline by the National Research Council. In the future, our doctoral programs will be evaluated and ranked alongside those of the more established scholarly fields such as chemistry, biology, sociology, and mathematics. In an intellectual sense, we are now officially recognized as legitimate, a full partner (not junior member) of the academy.

So, given the good news represented by these factors and undoubtedly many others, why the pressing need for leadership? What troubled waters do we face, and why do we require good and wise leaders to help us through them?

I would underline three things that, at least to my mind, present a clear and present danger. It is these kinds of threats that undoubtedly will require the attention and skill of gifted kinesiology leaders.

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Editor's Invited Column, *continued*

1. Kinesiology: A Chameleon Profession

Chameleons, as we all know, change color and other characteristics to enhance survival. We do too. We chase one “hot topic” after another. If someone wants us to become intellectuals, we become intellectuals. If someone needs a fix for the obesity epidemic, we raise our collective hands and say, “Count us in.” If a couple of research studies show that activity enhances cognitive functioning, we jump on board. If anyone is looking for help with cancer, diabetes, depression, high blood pressure, wayward kids who get into trouble after school, we are among the first to volunteer.

Of course, we should be delighted that physical activity is so useful. And there is absolutely nothing wrong with change. Flexibility is an attribute of most healthy organizations. In this sense, it is good that kinesiology has adapted to the times. Indeed, over the past 40 years, we have substantially reinvented ourselves. We do different kinds of research. We have different academic programs. We even have a new name.

But flexibility is not the same thing as unprincipled opportunism or defensive survivalism. Flexibility is an asset because it takes place in relationship to core identities, central values, and historical purposes. Those who are flexible, in other words, do not “sell their souls.” They evolve in ways that are consistent with their history and that honor their predecessors. They find new strategies to achieve time-honored values.

This is not how chameleons behave. They change themselves too easily and too quickly. They are unpredictable, perhaps even (if we can say this of such an animal) unprincipled. In order to save their collective skins, they look one way today and might look another way tomorrow. Chameleons, in a sense, don't stand up for things. Because of this, it is hard to know what a chameleon is.

This is why we need anti-chameleon leadership. We need leaders who can tell flexibility from opportunism and survivalism. We need leaders who can skillfully support the former and resist the latter. We need leaders who will have the courage to stand up to undue social pressures that would have us put too many of our kinesiology eggs in one currently popular basket. We need leaders who can take advantage of short-term opportunities, while not distorting our profession in the process. We need leaders who can articulate our principles, our core values, what we stand for. This will produce what, I believe, all strong professions have—consistency and a strong sense of purpose amidst change.

2. Siloed Kinesiology

Silos are vertical structures that hold things in and, in some cases, protect these contents. These are not inherently bad functions. But silos also isolate and, thus, make it difficult to reach out, communicate, appreciate others in the neighborhood, join hands on joint projects, and the like.

Contemporary kinesiology provides a home for any number of silos. We have the academic disciplinary silos—the enclaves of the physiologists, motor control specialists, sport psychologists, pedagogists, and the like. They exist side by side in our departments but often employ strangely different vocabularies, question one another's value, and often work only with their own kind.

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Editor's Invited Column, *continued*

We also have the three dominant silos of kinesiology—the silos of research, undergraduate teaching and professional application, and activity skill instruction. The silo walls in these three domains might be thicker than those between the disciplines. Tenure decisions and ranks are different. Pay is different. Perhaps even more worrisome is the fact that status in these three silos is different. Yet, we are all kinesiologists, or at least that is what it says on our office doors.

This is why we need leadership that can take advantage of the good and necessary functions of silos and get rid of the remainder. We need leaders who can make us a more democratic field, one in which we respect and appreciate our various skills, perspectives, and functions. We need leaders who can convince us that we are stronger if we collaborate rather than go it alone and that we are better scholars if we integrate our intellectual perspectives rather than emphasize our disciplinary differences. This will produce what I think all strong professions have—diversity, healthy interaction, and mutual respect.

3. Intellectualized Kinesiology

The intellectualization of kinesiology is a function of many factors—individuals such as Franklin Henry as well as new pressures in higher education—for instance, pressures to secure external funding and publish in top-drawer journals. As noted earlier, we have improved our research and scholarship in impressive ways. And there is absolutely nothing wrong with this. Our subject matter—whether identified as movement, health, sport, physical activity, or some other related concept—needs and deserves the best scholarship we can give it.

These gains, however, have been accompanied by new risks and dangers. In particular, curricula devoted to performance have fallen on hard times. For example, many of our undergraduates who major in pedagogy are going into the schools without sufficient grounding in performance. Others who are headed into the allied medical professions might wonder how kinesiology is different than, say, biology. Some of these folks are not particularly interested in performance, and the only performance courses they get in kinesiology are offered in a laboratory setting. That is, learning how to move well is not the primary learning objective. Rather, learning how to use movement for health and other purposes holds center stage. Some have commented that this de-emphasis on performance is akin to supporting a music major without the music.

This is another reason for good leadership. We need leaders who are not ashamed of performance. We need leaders who can promote the right balance between theory, laboratory, and performance experiences in the curriculum. We need leaders who love activity themselves and let their faculty know that movement is both useful *and* delightful. We need leaders who will stand up to those in our colleges and universities (and, dare I say, our own departments) who incorrectly see games, play, sport, and even dance as essentially trivial endeavors. Such leadership will provide what I think all strong professions have—passion for their subject matter.

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“We need leaders who are not ashamed of performance.”

Editor's Invited Column, *continued*

Conclusions

There is no doubt that the three issues highlighted in this brief letter stand in the company of others. To be sure, we need leadership because we have chameleon-like tendencies, because we are organized in silos, and because, in an attempt to become sufficiently intellectual, we have lost track of performance. But there are many other needs as well. Perhaps that is the final reason for good leadership. We need insightful men and women who can tell the difference between those issues that deserve attention and those that do not. ■

*Please make your plans now to attend
and/or present your work or ideas at the
2009 NAKPEHE Conference,
January 4–6 in Sarasota, Florida.
You can register for the 2009 conference
and preview the program at
<http://www.nakpehe.org/conference.html>*



■ Leadership in KPE Higher Education

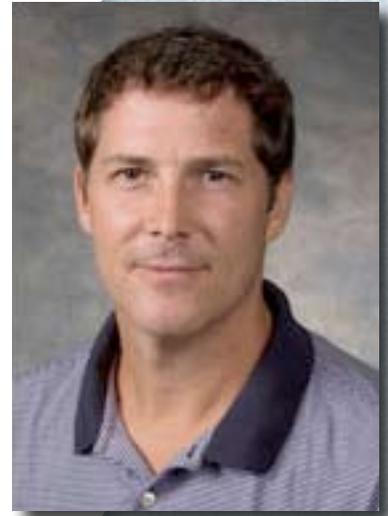
Research Within Departments of Kinesiology Can Be an Interdisciplinary Concern During Faculty Evaluations: Would We Be Better Served With a Process That Begins at the Core of the Individual's Discipline?

Greg Letter, Adelphi University

All faculty members seeking tenure, promotion, and merit pay generally prepare a dossier signifying their perceived accomplishments to be reviewed by peers and administrators. The tenure, promotion, and merit pay dossiers are usually separated into the three main categories, generally called teaching, research, and service. Administrators and faculty agree on the necessity of assessment but do not view it as a good endeavor (Braskamp & Ory, 1994). Faculty assessment has been a controversial issue for a long period of time in higher education. I will focus on how the research component alone is controversial, specifically regarding the issue of faculty members from different disciplines in the same academic department distinguishing the value and credibility of a colleague's research. "Mention the word research, and depending on his or her background, each person will conjure up a different picture" (Thomas & Nelson, 2001, p. 3). An element of subjectivity that manifests itself within the interdisciplinary review process deals specifically with *applied* versus *basic* research and the mentality of the faculty reviewing tenure and promotion candidates. This mentality is influenced by multiple variables, to be discussed later in this column, which then leads to a disciplinary "culture" that impacts the review process.

Whether the faculty research is considered analytical, descriptive, experimental, or qualitative requiring laboratories or real-world settings, these components of research become highly debated topics. The focus should be on whether faculty members from any discipline seek to expand the knowledgebase of a disciplinary issue, not just the means to the end. Some faculty from distinct disciplines, mostly the "pure" or "hard" disciplines, deem some of these more scientific, hence more widely accepted as true or appropriate research techniques and ending with of course good results, or less scientific with respect to the applied disciplines, also known as "soft" science. The impetus of this column comes from personal observations, a review of literature that adamantly stresses that a faculty member's perspective of research productivity is extremely affected by a factor known as the "disciplinary culture," and the fact that our kinesiology departments are made up of diverse disciplines.

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Leadership in KPE Higher Education, *continued*

Programs typically housed in kinesiology departments have little in common, but we continue to view these programs as having a connection around, for example, movement or sports or exercise. This issue illustrates the complexity involved in faculty review, specifically research lines pursued and how these lines are viewed with subjectivity by faculty from other disciplines in the department. Toma (1997) proclaimed, "Scholars working in the same university departments increasingly find themselves grounded within different intellectual traditions and distinct academic cultures" (p. 679). Because the programs housed within kinesiology have been to some extent arbitrarily placed under one roof over the decades, faculty are under the direct discretion of possibly a "hard" science researcher who might deem "soft" science research as a less significant form of inquiry. An eclectic mix of faculty resulting from wide-ranging disciplines creates an environment that demands atypical solutions, specifically pertaining to the review of faculty research productivity. The various disciplines strive to achieve different goals in our comprehensive departments, but a common characteristic people should share is pursuing research lines that contribute to the knowledgebase of their specific discipline.

Becher (1981) stated that "disciplines are . . . cultural phenomena: they are embodied in collections of like-minded people, each with their own codes of conduct, set of values, and distinctive intellectual tasks" (p. 109). Several scholars have expanded on this proclamation and declared that disciplines contribute to the concrete knowledge with which academicians work, how they organize knowledge, how they are inspired by other disciplines, and what sorts of work their peers value (Lattuca & Stark, 1995; Dressel & Marcus, 1982). Tucker (1993) added to this issue by alluding that tenure and promotion decisions include a "taint of politics associated with departmental and disciplinary schisms" (p. 107). Is this occurring in a majority of the kinesiology departments that exist today?

A discipline is said to mature primarily by establishing its own disciplinary concepts, theories, and models. Gizir and Simsek (2005) asserted, "The reasons of cultural differences among academic disciplines are differences in their research techniques and methodologies, common vocabularies, membership in learned societies, membership requirements, code of ethics, and similar substantive and symbolic perspectives" (p. 198–199). Additional forces contribute to disciplinary culture and academic life; specifically, researchers have mentioned the cultures of discipline, institution, profession, and society as contributors to the culture of faculty members (Austin, 1990; Masland, 2000; Tierney & Rhoads, 1993). I will focus on academic disciplines and profession throughout this column. Rationale for this focus comes from my original statements regarding the significant disciplinary and professional differences just within our departments and the research spectrum that exists, without including the additional two aforementioned factors that influence all faculty members' culture.

A productive faculty member's work will be noticeably different if he or she teaches at a private research university, a comprehensive state university, or a community college. Likewise, higher education institutions' expectations vary depending on the faculty member's discipline (Tierney, 1999).

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Leadership in KPE Higher Education, *continued*

Diamond (1999) viewed the faculty reward system as necessitating professional portfolios that are customized for the specific responsibilities of an individual faculty member. Diamond and Adam (1999) further discussed the issue of faculty diversity with regard to tenure and promotion: "In an ideal situation, the promotion and tenure process, the basis for the faculty reward system would be sensitive to these differential factors and would consider faculty candidates within their unique institutional and departmental contexts." When I originally read these comments, I was a doctoral candidate and rather green with respect to tenure, promotion, and merit pay evaluations. These comments seemed strange because I had preexisting notions that this is what took place, but through my previous research and professional experiences, I understand that the evaluation of faculty members is still extremely subjective and at times a bit archaic.

In professional settings outside of higher education, practitioners are evaluated on their specific work-related responsibilities through a performance appraisal; hence, the evaluation is of individual goal attainment pertaining to some preexisting criteria to assist in the achievement of organizational strategic objectives. The performance appraisals differ greatly depending on employee position and organization size and structure to name a few. However, one consistent element is that a manager closest to the employee's department contributes to the evaluation early in the process, and this evaluation is given substantial weight in the outcome of the employee evaluation. Faculty members are not much different; they have preexisting expectations relevant to the individual faculty member's area of expertise and are expected to accomplish university and departmental objectives as a measure of productivity. Faculty agree that the review of each individual's criteria, self-proclaimed accomplishments, allows for some of the subjectivity of this process and will continue to be a highly debated issue for decades in higher education because it does not allow higher education stakeholders to use uniform criteria, even for individuals in the same disciplines. From teaching, research, and service perspectives, no two faculty members are alike, and never will be, but this does not change what the review process should represent.

As Miller (2003) stated, "unlike the business world, the academy generally considers the evaluation of faculty as too difficult to be performed validly and fairly" and furthermore stressed that "higher education can forge a salutary relationship between the traditions of the academic and tested business design." Unlike universities with numerous subcultures, organizations attempt to develop an overriding core culture that permeates the entire organization. This organizational culture creates an environment in which all staff function with respect to similar operational procedures and standards of control. Although individual goals and career objectives exist, the organizational culture is sacrosanct. However, as Becher and Huber (1990) asserted, faculty members are trapped in their own "disciplinary culture," usually reluctant or unable to adapt their own perspective to work in partnership with colleagues in other relevant disciplines. "Since scholarship is still primarily embedded in the disciplines, in the future faculty in academic disciplines will be asked increasingly to offer judgments about quality" (Braskamp & Ory, 1994, p. 10), hence the external review process.

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"...No two faculty members are alike, and never will be, but this does not change what the review process should represent."

Leadership in KPE Higher Education, *continued*

Peer review is an established and respected process in higher education, and as a faculty member in higher education, I agree with it, but I want to see a more thorough and representative evaluation from within the university tenure and promotion committees. I agree that assessment must acknowledge faculty interdependence, especially in interdisciplinary departments, but those departments that include a broad spectrum of research pursuits could experience the influence of the disciplinary culture within the review process. This dilemma creates an atmosphere in which subjectivity becomes rampant, and delineating between two different faculty members' research productivity is a tainted process. Eventually we see the disciplinary culture perspective influencing review decisions.

These review decisions seem to begin close to the discipline and typically move further away from the faculty member's department to a university-wide review, and lastly this is followed by the external review. This external review process allows individuals in similar disciplines and from different universities with comparable Carnegie classifications to get a balanced review and adds an opportunity for the reviewed faculty member to have a common voice to represent the core culture of the discipline. The weight given to the external reviewers judging the disciplinary research seems inappropriate because these are the colleagues who comprehend the worth of individual member's self-proclaimed accomplishments for the discipline. The current process appears backward because the faculty members who can offer insight into the worth of research pursuits have little influence on the initial reviews. A discipline is a branch of learning, and faculty with terminal degrees in a discipline are assumed to have expertise in that branch of learning and should be considered a good source of information from that discipline. If you want answers to your questions, go to the best source, and it appears the individuals from the external review might be your best source to review scholarly research in an academic discipline.

During my personal experiences in higher education, and not just during the review process, I have been asked numerous times by my colleagues to explain what I do and what are some of the career fields my students can enter. These colleagues are in my department as well as the school in which my department is housed. Do you get the picture I am attempting to draw? Am I receiving an initial review, which will speak highly or lowly about my self-proclaimed accomplishments, from a committee of members who were afraid to ask the question, to explain what I do and what are some of the career fields my students can enter, or were they simply too busy during the semester and had little time to answer the question themselves? Again, I feel the review process is necessary in higher education, but the process appears to be out of sequence. For the purposes of housing programs in academic departments in higher education such as kinesiology, yes these programs have similarities for students in undergraduate programs, but for the purpose of reviewing the academician who teaches in those programs, the review process needs to take into account the fact that these academicians have diverse areas of scholarly endeavors. Concerns of dynamic departments and the potential for a review process spearheaded by faculty members from diverse disciplines can have a negative impact on the culture and academic climate,

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Leadership in KPE Higher Education, *continued*

not to mention outcomes that are not representative of the reviewed faculty's disciplinary perspective and expectations. Establishing a review process that focuses on the specific nature of the faculty member's discipline creates a more valid and reliable outcome, one that is represented from the core of the discipline outward.

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■ Current Issues

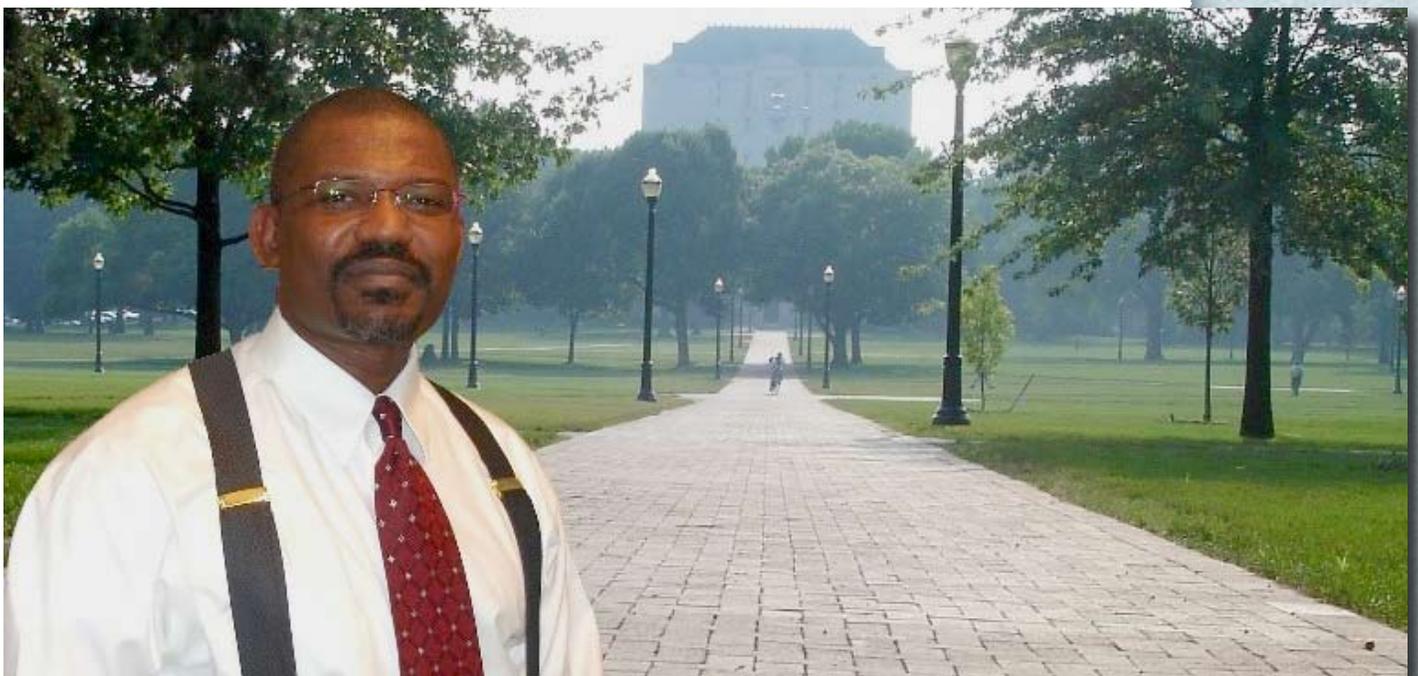
Unpacking the 2009 NAKPEHE Conference: History to Horizons

Samuel R. Hodge, The Ohio State University

The 2009 National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) Conference is planned for January 4–6, 2009, in Sarasota, Florida. The theme for the 2009 NAKPEHE Conference is *History to Horizons: Understanding Our Past and Present, While Constructing Our Future*. The theme was conceptualized to situate opportunities for conference presenters and attendees to engage in discourse on historical, philosophical, epistemological, and contemporary issues pertinent to kinesiology and physical education (K/PE) professionals in the United States of America and beyond. To that end, established and emerging professionals will examine and speak to various aspects of the status, histories, epistemologies, theoretical orientations, and philosophies that influence professional preparation, scholarship, leadership, and practice in K/PE disciplines. Moreover, attendees will be challenged to better explore and articulate their beliefs and perspectives in understanding our past and present, while constructing our future. An intriguing and wide range of presentations from established scholars and emerging professionals ensures the success of this conference. For example, presenters will cover such topics as (*listed in alphabetical order*):

- Achievement Goals, Self-Determination, and Motivational Outcomes
- Addressing Children’s Health Issues in Physical Education Programs

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Current Issues, *continued*

- Adventure Education and Students' Social Interactions in General Physical Education
- African Americans' Experiences and Contributions in Kinesiology and Physical Education
- Attitudes, Opinions, and Knowledge of Obesity
- Changes in Physical Education Facilities on College and University Campuses
- Changing Physical Education Professionals' Beliefs and Teaching Behaviors
- Considerations for a Healthy Future
- Construction and Status of Physical Education Teacher Education (PETE)
- Constructivism and Realism Frameworks in Our Research
- Contemporary Forces Impacting Kinesiology and Physical Education Professionals
- Curriculum Requirements in Physical Education Teacher Education (PETE) Programs
- Dance and Physical Education: Are They Partners and In Step?
- Dynamics of the Mentor-Protégé Relationship in Higher Education
- Evidence-Based Practices in Physical Education: Now and the Future
- Evolution of Disciplines or Sub-disciplines From Physical Education and Our Future
- Food Considerations, Physical Activity Behaviors, and Body Composition Indices of Puerto Rican Adolescents
- Gender Bias in the Media's Coverage of Sports
- Historical Context of Adapted Physical Education and Physical Education
- Infusing and Connecting Health-Related Fitness Through Outdoor Activities
- International Student-Athletes' Athletic, Academic, and Social Experiences at US Campuses
- Looking Back to Move Us Forward: Aristotle, Kinesis, and Our Future
- Motivation, Physical Activity Levels, and Health-Related Fitness
- Moving from Teacher-Centered to Student-Centered Learning
- NCATE Drama: Compliance vs. Student Learning
- Philosophies, Principles, and Guidelines for Effective Leadership
- Preparing Teacher Candidates to Teach All Students
- Professional Preparation Programs and Graduates
- Rethinking PETE Program Admissions to Include Teacher Candidate Dispositions
- Service Learning and Its Role in Practice-Based Education
- Sexploitation in Sport: What is the Role of Higher Education in Preparing Sport Educators?
- Social-Emotional Intelligence and Dispositions

(continued)

Current Issues, *continued*

- Student Teaching: Here, There, and Elsewhere
- Technologies and Distance Learning Courses
- Theorizing American Physical Education
- Threats to Physical Education Endorsement and Certification
- Using the National Standards in Higher Education to Prepare Teachers
- Valuing or De-Valuing Physical Activity Courses on Campus
- Violence on College and University Campuses: Faculty Roles and Responsibilities

In addition to a rich assortment of presentations for the daily concurrent sessions, the 2009 NAKPEHE conference organizers have scheduled a number of special events:

- A keynote address by Marlene Springer, Former President, College of Staten Island, New York
- Administrative Workshop Sessions scheduled for January 4 and 5, 2009
- The Joanna Davenport Poster Presentation Award Competition for doctoral students
- The Delphine Hanna Lecture by John M. Dunn, President, Western Michigan University
- A reception and welcome occasion for new members
- A Social Justice and Cultural Diversity Open Forum (Panelists: Frankie G. Collins, The Ohio State University; Luis Columna, State University of New York at Cortland; Doris R. Corbett, Howard University; and Jennifer Faison-Hodge, Capital University)
- The Amy Morris Homans Lecture by Jan Rintala, Professor, Department of Kinesiology and Physical Education, Northern Illinois University
- Past Presidents Reflect on the Future: An Open Forum
- The Hally Beth Poindexter Young Scholar Presentation by Dr. Leah E. Robinson, Assistant Professor, Auburn University
- The Dudley A. Sargent Lecture by Jimmy Ishee, Professor, College of Health Sciences, Texas Woman's University

As we unpack the conference theme, we will explore several important questions: Whose and what knowledge is of most worth? Are we physical educators or kinesiologists? "Historically, physical education 'birthed' the discipline areas and was the umbrella term for the studies now included in the term kinesiology" (Rink, 2007, p. 100). There has been much debate over time regarding physical education curriculum and content, arguing for or against the disciplines being the content of physical education (Locke, 1990; Newell, 1990a, 1990b, 1990c; Siedentop, 1990). Rink recalled,

(continued)

Current Issues, *continued*

Faculties with professional interests were marginalized by the fields they gave birth to, motivated primarily by an effort to gain academic respectability. With time, calls to unite the field under physical education became calls to unite the field under *kinesiology*. I remember distinctly wanting to study teaching for my master's thesis and having to get permission to do so since it wasn't a "field of study." (p. 101)

Still other important questions will be asked at the conference around issues of professional preparation and cultural competence, the health of our nation's populations, violence on college and university campuses, and so on. In the lyrics of Stevie Wonder, "Is it possible for all people of the world to co-exist? I say unity is only as big as our vision. And if it's narrow, strive to expand beyond the horizon." In that spirit, the 2009 NAKPEHE Conference's theme *History to Horizons: Understanding Our Past and Present, While Constructing Our Future* is designed to stimulate exploration of such questions and for professionals to engage in discourse on historical and contemporary issues associated with our disciplines, our nation, and world society.

We encourage you to join us in sharing your understandings of the complex issues influencing our professions and your visions for constructing our futures. In sum, the 2009 NAKPEHE annual conference situates an excellent opportunity for meeting, interacting, networking, and collaborating with a diversity of professionals and students in higher education. Come join us in beautiful Sarasota, Florida, at the Hyatt Regency Hotel.

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*Register for the 2009 conference
and preview the program at
<http://www.nakpehe.org/conference.html>*



■ Best Practice in Teaching and Learning

An Open Source Software Alternative

*Robert N. McKethan, Erik Rabinowitz,
and Michael Kernodle
Appalachian State University*



Introduction

What would be your response if you were offered software at no cost? Many would quickly think of the adage “If it sounds too good to be true, it is.” They might also suggest you get what you pay for. However, this is not necessarily true in the case of Open Source Software (OSS), which is defined as software programs distributed with accessible source code(s) (Coppola, Neelley, & The R-Smart Group, 2004). OSS is becoming a viable alternative to purchasing proprietary software products. In fact, a Google search for the term Open Source showed an increase in OSS from 28.8 million in 2005 to 376 million in 2006 (Pan & Bonk, 2007), and the authors’ searches yielded similar results in 2008. OSS is becoming more readily available and is commonly used by students, public schools (*eSchool News*, 2008; Stansbury, 2008), institutions of higher learning (Coppola et al., 2004; Olsen, 2003), and even national and international government entities (Nastu, 2008). With this unprecedented use, this column’s purpose is to examine the value of OSS, specifically OpenOffice, as a teaching and learning tool.

OSS Products

Some of the most common OSS products include computer operating systems, servers, database software, online learning systems, and a host of desktop tools. Literally hundreds of OSS tools are available to individual users, and most, but not all, of this software is free (Crowston, Annabi, & Howison, 2003). The most common examples are Linux (an operating system), Moodle (course management system), OpenOffice (an open version similar to Microsoft Office), GIMP (an image manipulation program), NVu (a Web design assistant), Thunderbird (e-mail client), Firefox (Web browser), programming languages (e.g., Java, Python, Perl), and games.

Software Licensing and Source Code

Usually when an individual acquires a software product, that person makes the purchase from a vendor (e.g., Microsoft), which extends permission, not

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Best Practice, *continued*

ownership, to use the product. This category of software is commonly called commercial or proprietary software, only allowing certain use of the software and restricting access to the source code. Some OSS software is categorized as commercial software (like proprietary software) because it is sold; however, these programs allow anyone to report bugs, request new features, or enhance the software. This accessibility allows a community of developers to generate discussions, make modifications, and experiment with the program, potentially resulting in improvements and generation of new and novel ideas (Pan & Bonk, 2007). This fosters innovation by allowing an enormous talent pool to access and manipulate the source code (Nastu, 2005).

OpenOffice Review and Evaluation

Potentially the most influential OSS product to date is an alternative to Microsoft Office called OpenOffice, which has been under development for 20 years. There are 750 individuals who have contributed directly to the development of OpenOffice and over 4,000 individuals who contribute to extension development, advertising, distribution, and linguistic support. The product started with one application, but has grown to a suite of six application tools that include (1) database, (2) spreadsheet, (3) a drawing program, (4) a presentation program, (5) a math equation writer, and (6) a word processor.

The product version of OpenOffice selected for this review is currently available in the beta 3 version and was slated for release in October of 2008. Reviews of OpenOffice suggested it has many of the functions of Microsoft Office (Gralla, 2008) but lacks some of the higher-end features. For example, OpenOffice does not have the extensive selections of themes and templates found in Microsoft Office; however, their collection of themes, templates, and plug-ins is literally growing by the day on their Web site (www.OpenOffice.org). In addition, the OpenOffice user interface does not compare with the aesthetically slick Microsoft Office user interface, and Gralla (2008) suggested that some users might feel as if they are back in the 1990s when using OpenOffice.

OpenOffice starts up with a menu shell that is a splash screen including icons for each of the applications in the suite. In addition, there are two icons: one that operates like the My Computer function found in MS Windows and another that links to existing templates. Also, the splash screen includes links for new templates, add-ons, registration, and the OpenOffice Web site. The user interface is standard across all OpenOffice applications with a common menu bar (e.g., file, view, edit, etc.) very similar to that found in Corel Office (a proprietary product). The user will find that the menu choices under each item on the menu bar might be arranged differently and might use different labels, but the functions are essentially the same. For example, if the teacher is reviewing a document in which changes have been made by others, the accept or reject change tracking tools are found under edit. The feature of inserting notes is located under the insert link on the menu bar. Also, one can click on the e-mail icon and launch the e-mail client to send the document

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Best Practice, *continued*

as an attachment. Other useful features are the ability to convert a document to PDF format and the navigator toolbar, which nicely links to objects (e.g., titles, sheets, tables, text frames, and graphics) that are imbedded in a document. The toolbar includes an icon with dropdown links to open other OpenOffice applications. The formatting bar located under the toolbar contains standard formatting tools (e.g., font type, size, alignments, and bulleting) that are common features to the other OpenOffice programs.

Much like Microsoft Office, support links include free and commercial support, books, tutorials and picture-based step-by-step processes, frequently asked questions, a discussion forum, and support links for Mac users. OpenOffice applications are compatible with other OSS office suites and Microsoft Office documents prior to Office 2007. The authors were able to successfully open MS Office 2007 Word, Excel, and PowerPoint files with the equivalent OpenOffice applications. However, it would be advisable for individuals considering a migration to OpenOffice to conduct additional testing of compatibility with existing files.

Unless there are substantial justifications, the decision to use an OpenOffice Suite is pragmatic, fiscally responsible, and a logical choice.

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■ New KPE Professionals

NAKPEHE Young Scholars

*Leah Holland Fiorentino, President-elect,
University of North Carolina–Pembroke*

The National Association for Kinesiology and Physical Education in Higher Education has demonstrated a strong commitment to supporting new higher education professionals through the Hally Beth Poindexter Young Scholar Award. In January 1999, at the closing Board of Directors (BOD) meeting, Dr. Susan Kovar appointed a presidential task force to develop the protocol for a NAKPEHE Young Scholar program. The task force drafted the guidelines and eligibility requirements for the program and presented these at the spring BOD meeting where they were approved and posted for submissions at the 2000 annual conference. In 2002, the BOD approved a motion to name the Young Scholar award in honor of Dr. Hally Beth Poindexter who was pivotal in support of the award. Dr. Poindexter continues to honor NAKPEHE and introduces the NAKPEHE Young Scholar at each annual conference. Since that time, the Young Scholar award program has been an important component of the annual conference.

The Hally Beth Poindexter Young Scholar is selected through a blind review by leaders in the association. Submissions are accepted from higher education professionals in their first five years of work at the university level. The list of past NAKPEHE Young Scholars contains some of the best and brightest to enter our ranks in higher education.

Dr. JeongAe You (2000) was the first winner of the Young Scholar award and at that time was at the University of Western Alabama.

In 2001, Dr. Yomee Lee from SUNY at Cortland was selected by the reviewers. Dr. Lee was later selected as a Fulbright Scholar.

Dr. Debra Patterson (CSU, Northridge) was selected as the 2002 Young Scholar. She is currently an Associate Professor at CSU Fullerton.

Dr. Greg Letter (Mississippi State University) was the first “Hally Beth Poindexter” Young Scholar. He is currently an Assistant Professor at Adelphi University and an Associate Editor for the *Chronicle of Kinesiology and Physical Education in Higher Education*.

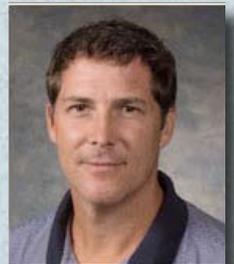
Dr. R.R. Goyakla Apache (University of Nevada, Las Vegas) was selected in 2004, and he continues to teach and conduct research at the University of Nevada, Las Vegas. He has been involved with NAKPEHE committee work for several years.



Dr. Lee



Dr. Patterson



Dr. Letter



Dr. Apache

(continued)

New KPE Professionals, *continued*

Dr. Darla Castelli (University of Illinois, Urbana-Champaign), the 2005 Hally Beth Poindexter Young Scholar, continues her work at the University of Illinois, Urbana-Champaign, and has been involved with committee work in the NAKPEHE leadership.

In 2006, Dr. T. Michelle Magyar (CSU, Long Beach) was selected as the Young Scholar.

Dr. Brian Culp (Indiana University, Purdue University–Indiana) was selected as the Young Scholar in 2007. He continues on as an Assistant Professor at Indiana University, Purdue University–Indiana.

Dr. Zan Gao (2008) is the most recent winner of the NAKPEHE Young Scholar Award. He is currently an Assistant Professor at the University of Utah.

The 2009 Young Scholar will present a paper to the audience at the annual conference in Sarasota in January of 2009. Please plan to attend the conference and this special session. For additional information, contact Dr. Leah Holland Fiorentino at leah.fiorentino@uncp.edu. ■



Dr. Castelli



Dr. Magyar



Dr. Culp



Dr. Gao

Funding for NAKPEHE Special Projects

One of the responsibilities of the Foundations Committee is to oversee the spending of all endowed funds. There is interest money available in NAKPEHE's endowed funds to be used for special projects to further the goals of NAKPEHE. These are also projects that would not fall under the operating budget of NAKPEHE.

Requests for special projects should be submitted by July 1st or November 1st of each year to the Chair of the Foundations Committee (FC). The FC, if possible, will make their decisions via e-mail. So there should be a short turnaround in the decision-making process.

Project requests should include:

1. Person(s) submitting request, address, phone, e-mail
2. Title and description of project
3. Itemized cost of project
4. Timeline for completion of project
5. Proposed benefits to NAKPEHE
 ___ Request Advance ___ Request Reimbursement ___ Other

For 2009 requests, submit your proposal to: Judy Bischoff (jbischof@niu.edu) or 1891 N. Via Carrizal, Green Valley, AZ 85614 before May 15th and after October 15th. Between those two dates, send to 854 Sandpiper Shores Rd., Coolin, ID 83821. ■

International

Leadership Skills Needed by Faculty in International Teaching Environments

Mary A. Hums, University of Louisville



Introduction

In the past, we spoke of people as coming from the corners of the world. International relations were about walls such as the Berlin Wall or the Great Wall of China. But today, the world is not about corners and walls, but rather arcs and networks and who we are connected to, not separated from (Friedman, 2003). We see the ultimate example of this in sport, when the world comes together for the Olympic and Paralympic Games. People who are leaders in the 21st century need to recognize that they must develop a new skill set to be successful in this age of global connectedness. In the case of educators, we must develop this skill set in order to help our students be successful in this climate.

More and more, businesses operate with a global perspective. Corporate headquarters might be in one country, while subsidiaries are in another, and customers are everywhere. This diversity necessitates that people have the leadership skills to make these diverse workgroups cohesive and productive. The impact of diversity in organizations can be both positive and negative, depending on “the type of diversity climate that exists rather than the fact of the diversity itself” (Bhadury, Mighty, & Damar, 2000, as cited in Seymen, 2006, p. 303). Organizational leaders are the ones who set the tone for the diversity climate. In education, those leaders are the educators working daily with their students and setting the diversity climate in their classrooms and programs.

As leaders in their classrooms and universities, educators need to acquire and hone basic leadership skills. This is particularly true in higher education settings, where all too often we see people elevated to administrative positions who lack even the most rudimentary managerial abilities. The focus of this column, however, is specifically on leadership skills educators need in today’s multicultural environment. This column will briefly focus on two elements of teaching in international settings. The first element is suggestions for leadership skills teachers need in today’s multicultural classroom. Second, there will be a brief discussion of teaching abroad and skills needed by people who might wish to pursue this.

Skills for Working in Multicultural Higher Education Settings

The face of today’s classroom is different than it was even 10 years ago. Students from around the world are moving to pursue higher education in countries other than their homelands. We see this reflected in more inter-

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International, *continued*

national students in our classrooms, as well as in increased opportunities for faculty members to teach in international settings. As leaders of their classrooms, educators need to improve their skills for working in a multicultural environment. We must know our students, ourselves as instructors, how we teach, and what we teach (Ramsay, 2005). This section discusses working with international students here in the United States and then presents information about skills needed when teaching abroad.

International Students

According to Le Roux (2002, p. 37), “Education can never be culturally neutral.” What and how people learn, teach, and communicate varies by culture. When working with international students, educators should keep several points in mind. According to Kim (2005), international students face challenges in three areas: (a) note taking and listening comprehension, (b) lack of second language confidence, and (c) lack of familiarity with US academic discourse patterns and instructors’ expectations. Because of this, communication is of the essence. Good leaders have a vision and the ability to articulate that vision. Without the ability to communicate a vision, the leader is but a useless clanging cymbal. So, too, with educators. Unless an important message is communicated well, the message is lost on the students. Communication becomes even more important when dealing with international students. A person who is skilled in cross-cultural communication possesses many of the following skills (Lynch, 1999, p. 77):

- respects individuals from other cultures,
- makes continued and sincere attempts to empathetically understand the world from others’ point of view,
- is open to new learning,
- is flexible,
- has a healthy sense of humor,
- tolerates ambiguity well,
- is sensitive to own prejudices,
- approaches others with a desire and an openness to learn,
- is genuinely interested in others, and
- sees differences not in terms of inferiority but as learning opportunities.

In addition to communication, an important component to be aware of is learning style. Many authors over the years have commented on student learning styles. Much of the research done by authors from the United States focuses on learning styles of domestic US students. However, today’s classroom is no longer the domain of solely domestic students. Although we are all immigrants in some fashion, a new wave of immigrants is now present in our classrooms, in our gymnasiums, and on our teams (NCAA, 2006; Popp, 2006). Because of this, teachers in today’s classroom must be open to students from

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*“Education
can never
be culturally
neutral.”*

International, *continued*

all over and be flexible in incorporating teaching techniques that will enable maximum learning for all. "In particular, traditional methods of uniform instruction seem to be ineffective with a student group that is very diverse, with students from different backgrounds and with different approaches to learning" (DeVita, 2001, p. 165). Being aware of different learning styles and being able to communicate in ways that are clear to international students goes a long way in making for a nurturing and welcoming classroom.

Teaching Abroad

Today more than ever, professors and teachers are availing themselves of the opportunities to teach abroad, from short-stay type courses (a few weeks) to longer expatriate experiences (a few months to several years). There is a small body of literature about the teaching-abroad experience, and anyone wishing to take advantage of these opportunities should most certainly read what they can in advance of their experience (Garson, 2005). Clover (2008) offered several suggestions for those embarking on working in an international assignment: (a) be an active listener, (b) have a sense of adventure, (c) create new alternatives, (d) learn to build rapport, (e) adopt a range of styles, and (f) build on the foundations of others who have already experienced teaching in another culture.

As someone who has had the opportunity to both teach and work abroad, I can also add some personal observations. There is no doubt that teaching in an international setting made me a better teacher. One particular lesson for me was the ability to communicate more clearly. For example, I never completely realized how much sport industry jargon and how many ethnocentric sport examples I used until I had to make the adjustment to a more international classroom. I truly believe cleaning both of these up has helped my domestic classroom become a better place for all students to learn. Another lesson for me was realizing just how much about the sport industry I did not know. Sometimes realizing what one does not know opens up new horizons and experiences never thought possible. I came to realize that my limited knowledge was limiting my students' ability to learn! Another thing I learned was that there are many ways to operationalize sport, and we need to be open to these and share them with our students. Living in another country long enough to "pass from tourism to immigration" was also a personal challenge that helped me know how to better assist my international students as they grapple with academic and social adjustments to a new country. Finally, I learned living in another country helps one to live "longer." Now obviously the experience does not actually add years to one's life, but living in the present and being aware of new surroundings, people, challenges, and cultures allows one to live more completely. This is a lesson I like to pass along to my students, not only in my International Sport class, but all classes I teach. I realize many educators have had more extensive experiences than I have had. My wish would be to join their ranks as my career progresses, and I encourage those who have not yet lived and worked in another country to do so if the opportunity arises.

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International, *continued*

Sport As the Universal Classroom

One advantage that we in physical education, sport management, and kinesiology have is the universal language of sport. In physical education classrooms and on different playing fields, given the opportunity to play, students do so readily. The place of sport in the integration of children from different cultures is currently being examined, including the role of sport in the integration of refugee children (Prado, Hums, & Lyras, in progress). Because of this unique power of sport, educators in these fields of study have the opportunity to be leaders in making our profession as international as possible.

Sport is a universal product. No matter where one goes or where one's students come from, sport is truly a universal language, even if it has different dialects. Being aware of the skill set needed to be a successful leader in this multicultural world will help us move our students and our profession forward into the 21st century.

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“Sport is a universal product.”

Scholarly Publications

Deborah J. Buswell, Stephen F. Austin State University



Although I will attempt to be as thorough as possible in listing new books, I know that I will miss some. If you know of upcoming titles, please contact me so that I may include them in the next issue. Note that some listings do not include the price of the book. When the price of the book is available on the publisher's Web site, that information is provided in the listing. Unless otherwise indicated, the cost provided is for a hardcover version of the text.

Exercise Science and Fitness

Anspaugh, D.J., Hamrick, M.H., & Rosato, F.D. (2009). *Wellness: Concepts and Applications* (7th ed.). Boston: McGraw-Hill. ISBN 9780073523668, \$64.69.

Seventh edition features up-to-date information following the newest ACSM guidelines including several new sections on sexual harassment and stalking. Updated labs are available in interactive format via the online learning center. Instructor resources include numerous videos and student interviews.

Enoka, R.M. (2008). *Neuromechanics of Human Movement* (4th ed.). Champaign, IL: Human Kinetics. ISBN 9780736066792, \$78.00.

Content has been updated for both the clinical and research aspects of the study of human movement. Instructor's resources include numerous PowerPoint slides and images. Text can be used as an upper-undergraduate or graduate text and/or as a reference in various areas of exercise science and rehabilitation.

Fahey, T.D., Insel, P.M., & Roth, W.T. (2009). *Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness* (8th ed.). Boston: McGraw-Hill. ISBN 9780073523729, \$67.50 (full version), \$49.06 (alternate version), \$39.38 (brief version).

The eighth edition of this textbook includes three different versions. All three versions cover information on the various components of health-related fitness. The full version (15 chapters) also includes information on nutrition, stress, substance abuse, chronic diseases, and injury prevention. The alternate version (11 chapters) includes information on nutrition, weight management, stress, and cardiovascular disease. The brief version (8 chapters) includes information on nutrition. Additional resources include an online interactive workbook, numerous laboratory activities, questions for reflection, and updated health recommendations.

National Strength & Conditioning Association. (2008). *Essentials of Strength Training and Conditioning* (3rd ed.). Champaign, IL: Human Kinetics. ISBN 9780736058032, \$79.00.

The third edition of this comprehensive reference book for strength and conditioning professionals includes contributions from 30 experts in the field. Instructor resources include PowerPoint presentations and numerous images from the book for use in developing individualized presentations. Student activities are available online and can be printed out or submitted electronically to the instructor.

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Scholarly Publications, *continued*

Powers, S.K., & Dodd, S.L. (2009). *Total Fitness and Wellness* (5th ed.). Boston: Benjamin Cummings. ISBN 9780321522870, \$64.40 (full version), \$43.00 (brief version) (softcover).

The fifth edition of this textbook includes two different versions. The brief version (11 chapters) focuses specifically on the basics of fitness, nutrition, cardiovascular disease, and stress management. Instructor resources include videos within the PowerPoint presentations, various lab exercises, and exercise videos. Student resources include a behavior change logbook and wellness journal.

Williams, C., James, D., & Wilson, C. (2008). *Mathematics and Science for Exercise and Sport: The Basics*. London: Routledge. ISBN 9780415441698, \$42.95 (softcover).

A resource or supplemental text for students in exercise science, this text explains the mathematics and scientific principles behind the physical states of gas, liquid, and solid, as well as the science of biomechanics, motion, and energy. The book uses practical examples to guide student understanding and explain common problems and misconceptions. Also included is information on statistics and scientific report writing, which could make it a valuable resource for upper-level undergraduate or graduate students.

Sport Management

Ferrand, A., & McCarthy, S. (2008). *Marketing the Sports Organisation: Building Networks and Relationships*. London: Routledge, ISBN 9780415453301, \$47.00 (softcover).

The focus of this text is on the use of relationship marketing techniques. This book offers students seeking degrees in sport and/or business marketing a practical framework for implementation as well as an examination of available tools and methods to increase product value. The text includes international case studies, making it applicable in the global world of sport today.

Leonard, R. (2008). *The Administrative Side of Coaching: Applying Business Concepts to Athletic Program Administration and Coaching* (2nd ed.). Morgantown, WV: Fitness Information Technology. ISBN 9781885693839, \$59.00.

This text uses the most recent business models and applies them to the everyday demands of the administrative aspects of coaching (i.e., scheduling, fundraising, budgeting, and marketing). Along with basic information, this second edition also focuses on the practical application of these concepts. Ancillary materials are included with adoption: PowerPoint with summaries, key terms, discussion questions, and application exercises from each chapter; an instructor's supplement; and suggested term projects.

Masteralexis, L.P., Barr, C., & Hums, M. (2009). *Principles and Practice of Sport Management* (3rd ed.). Boston: Jones & Bartlett. ISBN 9780763749583, \$80.95 (softcover).

This sport management text offers not only knowledge and skills for sport management but also the application of these principles across many areas of the industry. For instructors wanting to upgrade from the second edition, there are tools available to assist in easing this transition.

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Scholarly Publications, *continued*

Ming, L., Pitts, B.G., & Quarterman, J. (2008). *Research Methods in Sport Management*. Morgantown, WV: Fitness Information Technology. ISBN 9781885693853, \$69.00.

A resource for individuals studying or involved in the area of sport management. This text offers basic knowledge and skills for conducting research. Practical examples and the inclusion of good decision making and application of ethics both in the practice of doing research as well as the reporting of research make this a potential resource for instructors as well as students.

Pedagogy and Motor Development

Cassidy, T.G., Jones, R.L., & Potrac, P. (2008). *Understanding Sports Coaching: The Social, Cultural and Pedagogical Foundations of Coaching Practice*. London: Routledge. ISBN 9780415442725, \$59.95 (softcover).

This is an introductory text on the theory and practice of coaching. The focus of the text is on the social, cultural, and pedagogical concepts of coaching. An emphasis of this resource is on the development of a critical reflection of individual coaching practices with a goal of improving coaching. It includes a number of exercises and case studies to assist in the learning process.

Graham, G. (2008). *Teaching Children Physical Education* (3rd ed.). Champaign, IL: Human Kinetics. ISBN 9780736062106, \$44.00 (softcover).

This is a foundation textbook for undergraduate physical education teacher preparation programs. This down-to-earth book focuses on useful techniques and strategies beneficial in physical education environments such as motivating children, building positive feelings, minimizing off-task behavior and discipline problems, and maximizing learning. Resources include a DVD of video clips of real-life teaching situations illustrating techniques and strategies discussed in the text. Additional student resources include worksheets and reflection questions. Downloadable ancillary materials are included with adoption: instruction guide, test package, and presentation package.

History, Philosophy, and Ethics

Belliotti, R.A. (2008). *Watching Baseball, Seeing Philosophy: The Great Thinkers at Play on the Diamond*. Jefferson, NC: McFarland. ISBN 9780786433032, \$35.00 (softcover).

This text applies Western philosophy through iconic figures in American sport and culture such as Jackie Robinson, Mickey Mantle, and Joe DiMaggio. This could perhaps be used as a supplemental text for a philosophy course or a resource for faculty teaching philosophy in a variety of undergraduate or graduate courses.

Gems, G.R., Borish, L.J., & Pfister, G. (2008). *Sports in American History: From Colonization to Globalization*. Champaign, IL: Human Kinetics. ISBN 9780736056211, \$64.00.

A comprehensive text capturing the sport history of America from 1400 to 2007. The text includes an examination of the parts played by women, minorities, and ethnic and religious groups in the complex world of sport, health, and play. The

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Scholarly Publications, *continued*

text includes a timeline of both sport and nonsport events, discussion questions, and international perspectives to illustrate differences across the globe. This could be used in an undergraduate sports history course or as a resource for faculty teaching other courses that include a history component at both undergraduate and graduate levels.

Sport Psychology

Gill, D.L., & Williams, L. (2008). *Psychological Dynamics of Sport and Exercise* (3rd ed.). Champaign, IL: Human Kinetics. ISBN 9780736062640, \$58.00.

This third edition has been updated to coincide with current practice and the major topics associated with an exercise psychology curriculum. Resources for students include case studies, updated references, research and application boxes, chapter summaries, and review questions. The practical theory approach used in this text may be beneficial for both upper-undergraduate and graduate students seeking employment in a variety of professions including athletic trainers, teachers, personal trainers, and consultants.

Horn, T.S. (2008). *Advances in Sport Psychology* (3rd ed.). Champaign, IL: Human Kinetics. ISBN 978073605356, \$69.00.

Edited by Thelma Horn, this graduate-level text, with 34 contributors, now includes chapters on qualitative research methods, achievement goal theories, self-confidence, and family and peer influences. The focus is on current research, and each chapter includes a review of available research and theory of the main topic, an analysis of the knowledge, and speculation on the direction of future research.

Sociology

Atkinson, M., & Young, K. (2008). *Deviance and Social Control in Sport*. Champaign, IL: Human Kinetics. ISBN 9780736060424, \$45.00.

This text explores the cultural construction of deviance in sport, how athletes reach the level of becoming deviant, and how society responds to deviant sporting behaviors. The book provides a theoretical basis for understanding deviance and uses case studies to explain and interpret acts of deviance at various levels. This could be a supplementary sport sociology text for upper-level undergraduate or graduate courses.

Howe, P.D. (2008). *The Cultural Politics of the Paralympic Movement: Through an Anthropological Lens*. London: Routledge. ISBN 9780415288873, \$47.95 (softcover).

The text examines how society, politics, and economics have shaped the Paralympic Movement. The author is a four-time Paralympian and former Athlete's Representative to the International Paralympic Committee and as such offers a unique perspective and insight into the world of high-level international sport for individuals with disabilities.

New Journals

Disability and Health Journal—first issue published in January 2008.

This is the official journal of the American Association on Health and Disability. This is a scientific, scholarly, peer-reviewed, and multidisciplinary

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Scholarly Publications, *continued*

journal that focuses on a variety of broad topics relating to individuals with disabilities, including health and wellness; reducing secondary conditions and health disparities; evaluative research on new interventions, technologies, and programs; reports of appropriate empirical research; reviews of research literatures; and much more. This journal is available in print format, and subscribers also have access to full-text articles online. Personal subscriptions are currently available at a cost of \$189.00 and can be purchased directly from the Web site at www.disabilityandhealthjnl.com.

Reference Titles

Books in the following section are reference titles that may be of interest to faculty as resources for a variety of classes. No description is provided because they tend to have self-explanatory titles.

Abrams, B.L. (2008). *Capital Sporting Ground: A History of Stadium and Ballpark Construction in Washington, D.C.* Jefferson, NC: McFarland. ISBN 9780786439560, \$39.95 (softcover).

Adler, R. (2008). *Mack, McGraw and the 1913 Baseball Season.* Jefferson, NC: McFarland. ISBN 9780786436750, \$39.95 (softcover).

Dyreson, M. (2008). *Crafting Patriotism for Global Dominance: America at the Olympics.* London: Routledge. ISBN 9780415445689, \$140.00.

Fidler, M.A. (2006). *The Origins and History of the All-American Girls Professional Baseball League.* Jefferson, NC: McFarland. ISBN 9780786422432, \$49.95 (softcover).

Kelley, B. (2008). *Voices From the Negro Leagues: Conversations With 52 Baseball Standouts of the Period 1924–1960.* Jefferson, NC: McFarland. ISBN 9780786441518, \$39.95 (softcover).

Martin, A.M., & Martin, A.T. (2008). *The Negro Leagues in New Jersey: A History.* Jefferson, NC: McFarland. ISBN 9780786439003, \$35.00 (softcover).

McNeil, W.F. (2008). *The California Winter League: America's First Integrated Professional Baseball League.* Jefferson, NC: McFarland. ISBN 9780786438815, \$29.95 (softcover).

Nieto, S. (2008). *Early U.S. Blackball Teams in Cuba.* Jefferson, NC: McFarland. ISBN 9780786419289, \$35.00 (softcover).

Tricard, L.M. (2008). *American Women's Track and Field: A History, 1895 Through 1980.* Jefferson, NC: McFarland. ISBN 9780786438938, \$49.95 (softcover in 2 volumes). ■

■ Notice to the NAKPEHE Membership

Proposed Changes to the NAKPEHE Bylaws, Fall 2008

Submitted by Beverly Mitchell, Chair, Bylaws Committee

Regarding ARTICLE V. OFFICERS (and links to Officer Operating Codes)

(Current Wording) Section 2. Election and Term of Office.

The Elections and Nominations Committee Chairperson shall count the votes, certify the election results to the Board of Directors, and report the election results to the members.

(Proposed Wording) Section 2. Election and Term of Office.

The Nominations and Elections Committee Chairperson shall count the votes and certify the election results to the Board of Directors and to the Committee. Electronic correspondence by the NAKPEHE President regarding the election results shall be sent to the membership prior to the conference.

Rationale

This proposed change clarifies when and by whom the membership receives notification regarding the annual election results. Heretofore, notification procedures have been inconsistently implemented.

(Current Wording) Section 5. President.

The President shall be the principal executive officer of the corporation and shall in general supervise all of the business and affairs of the corporation. The President shall preside at all meetings of the members and the Board of Directors. The President may sign, with the Secretary or any other proper officer of the corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in case where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws or by statute to some other officer or agent of the corporation; and in general the President shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time. The President shall appoint a parliamentarian

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Notice to the NAKPEHE Membership, *continued*

with the approval of the Board of Directors. Also the President shall be ex-officio of all standing committees. When a new President assumes office, the retiring President shall become the immediate Past President and as such shall serve as a voting member of the Board of Directors for a period of one year. During that year the immediate Past President shall also perform the duties of the President in the absence of the President or in the event of the President's inability or refusal to act.

***(Proposed wording and rearrangement of text for purposes of clarity)* Section 5. President.**

The President shall be the principal executive officer of the corporation and shall in general supervise all of the business and affairs of the corporation. The President shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

The President may sign, with the Secretary or any other proper officer of the corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in case where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws or by statute to some other officer or agent of the corporation; and the President shall be the second signatory on the NAKPEHE accounts.

The President shall preside at all meetings of the members and the Board of Directors. The President shall appoint a parliamentarian with the approval of the Board of Directors. Also the President shall be ex-officio of all standing committees. The President shall notify the membership regarding the results of the annual election by electronic correspondence sent prior to the conference. When a new President assumes office, the retiring President shall become the immediate Past President and as such shall serve as a voting member of the Board of Directors for a period of one year. During that year the immediate Past President shall also perform the duties of the President in the absence of the President or in the event of the President's inability or refusal to act.

Rationale

The President is second signatory on many agreements; however, this statement makes clear that the President is the second signatory on financial accounts as well. This understanding may well have been implied, but this language makes it explicit. In addition, this section was reorganized to ensure clarity of language and flow. The second change corresponds to the first matter related to the President notifying the membership of the election results prior to the conference. ■

Physical Education, Physical Activity, and Academic Performance in Youth

Stewart G. Trost, Oregon State University

Introduction

The teaching of physical education in public schools is an educational practice that dates back to the mid 1800s (Welch, 1996). The goals of school physical education go beyond the simple promotion of physical activity and fitness and include development of the cognitive knowledge and the physical, social, and emotional skills necessary for participation in life-long physical activity. However, with school systems facing budgetary constraints and pressure to improve academic test scores as part of “No Child Left Behind,” teachers and administrators are increasingly questioning the contribution of physical education and other physical activity programs to the central academic mission of schools. This concern has led to a substantial reduction in the time available for physical activity instruction during the school day, and in some cases, school-based physical activity programs have been completely eliminated. In 2006, only 3.8% of elementary schools, 7.9% of middle schools, and 2.1% of high schools provided daily physical education or its equivalent for the entire school year in all grades in the school (Lee, Burgeson, Fulton, & Spain, 2007).



The decision to downsize or eliminate physical education or other school-based physical activity programs to increase classroom instructional time is the focus of this review. A review of peer-reviewed scientific literature on this topic will demonstrate that increasing time for physical education or other school-based physical activity programs does not adversely affect academic performance. The review will also provide evidence that health-related outcomes associated with school physical education, higher levels of physical activity and physical fitness, are positively associated with improved academic performance in youth.

Physical Education and Academic Performance

To date, four controlled experimental studies have evaluated the effects on academic performance of allocating additional instructional time for physical education. The results from all four studies clearly demonstrate that physical activity does not need to be sacrificed for academic performance.

Shephard and colleagues (Shephard et al., 1984; Shephard, 1997) examined the effects on academic performance of adding one hour per day of physical education in a cohort of 546 elementary school students. Control students received only the standard single period of physical education per week. Each student’s academic performance was calculated as the average of classroom grades for French, mathematics, English, and natural science. From grades 2 through 6 (ages 8–12 years), the experimental classrooms exhibited significantly higher levels of academic performance than controls, despite receiving, on average, 14% less classroom time. Yearly differences

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ranged from 9.4% in grade 4 to 28% in grade 2. Across all grade levels, the average difference in academic performance was 15.5%.

Dwyer et al. (Dwyer, Coonan, Leitch, Hetzel, & Baghurst, 1983; Dwyer, Blizzard, & Dean, 1996) examined the impact of an extended physical education curriculum on academic performance in fifth-grade children (mean age = 10 years) in South Australia. At each of the seven participating schools, class groups were randomly assigned to one of three 14-week programs: fitness, motor skill, or control. Classes assigned to the fitness and skill conditions received 75 min of moderate-to-vigorous physical activity per day, 15 min before school and 60 min in normal class time. Classes assigned to the control condition received the usual three 30-min periods of physical education. Despite a substantial reduction in classroom time for the fitness and skills groups (210 min per week), there were no significant group differences in arithmetic performance or reading skills over the 14-week study period.

Sallis et al. (1999) investigated the effects of an intensive 2-year health-related physical education program on academic achievement in elementary school children. Seven participating primary schools were randomly assigned to one of three experimental conditions. Two schools adopted a modified physical education curriculum taught by physical education specialists. An additional two schools adopted the same curriculum, but the program was taught by classroom teachers and not physical education specialists. The three remaining schools served as controls that maintained their usual physical education program taught by classroom teachers. The modified physical education program called for a minimum of three 30-min lessons per week for 36 weeks. Academic achievement before and after the 2-year physical education program was measured via school district administered standardized tests. Scores in all conditions declined over the 2 years. Although the teacher-led physical education program significantly attenuated the declines in overall achievement and achievement in language and reading, the intensive physical education program did not adversely affect academic achievement, despite a doubling of the amount of time devoted to physical education.

A recently published study involving fourth- and fifth-grade students from British Columbia evaluated the effects on academic performance of introducing daily 15-min classroom physical activity sessions (Ahamed et al., 2007). Ten elementary schools, stratified by size and geographical location, were randomly assigned to one of three conditions: (1) liaison schools, (2) champion schools, and (3) usual practice schools. Liaison schools implemented the daily activity program with the help of external consultants, whereas champion schools received minimal outside assistance and established a program facilitator or "school champion" within the school. Classroom teachers in both the liaison and champion schools completed single-day training sessions on implementing the classroom activity program and were provided with additional resources and equipment for physical activity. Throughout the study, students continued participation in their regularly scheduled physical education program (80 min/wk). For the evaluation of increased physical activity instructional time on academic performance, the liaison and champion conditions were combined and compared with the usual-care control schools. Academic performance was measured using the Canadian Achievement Test (CAT-3), which evaluated knowledge and skills related to math, reading, and language arts. Despite increasing in-school physical activity time by approximately 50 min per week, students attending intervention schools had equivalent standardized test scores in mathematics, reading, and language arts as controls.

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A number of investigations employing either observational or quasi-experimental study designs have evaluated the relationship between physical education instructional time and academic performance. The results of these studies show that increasing or decreasing time for physical education does not help or hurt academic performance.

Coe, Pivarnik, Womack, Reeves, and Malina (2006) studied the effects of enrollment in physical education on the academic achievement of 214 sixth-grade students at one middle school. In this year-long study, students were enrolled in physical education in either the first or second semester. The authors sought to determine whether students' grades and standardized test scores in reading/language arts, math, science, and social studies would be significantly different between the two semesters. They found that enrollment in physical education did not adversely affect students' grades or standardized test scores, despite receiving 55 min less classroom instructional time daily.

Dollman, Boshoff, and Dodd (2006) completed a retrospective analysis of 117 elementary schools in South Australia by collecting data on the average time spent in physical education, the students' academic achievement for years 3, 5, 7, and 9 for mathematics and literacy, the percentage of students in the school with a non-English speaking background (as an indicator of ethnicity), and the percentage of students at the school receiving government assistance (an indicator of socioeconomic status). After controlling for demographic factors, time in physical education was unrelated to achievement in mathematics and literacy.

Tremarche, Robinson, and Graham (2007) compared standardized test scores in mathematics and English/language arts (Massachusetts Comprehensive Assessment System) among fourth-grade students exposed to either a high or low amount of physical education programming. Students receiving 56 hours per school year of physical education exhibited significantly higher test scores in English/language arts than students receiving 28 hours per school year of physical education. There were no significant differences on mathematics test scores.

Most recently, Carlson et al. (2008) analyzed data from the Early Childhood Longitudinal Study (ECLS) to evaluate the association between time spent in physical education and academic achievement in a nationally representative cohort of children from kindergarten through to fifth grade ($N = 5,316$). The weekly frequency (<1, 1–2, 3–4, daily) and average lesson duration (1–15 min, 16–30 min, 31–60 min, >60 min) of school physical education, as reported by classroom teachers, were combined to form physical education exposure categories labeled low (0–35 min per week), medium (36–69 min per week), and high (70–300 min per week). Academic achievement in mathematics and reading were measured using item response theory (IRT) scores developed for the ECLS by the National Center for Educational Statistics. Exposure to physical education and achievement in mathematics and reading were measured at five time points: fall of kindergarten, spring of kindergarten, spring of first grade, spring of second grade, and spring of fifth grade. In cross-sectional analyses, after controlling for family income, race ethnicity, maternal education, and kindergarten type (half vs. full day), girls receiving 70 min or more of physical education weekly exhibited higher achievement in mathematics and reading than students receiving lower amounts of physical education. However, these differences were only statistically significant in kindergarten and grades 1 and 5. In the longitudinal analysis, after controlling for grade level gains, baseline scores, kindergarten type, and demographic variables, girls receiving 70 min or more of physical education weekly exhibited

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significantly higher achievement scores in mathematics and reading than girls receiving physical education for 35 min or less weekly. In both the cross-sectional and longitudinal analyses, greater exposure to physical education was neither positively or negatively associated with academic achievement in boys.

To further delineate the relationship between time in physical education and academic performance, we calculated effect sizes (Cohen's d) from six experimental studies in which exposure to additional physical education served as an independent variable. The six studies provided a total of 28 effect sizes, ranging in magnitude from -1.4 to 1.2 . The distribution of effect sizes is shown in Figure 1. The mean effect size was 0.02 (95% CI = -0.15 to 0.20), indicating that, on average, increasing time in physical education had little or no effect on academic performance.

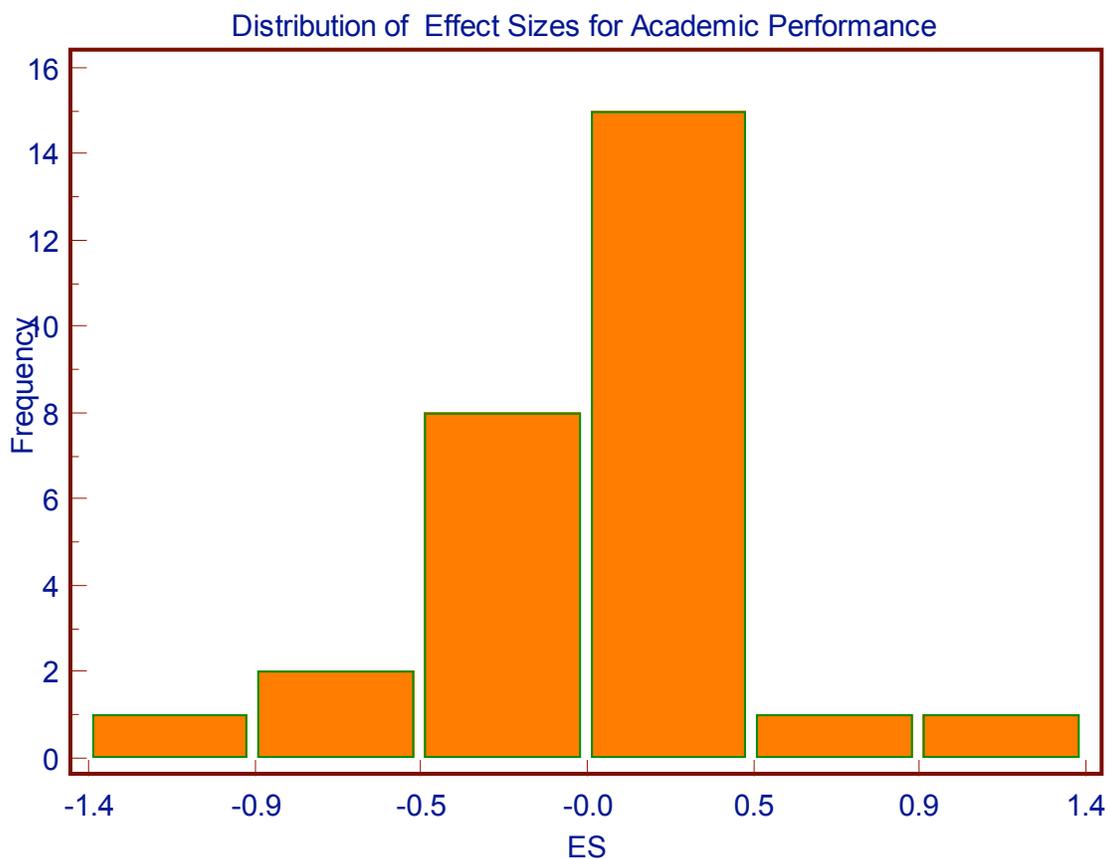


Figure 1 — Distribution of effect sizes (Cohen's d) from studies investigating the impact of additional school physical education on academic performance.

Physical Activity and Academic Achievement

The case for inclusion of physical education programs and other opportunities for physical activity during the school day is strengthened considerably by a substantial body of scientific evidence linking regular participation in physical activity to higher levels of academic performance.

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Studies conducted by McIntosh (1966) and Start (1967) in the United Kingdom during the 1960s suggested that students of higher academic standing were significantly more likely than students of lower academic ability to participate in school and extracurricular sports. However, none of these early studies controlled for socioeconomic status or other potentially confounding factors. More recent studies conducted in the UK confirm the results of earlier studies. Williams (1988) studied the sport and physical activity behaviors of 14,350 students from 15 schools in London. Sports participation was positively associated with academic attainment. The effect was evident in both boys and girls, but was particularly strong among adolescent girls.

Lindner (1999) investigated the relationship between sports participation and perceived academic performance in 4,690 Hong Kong children age 9 to 18 years. A sports participation index was derived from the self-reported frequency, duration, and months of participation for up to five sports or physical activities. Student participants rated their academic performance as good, average, below average, or poor. The sports participation index was significantly higher among students with high self-rated academic performance than for students with less satisfactory self-rated academic performance. The association was stronger in girls than in boys.

Dwyer, Sallis, Blizzard, Lazarus, and Dean (2001) assessed the relationship between physical activity and academic performance in a national sample of Australian children age 7 to 15 years ($N = 7,961$). Academic performance for each participant was measured using a 5-point rating scale completed by a school representative (principal). Physical activity was assessed by questionnaire. Students reported the frequency, duration, and intensity with which they cycled or walked to school, engaged in physical education class, engaged in school sport, and engaged in other physical activities. A further item asked students to report their usual level of activity during lunchtime. Among girls aged 7, 8, 9, and 14 years, small but statistically significant positive associations ($r = .11-.19$) were observed between rating of academic performance and physical activity. Among boys, physical activity was weakly associated with academic performance in all age groups, with the exception of 11-year-olds. Correlations ranged from .08 to .18.

Sigfusdottir, Kristjansson, and Allegrante (2007) evaluated the association between physical activity and academic performance in a nationally representative sample of Icelandic ninth- and tenth-grade students ($N = 5,810$). Physical activity was measured via four self-report questions related to frequency of physical activity outside of school, participation in sports clubs or teams, participation in nonorganized physical activities, and frequency of vigorous-intensity activities. Self-reported grades in Icelandic, mathematics, English, and Danish were used as indicators of academic performance. After controlling for absenteeism, parental education, family structure, and gender, physical activity was found to be a weak but significant positive predictor of academic performance.

Tremblay, Inman, and Willms (2000) examined the relationship between physical activity and academic performance in approximately 7,000 sixth-grade students residing in New Brunswick, Canada. Physical activity was based on four questions assessing the weekly frequency of sustained moderate physical activity, sustained vigorous physical activity, and participation in strength and flexibility enhancing activities. Academic performance was measured by standardized scores on reading and mathematics tests administered by the Department of Education. After adjusting for socioeconomic status, family structure, and BMI, physical activity was negatively associated with math and reading scores; however, the magnitude of the associations were trivial and close to zero.

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In the United States, Fejgin (1994) analyzed data from the National Educational Longitudinal Study (N = 22,696) to track the effects of participation in competitive school sports on academic performance from the eighth through the tenth grade. After controlling for gender, race/ethnicity, family income, parental education, and academic performance in the eighth grade, sports participation was associated with higher levels of academic performance, although its explanatory contribution was weak. Using data from the 1990 Centers for Disease Control and Prevention's Youth Risk Behavior Survey some two years later, Pate, Heath, Dowda, and Trost (1996) assessed the relationship between physical activity and academic performance in a population-representative sample of U.S. high school students. After controlling for age, sex, and race/ethnicity, low active youth were found to be 1.9 times more likely than active students to have low levels of academic performance. Most recently, Nelson and Gordon-Larsen (2006) analyzed data from the U.S. National Longitudinal Study of Adolescent Health to examine the association between physical activity and academic performance. Adolescents who reported either participating in school activities, such as physical education and team sports, or playing sports with their parents were 20% more likely than their sedentary peers to earn an "A" in math or English.

Physical Fitness and Academic Performance

Several population-level investigations have assessed the relationship between physical fitness and academic performance in school-age youth. These studies have consistently reported significant positive associations between physical fitness and academic achievement.

Dwyer et al. (2001) assessed the relationship between physical fitness and academic performance in a national sample of Australian children age 7 to 15 years. Academic performance was measured using a 5-point rating scale completed by a school administrator, usually the principal. Measures of physical fitness included the PWC 170 cycle ergometer test for cardiorespiratory fitness, 1-mile run, 50-m shuttle run, timed sit-up test, timed push-up test, sit and reach, and standing long jump. Although the magnitude of the association varied by sex and grade level, ratings of academic performance were significantly correlated with performance on the 1-mile run, timed sit-up test, and timed push-up test. However, none of the fitness parameters accounted for more than 10% of the variability in academic performance.

Kim et al. (2003) evaluated the association between physical fitness and academic performance in a representative sample of just under 6,500 Korean boys and girls in grades 5, 8, and 11. Standardized fitness scores based on performance in sprinting, long distance running, standing long jump, chin-ups, and throwing were positively correlated with student grade point average. The squared multiple correlation for the fitness parameters ranged from 1.3% in grade-11 boys to 9.3% in grade-5 boys. In comparison, socioeconomic status explained between 2.3% and 13% of the variance in grade point average.

Grissom (2005) evaluated the relationship between physical fitness and academic achievement in fifth-, seventh-, and ninth-grade Californian schoolchildren (N = 884,715). Academic achievement was based on test scores on the Stanford Achievement Test 9th edition. Physical fitness was measured using the Fitnessgram test battery. Standardized test scores in reading and mathematics increased significantly with the number of fitness standards achieved. Across grade levels, Fitnessgram test scores accounted for 4–5% of the variability in test scores.

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Most recently, Castelli, Hillman, Buck, and Erwin (2007) evaluated the relationship between components of health-related physical fitness and academic achievement in 259 third- and fifth-grade public school students. Academic achievement was measured using the Illinois Academic Standards Achievement Test for mathematics and reading. The different components of physical fitness, including aerobic fitness, body mass index, muscular strength, and flexibility were assessed using the Fitnessgram test battery. After controlling for age, sex, and school, aerobic fitness and BMI were significantly associated with general academic achievement and achievement in reading and mathematics. Standardized betas for cardiorespiratory fitness ranged from 0.40 to 0.43, indicating that a 1 standard deviation increase in aerobic fitness was associated with an increase of just over 0.4 standard deviations in academic achievement. A 1 standard deviation increase in BMI was associated with a 0.13–0.16 decrease in academic achievement.

Conclusions

The research examining the relationship between physical activity and academic performance in youth clearly shows that physical education and other school-based physical activity programs do not adversely affect academic performance. Furthermore, health-related outcomes associated with school physical education such as regular participation in physical activity and higher levels of aerobic fitness are related to improved academic performance. Therefore, on the basis of this evidence, the position that these school-based physical activity programs should be eliminated or significantly reduced to provide more classroom instructional time cannot be justified. There is no need to sacrifice students' health to achieve academic goals.

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