

NAKPEHE

National Association for Kinesiology & Physical Education in Higher Education

June
2011

Volume 22
Number 1

The Chronicle of Kinesiology and Physical Education in Higher Education

■ From the President

Beverly F. Mitchell

On behalf of the officers of the organization, I extend greetings to our new, renewing, and rejoining members of NAKPEHE! Between our conference this year in Orlando where we began with **QUEST for Significance: A Dialogue of Professional Impact** and culminating in San Diego next January with *Flourishing in a Contemporary University Culture*, this year's board and NAKPEHE committees will be about work to ensure that our collective efforts build upon the commitment to collegiality which is central to our association's mission.

Many informal conversations could be heard throughout our Orlando conference as folks talked and wondered about challenges facing higher education, the changing roles, expectations and responsibilities of faculty and administrators, and viability of associations which exist to support the professional and social interests of our discipline's members. Coming together to dialogue as one panel did in exploring issues around how best to serve the profession seemed especially timely in this period of national economic uncertainty. Typically, we choose affiliation that best matches our social/scholarly interests; but other reasons often bear on one's decision. For example, what association will provide opportunity for the expression of my voice, value and reward my work, and motivate/encourage in ways that invigorate my aspirations? Whether we find it a pleasant idea or not, organizational affiliation has become competitive even among those in our own discipline in pursuit of scarce dollars and other resources in hopes of increasing membership. To the potential member, affiliation is not merely a matter of finding the "right fit"; the instability of the economy has each one thinking more seriously than ever about the best return on an investment of membership dues. As a consequence of dwindling incentives for faculty development and travel, it seems even more imperative that organizations like ours and those represented by our panel members listen carefully and respond thoughtfully to the needs of their current and potential members.

(continued)



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*

We might even benefit from exploring several successful models as viable frameworks designed particularly for institutions and organizations which value professional development but in reality face the potential impact of constraints in membership and services.

In the November/December 2010 issue of *Change*, O'Meara and Terosky describe one particular model for these difficult times, but more importantly, their research consistently shows that professional growth remains highly dependent upon peer-to-peer mentoring and collegueship, two characteristics which stand out among successful professional organizations. The challenge before all is garnering each member's commitment to a long-term relationship, knowing full well that the collective result of individuals' conscious choices and actions determine in large part the longevity of an organization's future. We know too that such long-term commitments emanate from intrinsic origins and often transcend the expectation of products and services.

As we continue to make our organization one of choice among professionals, might we re-connect with our mission just as a first step to see if we're on course or are in need of a small measure of calibration? A mission that is well-stated defines the organization's pledge to its members. It clearly expresses purpose and focus. As our Future Directions Committee prepares for their weekend of dialogue, perhaps the matter of sustainability could be among topics discussed . . . what should we continue or do differently to sustain our viability? Do we have a clear identity, and if so, do others know it?

In the same issue of *Change*, the perplexing and often arduous matter of crafting a mission statement was the subject of a brief, rather humorous article written by a current academic dean. He attends a conference, comes back with a new perspective, forms a committee to discuss the possibility of revising the mission, then attends another conference...and another, each time returning to his committee with renewed vigor and commitment to write a statement inclusive of all that he's heard. Fairly soon upon finding himself overwhelmed with possibilities, he decides to stop going to conferences! You won't find an ending to this story or even quotable advice from the dean anywhere in the article. Yet, it's a compelling commentary on the pitfalls of how we sometimes try to respond to everything of seeming importance. We try to do it all even if it's only well-meaning intention. Perhaps a lesson to take from the dean's experience is to decide who/what we want to be, and consider if it can stand the test of time. I heard expressed recently by an experienced administrator that maintaining continuity is just as important as responding to change. What serves us well, is of essential importance to our professionals and is sustainable? Once identified, the obligation is to then act upon them.

Our past has a rich legacy...the infrastructure of our organization is healthy and with recent changes within the committee structure, the potential for growth, and likewise, benefit to our colleagues, is even greater. Perhaps the immediate task is to read again [for the first time!] our responsibilities as described in the codes and bylaws which together chart our course. They, of course, continue as works in progress but always crafted with great care to ensure we remain consistent with our mission.

Back to the matter of professional affiliation and choice . . . O'Meara and Terosky caution us to remember that commitment sustains people, but it takes people to sustain commitment. In the end, such commitment leads to communities of professional purpose. Let's not disappoint our colleagues. ■

Upcoming Conventions

NAKPEHE

January 4-7, 2012
San Diego Omni Hotel
San Diego, CA

■ Best Practice in Teaching and Learning

Will Your Program Be in the Cloud?

Mel E. Finkenberg

Stephen F. Austin State University

In light of budget cuts and budget shortfalls, cloud computing, also referred to “the Cloud”, is becoming a potentially vital resource in higher education. Although the term cloud computing has been extensively cited, there is a lack of clarity about precisely what it means. Vaquero et al. (2009) suggested that 22 definitions can currently be found in the literature. Powell (2010) notes that most of us are most likely using the cloud unknowingly. For example, when we access Gmail or Hotmail accounts, upload photos to Facebook, use Google Apps, post photos to Flickr, communicate via Skype and Twitter, or any of a myriad of applications that let you access and share information quickly and connect with others, you have been in the cloud.

Avery notes, “You can twitter away and receive messages without adding extra software on your computer” (2010). In this way “cloud computing” may be viewed as a means of outsourcing technology needs. EDUCAUSE defines cloud computing as “the delivery of scalable IT resources over the Internet, as opposed to hosting and operating those resources locally” (Metz, 2010). Powell (2010) defines cloud computing as on-demand computing for anyone with a network computer. He notes, “access to applications and data anywhere, any time, from any device is the potential outcome” (p. 2). Since the challenges in education today are acute, there is a rising awareness of and a willingness to consider computing alternatives in a variety of areas (Sheard, 2010).

While this form of computing has recently received a great deal of attention, cloud computing is nothing new. Schneier (2009) notes that cloud computing is a modern version of the timesharing model of computing that was the rage in the 1960’s. That model arose because computers were expensive and networks were found to be drastically less expensive. Although modern computers are dramatically less expensive, they are still costly to maintain. As networks have become less expensive and as capacity has increased, computing has become more of a utility. Users have become more concerned with results than technical details, allowing the technology to fade into the background. According to Goral (2009), cloud computing is the closest we’ve come to what futurists promised the Internet could be.

Things We Should Know About Cloud Computing

What is it?

As previously noted, in its broadest usage, cloud computing refers to the delivery of IT resources over the Internet, as opposed to hosting and operating those resources locally, such as on a college or university network.

(continued)



*“...cloud
computing is
the closest
we’ve come
to what
futurists
promised
the Internet
could be...”*

Will Your Program Be in the Cloud? *continued*

These resources can include applications and services, as well as the infrastructure on which they operate.

Who is doing it?

Cloud and cloud-like solutions appear to be widespread in higher education. In addition to relatively focused areas such as email, faculty members are finding daily usage for this technology in such applications as sharing and editing meeting notes, presentations, and collaborative research projects. For those faculty members not using a learning management system, it is a functional way for students to collaborate in projects.

How does it work?

In the traditional setting, departments, in conjunction with IT support, forecast technology demand for applications and capacity and invest time and money to acquire the necessary resources either through local development or purchase from others. With cloud computing, programs and institutions procure these services from remote providers and campus constituents access these resources over the Internet.

Why is it significant?

The use of cloud computing represents a significant paradigm shift. It takes advantage of the maturity of web applications and networks as well as the rising interoperability of computing systems. Since these programs are not hosted on local computers, they are not dependent on platforms. The result is more efficient use of resources and greater reliability, even as costs decline. Organizations have the ability to make changes instantly and they can increase or decrease capacity accommodating spikes in demand without paying for unused capacity. Aside from the potential for reduced costs, colleges and universities gain the capability of responding quickly to the need for new services.

What are the benefits?

Cloud services are delivered remotely from the end user and their institutions. Server farms used by cloud services have features such as the latest cooling systems and service optimization techniques which individual departments and institutions are unable to likely be able to afford. Additionally, resources such as data storage, processing, memory and bandwidth are shared between multiple users. Users can decide what resources they wish to use and increase or decrease these without discussion with the provider.

There are some major potential benefits to institutions deploying cloud services. The primary advantage is economic. Hardware used to deploy services that can migrate to cloud services can be redeployed elsewhere or removed, potentially making much needed space available. Personnel costs can be cut or staff redeployed. The capital cost of computing can be significantly reduced if a university relies on the public cloud. Universities enrolled in cloud-based systems may elect to forego purchase of site licenses, instead relying on these enterprises. Microsoft has indicated that they intend to aggressively enter cloud-based operations in the near future. Another significant benefit is the

(continued)

Will Your Program Be in the Cloud? *continued*

elastic facet of cloud computing discussed earlier. Institutions can begin with small-scale services and build them gradually, without the requirement for significant up-front investment. A further benefit is that availability may be higher. Access to storage and computing capabilities not otherwise available may result.

Students can use cloud computing in a number of ways, since this format supports mobile learning. Students can access both read and write resources and can write to applications from virtually anywhere, using any device capable of accessing the Internet. The development of resources such as iPads provides for an ideal technology for implementing cloud computing.

What are the risks?

Transitioning to the cloud does not present any unique risks to a university that do not already exist (Sroka, 2011). Privacy and security are concerns of universities. This risk can be mitigated, since many, if not all, of the cloud provider encrypted. By using cloud computing, security is ceded to providers external to the university. Powell (Powell, 2010) cautions that cloud computing is at an early stage of its development, which can often lead to a state of flux, including a lack of standard practice.

What are the implications for higher education?

By using cloud computing, students are able to progress at their own pace, review material, upload comments to class boards, send assignments digitally, and check updates on assignments from any location with Internet access. This is true learning on demand. Collaborative learning among class members is accommodated by the use of the network for study sessions and work on projects. Instructors who embrace the technological advances will profit from the increased ability to communicate with students outside the classroom. They have greater access to experts in their field worldwide through this capability (Avery, 2010).

Universities have the capability of accessing virtual laboratories for their students and for faculty research as needed. In kinesiology programs, laboratories represent significant capital expenditures, often beyond the scope of many smaller departments and/or universities. Software needed in coursework such as biomechanics, exercise physiology, statistics, and others that require such resources can be placed on the cloud, with the savings accrued by not having to purchase these resources reallocated to meet other needs (Avery, 2010). It is not inconceivable for the next generation of students to have access to virtual labs

For students and faculty, there are a number of practical benefits of cloud computing. With cloud computing, students and faculty have the ability to access large processing power. Students and faculty alike may have access to more information and more experts than ever has been imaginable. The ability to communicate with others is unparalleled. Instead of carrying portable thumb drives or other form of portable data storage to transfer data from one computer to another, they will have access to files through the cloud. Cloud computing has the potential to result in the creation of shared service centers.

(continued)

Will Your Program Be in the Cloud? *continued*

There is controversy surrounding much of the speculation about future cloud computing, and whether it will be as popular as it is now. Nevertheless, from all indications, working in the cloud is soon to become standard practice in many universities. The cost of higher education has grown dramatically, far surpassing the rate of inflation. The cost of education, adjusted for inflation, is at an all-time high. As a result, most universities are seeking less expensive alternatives. Leveraging cloud computing has the potential to greatly reduce costs. However, cloud computing isn't for every campus. It is our task to consider how this emerging technology can best be applied in kinesiology settings. If we can incorporate cloud computing capabilities into kinesiology, we may be better postured for increasing capabilities in non technology-related components of our programs.

References

- Avery, N. C. (2010). Why cloud computing provides flexibility for online learning in higher education [Electronic Version]. Retrieved January 21, 2011 from <http://www.helium.com/items/1934398-why-cloud-computing-provides-flexibility-for-online-learning-in-higher-education>.
- Goral, T. (2009). 10 Questions and Answers About the Cloud: What you need to know now about the next big thing in internet technology [Electronic Version]. *University Business* from <http://www.universitybusiness.com/viewarticle.aspx?articleid=1250>.
- Metz, R. (2010). Cloud Computing Explained. *EDUCAUSE Quarterly*, 33(2).
- Powell, J. (2010). Cloud computing – what is it and what does it mean for education? [Electronic Version]. Retrieved January 12, 2011 from erevolution.jiscinvolve.org/wp/files/2009/07/clouds-johnpowell.pdf.
- Schneier, R. (2009). Schneier on Security [Electronic Version]. Retrieved January 17, 2011 from http://www.schneier.com/blog/archives/2009/06/cloud_computing.html.
- Sheard, R. (2010). Cloud Computing in Education: A Practitioner's View [Electronic Version]. *Campus Technology* from <http://campustechnology.com/Articles/2010/09/22/Cloud-Computing-in-Education-A-Practitioners-View.aspx?p=1>.
- Sroka, A. (2011). For Higher Education, Opportunity Lives in the Cloud [Electronic Version] from <http://www.universitybusiness.com/viewarticle.aspx?articleid=1740>.
- Vaquero, L. M., Rodero-Merino, L., Caceres, J., Linder, M. (2009). A Break in the Clouds: Towards a Cloud Definition [Electronic Version]. Retrieved January 9, 2011 from ccr.sigcomm.org/drupal/files/p50-v39n11-vaqueroA.pdf. ■

■ Research That Matters

Physical Activity and Self-Regulatory Capabilities: Examining Relationships With Academic Self-Efficacy and Academic Outcomes

Nicole Gilinsky, Texas Tech University



Introduction

Society faces several key challenges associated with health and education. Researchers must consider the impact of the population-level decline in physical activity, rising health care costs, and the academic success of students at all levels. Researchers are increasingly examining the connections between physical activity and educational outcomes in order to address these societal challenges. Kirkcaldy et al. (2002) cite evidence that declining rates of physical activity are leading to a steady rise in obesity and chronic diseases. Furthermore, poor college graduation rates are associated with economic disadvantage to students and negative impact to industrial productivity (Bowen, Chingos, & McPherson, 2009; DeBerard et al., 2004). Freudenberg and Ruglis (2007) present evidence that the problems of student success, health, and wellness are inter-dependent constructs that impact individual and community functioning. In addition to the health benefits of exercise, a growing body of empirical research suggests that elementary and high school students who engage in regular, vigorous physical activity have greater academic success (Chomitz et al., 2009; Coe et al., 2006; Datar & Sturm, 2006; Dwyer et al., 2001; Falkner et al., 2001; Grissom, 2005; Kristjánsson, Sigfúsdóttir, Allegrante, & Helgason, 2009; Tomporowski, 2003). Since the mechanism for the relationship between physical activity and academic achievement remains unclear, researchers must devote their energies to uncovering them in order to enhance students' chances for success.

Few studies have examined the relationship between physical fitness and academic outcomes for university students. While it is reasonable to expect that a relationship similar to elementary and high school students exists, the exact nature of this connection university students may be unique. Students beginning university face a new set of circumstances, a life of less structure, distance from the family unit, and greater autonomy (Tinto, 1993). Students entering university experience a new context for self-determined behavior (Sylvia-Bobiak & Caldwell, 2006). In order to succeed, a college student must negotiate life with higher levels of independence, initiative, and self-regulation (Chemers, Hu, & Garcia, 2001). In this regard, university students who maintain a healthy level of physical fitness or sport participation may be making a more conscious choice to be active. A university student's choice to be physically active may be more self-initiated and self-regulated than a younger student who is placed in sporting programs by their parents or through school participation. With this in mind, the purpose of this study was to examine the nature and strength of the relationships between physical activity and several academic outcomes for university students in order

(continued)

Physical Activity and Self-Regulatory Capabilities *continued*

to determine whether self-regulatory skills acquired from physical activity engagement can be transferred to the academic domain.

Personal and environmental factors related to students' success can be viewed from the perspective of Albert Bandura's social cognitive theory or SCT (1986). Bandura used SCT to analyze and explain outcomes in various domains of functioning due to the interplay between personal factors, behavior, and environmental influences. Bandura referred to this interplay as triadic reciprocity. Several researchers have applied social cognitive theory to the education and sport/exercise settings to discuss social modeling, learning, perceptions of ability, affective states, goal setting, environmental influences, and the influence of outcomes on individuals' behavior (Boekaerts & Corno, 2005; Cleary & Zimmerman, 2001; Cleary & Zimmerman, 2004; Griffin-Blake & DeJoy, 2006; Kitsantas, Winsler, & Huie, 2008; Pintrich, 2000; Sniehotka, Scholz, & Schwarzer, 2005).

The current study was designed to answer four questions about the relationships between physical activity and academic outcomes for university students.

- (1) What is the extent of the relationship between physical activity and academic self-efficacy?
- (2) What is the extent of the relationship between physical activity and academic self-regulation?
- (3) What is the extent of the relationship between physical activity and learning outcomes?
- (4) Is there evidence to suggest that self-regulation learned from physical activity participation can be transferred to the academic domain?

Hypothesized model

A review of existing literature and theory were used to create a model for the relationships among the latent factors; physical activity, physical activity regulation, academic self-efficacy, academic self-regulation, and academic achievement. Figure 1 illustrates the hypothesized structural model.

Methodology

The variables measured in this study were: (1) frequency and type of physical activity; (2) academic self-efficacy; (3) academic self-regulation; (4) self-efficacy to regulate physical activity; and (5) academic outcomes, (GPA, college entrance test scores, and number of credit hours completed). A structural equation model was used to predict the relationships between these variables. First, information about participants' frequency and type of physical activity formed the indicators for a latent construct called "Physical Activity." Participants completed the 15-item Global Physical Activity Questionnaire (Armstrong & Bull, 2006) to report the frequency and duration of their physical activity.

(continued)

Physical Activity and Self-Regulatory Capabilities *continued*

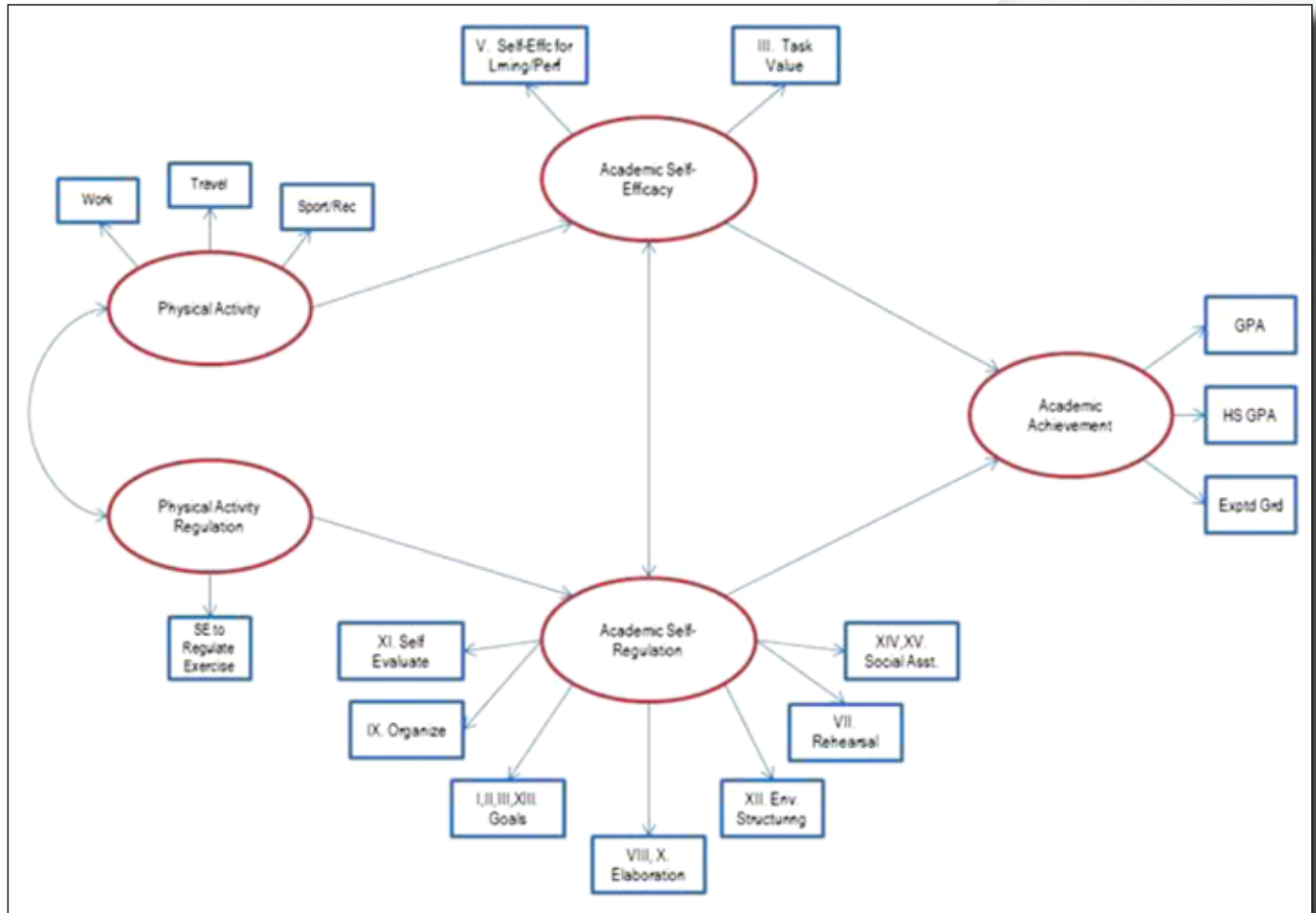


Figure 1 Preliminary model representing the hypothesized relationships between latent constructs and measured indicators.

Second, information about participants' perceptions of self-efficacy to regulate their physical activity (exercise) formed the indicators for a latent construct called "Physical Activity Regulation." Participants completed the 18-item Self-Efficacy to Regulate Exercise questionnaire (Bandura, 2006) to report their efficacy to regulate exercise given certain common barriers to participation.

Third, information about participants' perceptions of self-efficacy for academic tasks formed the indicators for a latent construct called "Academic Self-Efficacy." Fourth, information about participants' capabilities for academic self-regulation formed the indicators for a latent construct called "Academic Self-Regulation." Participants' academic self-efficacy and academic self-regulation were measured using the Motivated Strategies for Learning Questionnaire (Pintrich & DeGroot, 1990).

(continued)

Physical Activity and Self-Regulatory Capabilities

continued

Finally, participants provided reports of their current grade-point average, high school grade point average, and the grade they expect to earn in the course. These data formed the indicators for a latent construct called "Academic Achievement." Data analysis techniques included measuring the extent to which the covariances predicted by the model corresponded to the covariances observed in the data.

Participant demographics and sample size

Volunteers from an undergraduate core curriculum class at a public university in the Southwest United States provided the data for this study. Two hundred and twelve students chose to complete the research survey; 59.9% of the sample was female, 40.1% were male. The racial/ethnic composition of the sample was as follows: 65.9% White, non-Hispanic, 21.8% Hispanic, 6.6% Black, non-Hispanic, 3.8% Asian or Pacific Islander, and 1.9% other.

Data Analysis

Data screening procedures and exploratory factor analysis were completed using SPSS, and the analysis of the structural model was completed using Mplus v. 5.2 (Muthén & Muthén, 1998-2007). Exploratory factor analysis (EFA) was conducted in SPSS using principal components analysis on all variables. Promax rotation was used to determine the final pattern matrix for the EFA. The results of the EFA were used to determine the factors and indicators that would be entered into the structural model.

Structural Equation Modeling

Structural equation modeling (SEM) is a series of statistical techniques based on the general linear model. SEM is a method used to represent dependency relationships in multivariate data (McDonald & Ho, 2002). SEM allows researchers to test a wide variety of hypotheses by combining observed and latent variables (Brown, 2006). Structural equation modeling can be thought of as a two-part analysis in which a measurement model and a path model are specified and tested (McDonald & Ho, 2002).

In the current study, the results of the EFA were used to determine the number of factors (latent constructs) that existed in the data and how the variables were associated with those factors (Ullman, 2006, p. 37). The measurement model was then assessed using confirmatory factor analysis (CFA). For the CFA, indicators were specified to load on their corresponding factors. Correlated errors between indicators were considered if they were substantively justified. In CFA, relationships between latent constructs are not specified.

To assess fit of the measurement model, Hu & Bentler (1999) and Kline (1998) recommend the following goodness of fit indices: Comparative Fit Index (CFI) $\geq .95$, Tucker-Lewis Index (TLI) $\geq .95$, root mean squared error of approximation (RMSEA) $\leq .06$, and root mean squared residual (SRMR) $\leq .08$. Refer to chapter IV for findings from the confirmatory factor analysis.

(continued)

Physical Activity and Self-Regulatory Capabilities *continued*

Mplus v. 5.2 (Muthén & Muthén, 1998-2007) was used to test the fit of the model that is specified. For each latent construct, the highest-loading indicator was entered first into the model so that its factor-loading was fixed to 1. The Mplus syntax was written to specify the structural paths to be tested, the indicators that load on each factor, and any correlated errors. The model was considered to have attained good fit if the following criteria were met: adjusted χ^2 statistic of $\chi^2/df < 3.0$, CFI $\geq .95$, TLI $\geq .95$, RMSEA $\leq .06$, SRMR $\leq .08$. If the model did not attain adequate fit, model results and modification indices were inspected for areas of misfit and possible changes to the specifications of the model. Model modifications were considered if they were theoretically and substantively meaningful. If adequate model fit was attained, the analysis was terminated and results were reported, including the fit indices and model parameters.

Results

Structural equation modeling

Structural equation modeling (SEM) with maximum likelihood estimation (MLE) was performed to assess the fit of the hypothesized structural model for the relationships between the five latent constructs as illustrated in Figure 1. The results confirmed that four indicators would load on physical activity, nine indicators would load on physical activity regulation, nine indicators would load on academic self-regulation, three indicators would load on academic self-efficacy, and two indicators would load on academic achievement. The CFA also verified that errors for several indicators would be correlated. The model fell slightly short of adequate fit according to Hu and Benlter's (1999) criteria; χ^2 (495, $N = 212$) = 679.46, (χ^2/df) = 1.37, $p < .01$, CFI = .94, TLI = .93, RMSEA = .04; 90% C.I. = .03-.05, SRMR = .06. The model results showed a non-significant path between Physical Activity Regulation and Academic Self-Regulation as well as a non-significant path between Academic Self-Regulation and Academic Achievement.

The model was revised once again by eliminating the regression path between Physical Activity Regulation and Academic Self-Regulation, and the regression path between Academic Self-Regulation and Academic Achievement. This model was considered the final model and attained good fit; χ^2 (311, $N = 212$) = 390.44, (χ^2/df) = 1.26, $p < .01$, CFI = .96, TLI = .96, RMSEA = .04; 90% C.I. = .02-.05, SRMR = .06.

Significant relationships were found for Physical Activity Regulation correlated with Physical Activity, Academic Self-Efficacy regressed on Physical Activity, Academic Self-Efficacy correlated with Academic Self-Regulation, and Academic Achievement regressed on Academic Self-Efficacy. Figure 2 illustrates the final model which attained good fit with factor loadings, significant regression paths, and significant correlations between constructs. All parameters shown are significant, $p < .05$.

(continued)

Physical Activity and Self-Regulatory Capabilities *continued*

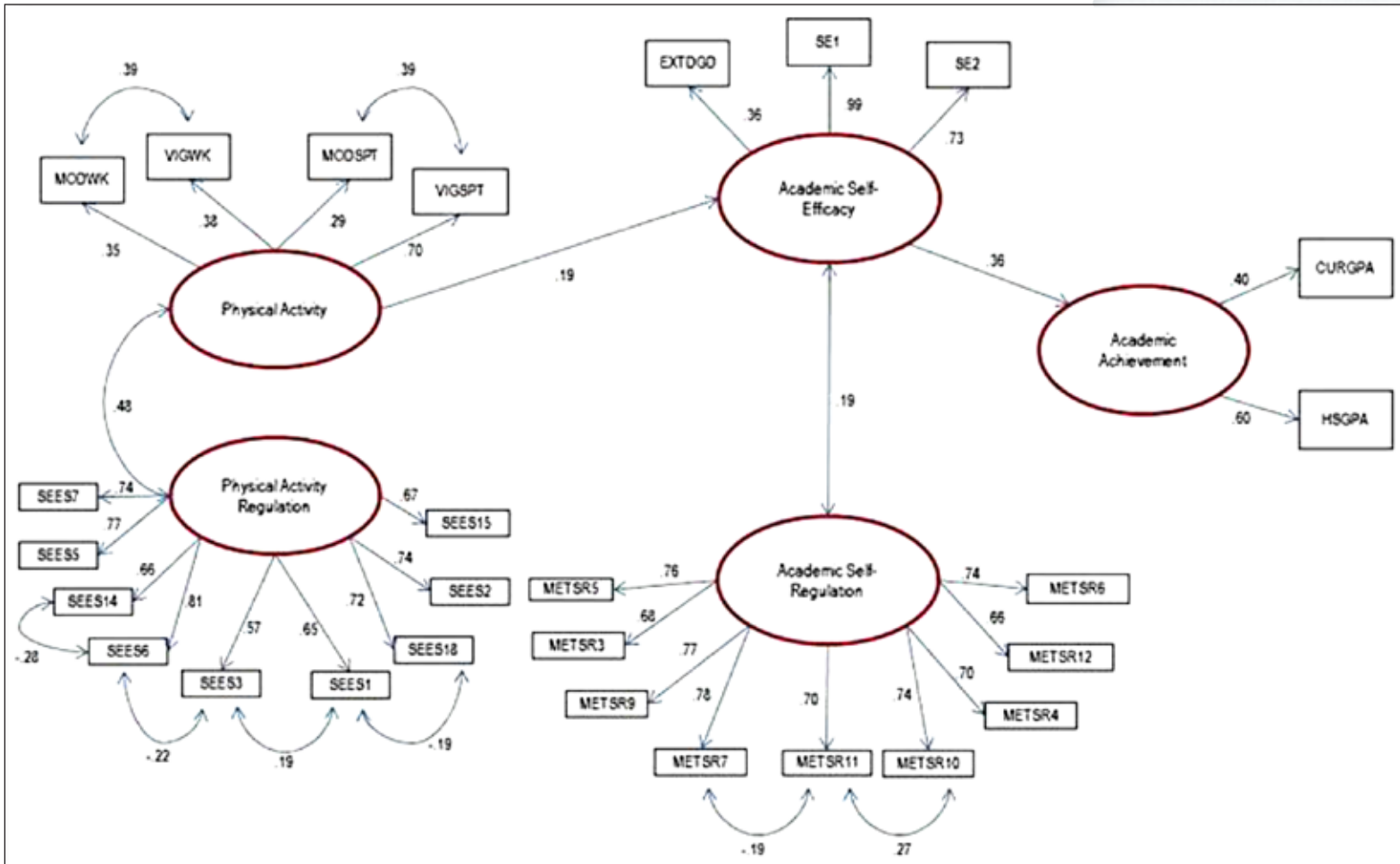


Figure 2 Final structural model.

Conclusions

The original hypothesized model relating physical activity and activity regulation to academic self-efficacy, academic self-regulation, and academic achievement was not supported by the data. A revised model however, which retained all five latent constructs but dropped non-significant paths and non-loading indicators, attained good fit. The results from this study provide evidence that physical activity significantly affects academic self-efficacy. Although the effect size is small ($\beta = .19$, $p < .05$), it is consistent with other researchers' findings in this field. This study did not find evidence for a direct relationship between physical activity and academic self-regulation. However, a significant correlation exists between academic self-efficacy and academic self-regulation ($r = .19$, $p < .05$), therefore when considered in an overall model, physical activity is related to academic self-regulation though academic self-efficacy. As students perform more physical activity, an increase

(continued)

Physical Activity and Self-Regulatory Capabilities *continued*

in academic self-efficacy is expected. An increase in academic self-efficacy is associated with an increase in academic self-regulation.

The model showed that physical activity significantly predicts academic self-efficacy and that academic self-efficacy significantly predicts academic achievement ($\beta = .36$, $p < .01$). Accordingly, as students perform more physical activity, an increase in academic self-efficacy is expected which leads to an improvement in academic achievement. The model did not support a direct relationship between physical activity regulation and academic self-regulation. These results suggest that the self-regulatory skills that students acquire by regulating their physical activity may be transferred to their academic activities, and that this transfer occurs because of an increase in academic self-efficacy.

References

- Armstrong, T. & Bull, F. (2006). Development of the World Health Organization Global Physical Activity Questionnaire (GPAQ). *Journal of Public Health*, 14, 66-70.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents*, (Vol. 5., pp. 307-337). Greenwich, CT: Information Age Publishing.
- Boekaerts, M., & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology: An International Review*, 54(2), 199-231.
- Bowen, W. G., Chingos, M. M., & McPherson, M. S. (2009). *Crossing the finish line: Completing college at America's public universities*. Princeton, N.J.: Princeton University Press.
- Brown, T.A. (2006). *Confirmatory factor analysis for applied research*. New York, NY: The Guilford Press.
- Chemers, M. M., Hu, L., & Garcia, B. F. (2001). Academic self-efficacy and first year college student performance and adjustment. *Journal of Educational Psychology*, 93(1), 55-64.
- Chomitz, V. R., Slining, M. M., McGowan, R. J., Mitchell, S. E., Dawson, G. F., & Hacker, K. A. (2009). Is there a relationship between physical fitness and academic achievement? Positive results from public school children in the North-eastern United States. *Journal of School Health*, 79(1), 30-37.
- Cleary, T. J., & Zimmerman, B. J. (2001). Self-regulation differences during athletic practice by experts, non-experts, and novices. *Journal of Applied Sport Psychology*, 13(2), 185-206.
- Cleary, T. J., & Zimmerman, B. J. (2004). Self-regulation empowerment program: A school-based program to enhance self-regulated and self-motivated cycles of student learning. *Psychology in the Schools*, 41(5), 537-550.
- Coe, D. P., Pivarnik, J. M., Womack, C. J., Reeves, M. J., & Malina, R. M. (2006). Effect of physical education and activity levels on academic achievement in children. *Medicine & Science in Sports & Exercise*, 38(8), 1515-1519.
- Datar, A., & Sturm, R. (2006). Childhood overweight and elementary school outcomes. *International Journal of Obesity*, 30(9), 1449-1460.

(continued)

Physical Activity and Self-Regulatory Capabilities *continued*

- DeBerard, M. S., Spielmans, G. I., & Julka, D. L. (2004). Predictors of academic achievement and retention among college freshmen: A longitudinal study. *College Student Journal*, 38(1), 66-80.
- Dwyer, T., Sallis, J. F., Blizzard, L., Lazarus, R., & Dean, K. (2001). Relation of academic performance to physical activity and fitness in children. *Pediatric Exercise Science*, 13(3), 225-237.
- Falkner, N. H., Neumark-Sztainer, D., Story, M., Jeffery, R. W., Beuhring, T., & Resnick, M. D. (2001). Social, educational, and psychological correlates of weight status in adolescents. *Obesity Research*, 9(1), 32-42.
- Freudenberg, N., Ruglis, J., & Centers for Disease Control and Prevention (DHHS/PHS), A. (2007). Reframing school dropout as a public health issue. Preventing chronic disease: Public health research, practice, and policy. *Centers for Disease Control and Prevention*. 4(4).
- Griffin-Blake, C. S., & DeJoy, D. M. (2006). Evaluation of social-cognitive versus stage-matched, self-help physical activity interventions at the workplace. *American Journal of Health Promotion*, 20(3), 200-209.
- Grissom, J. B. (2005). Physical fitness and academic achievement. *Journal of Exercise Physiology Online*, 8(1), 11-25.
- Hu, L.-t., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria. *Structural Equation Modeling*, 6(1), 1.
- Kirkcaldy, B. D., Shephard, R. J., & Siefen, R. G. (2002). The relationship between physical activity and self-image and problem behaviour among adolescents. *Social Psychiatry And Psychiatric Epidemiology*, 37(11), 544-550.
- Kitsantas, A., Winsler, A., & Huie, F. (2008). Self-regulation and ability predictors of academic success during college: A predictive validity study. *Journal of Advanced Academics*, 20(1), 42-68.
- Kristjánsson, A. L., Sigfúsdóttir, I. D., Allegrante, J. P., & Helgason, A. R. (2009). Adolescent health behavior, contentment in school, and academic achievement. *American Journal of Health Behavior*, 33(1), 69-79.
- McDonald, R.P., & Ho, R.M. (2002). Principles and practice in reporting structural equation analyses. *Psychological Methods*, 7(1), 64-82.
- Muthén, L. K., & Muthén, B. O. (1998-2007). *Mplus User's Guide*, (5th ed.). Los Angeles, CA: Muthén & Muthén.
- Pintrich, P. R. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, 92(3), 544-555.
- Pintrich, P. R., & De Groot, E. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82, 33-40.
- Sniehotta, F. F., Scholz, U., & Schwarzer, R. (2005). Bridging the intention-behaviour gap: Planning, self-efficacy, and action control in the adoption and maintenance of physical exercise. *Psychology & Health*, 20(2), 143-160.
- SPSS for Windows, Rel. 18.0.0. 2009. Chicago: SPSS Inc.
- Sylvia-Bobiak, S., & Caldwell, L. L. (2006). Factors related to physically active leisure among college students. *Leisure Sciences*, 28(1), 73-89.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed).
- Tomprowski, P. D. (2003). Cognitive and behavioral responses to acute exercise in youths: A review. *Pediatric Exercise Science*, 15(4), 348-359.
- Ullman, J. B. (2006). *Structural equation modeling: Reviewing the basics and moving forward*. *Journal of Personality Assessment*, 87(1) 35-50. ■



Call for Proposals

2012 Joanna Davenport Doctoral Poster Presentation and 2012 Hally Beth Poindexter Young Scholar Award

The 2012 NAKPEHE Conference will be in San Diego, CA from January 4 – 7, 2012. If you are currently a doctoral student, then we want you to share your research with us in the Joanna Davenport Doctoral Poster Presentation. If you are an emerging professional and have been in your first higher education position for five years or less, then please submit a proposal for the Hally Beth Poindexter Young Scholar Award.

The doctoral poster presentation and young scholar awards provide emerging scholars an opportunity to share their research at a national conference and network with outstanding educators, administrators and scholars from a variety of disciplines in Kinesiology and Physical Education.

The next few sections of this column provide more information about the doctoral poster presentation and the young scholar award. Read them carefully and share this information with your colleagues!

2012 NAKPEHE Joanna Davenport Poster Presentation Prize for Doctoral Students

The National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) would like to invite doctoral students to submit poster presentations for the 2012 conference in San Diego, CA. The conference will provide the doctoral students with a wide array of sessions to attend that will have greater meaning as they prepare to enter the higher education employment arena. This year there will be a special opportunity for doctoral students to participate in the conference. All doctoral students will be offered the opportunity to participate in a committee-reviewed doctoral student poster presentation session. The poster presentations will be available for viewing at the conference. A Review Committee will select one doctoral student poster to receive the Joanna Davenport Poster Presentation Prize, and the presenter will be awarded a monetary prize and a free membership in NAKPEHE for the coming year. The Joanna Davenport Poster Presentation Prize will be awarded at a special reception following the Delphine Hanna Lecture.

In addition to this session, we hope there will be time for doctoral students to meet together in a less formal setting to discuss their common concerns. Our hope is to establish a connection between similar doctoral programs and establish a mechanism for communication between students with similar or supportive research directions. The structure and philosophical direction of

(continued)

Call for Proposals *continued*

NAKPEHE offers a positive interdisciplinary theme that encourages sharing within and across specialty areas; and welcomes new ideas and insights from differing perspectives. There will be numerous social opportunities for the doctoral students to interact with NAKPEHE members.

If you have any specific questions related to doctoral student involvement, please feel free to contact Camille O'Bryant (cobryant@calpoly.edu or 805-756-1787). If you would like specific conference information, please contact Dr. Valerie Wayda (NAKPEHE@mail.wvu.edu), or visit the NAKPEHE web site (www.nakpehe.org) and click on the "Conference" tab.

2012 Hally Beth Poindexter Young Scholar Award

12th Annual Special Open Paper Competition for Young Professionals

The National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) would like to invite new professionals, employed for the first time (and for less than 5 years) at an institution of higher education, to participate in a special program at the 2012 conference in San Diego, CA. The 2012 NAKPEHE conference marks the 12th year in which the Executive Board of NAKPEHE has approved an Open Paper Competition to encourage the development of innovative ideas and discussions from our newest members of the profession.

The winner of the Hally Beth Poindexter Young Scholar Open Paper Competition will have the opportunity to present the paper at a special session at the 2012 conference. In addition to this unique presentation opportunity, the Hally Beth Poindexter Young Scholar will be awarded a monetary prize and given a free membership in NAKPEHE for the upcoming year.

Proposals are due by OCTOBER 1, 2011

Visit www.nakpehe.org and click on the conference tab! Scroll down to these awards to find additional information and proposal submission forms.

See you in San Diego!!

Camille O'Bryant, Ph.D.

Cal Poly State University, San Luis Obispo, CA

Please make your plans now to attend and/or present your work or ideas at the 2012 NAKPEHE Conference, January 4-7 at the Omni Hotel in San Diego, California.

*For information, contact **Dr. Valerie Wayda**
College of Physical Activity and Sport Sciences
West Virginia University
e-mail: NAKPEHE@mail.wvu.edu*



Call for Proposals

Deadline: October 14, 2011

Flourishing in a Contemporary University Culture

January 4-7, 2012 San Diego Omni Hotel

Institutions of higher education are facing many challenges. Some of these challenges include fiscal hardships, the globalization of curriculums, the merging of physical and virtual workspaces, collaboration across disciplines, increasing retention rates and greater accountability for educational outcomes. To meet these challenges several innovative solutions have been adopted. The 2012 NAKPEHE conference will present a forum where individuals can share their success stories or strategic plans.

The theme of this year's conference is broad in order to encourage contributions addressing various challenges administrators and faculty face while striving to flourish in a contemporary university culture. Proposals should be related to one of the following program tracks:

- **Globalization**
- **Entrepreneurial**
- **Multidisciplinary**
- **Diversity, Inclusiveness, and Equality**
- **Retention (program, faculty, students)**
- **Technology (student and faculty technical and information literacy, distance learning)**

Proposals are due electronically by 4:00 pm (EST) on Friday, October 14, 2011. For more information about proposal submission, the 2012 conference, or the National Association of Kinesiology and Physical Education in Higher Education (NAKPEHE), go to <http://www.nakpehe.org>

Review Process & Notification

Proposals will be reviewed and selected in a peer-review process. Notices for proposal acceptance or rejection will be distributed via email in early November.

Forward all correspondence to: **NAKPEHE@mail.wvu.edu** or Valerie Wayda, College of Physical Activity and Sport Sciences, PO Box 6116, Morgantown, WV 26506-6116.

NAKPEHE Leadership Roster, 2011-2012

CKPEHE Editor: Shane Frehlich, California State University, Northridge

Associate Editors

Leadership in KPE Higher Education: Greg Letter, Adelphi University

Current Issues: Sam Hodge, Ohio State University

Best Practice in Teaching and Learning: Mel Finkenberg, Stephen F. Austin State University

New KPE Professionals: Camille O'Bryant, California Polytechnic State University, San Luis Obispo

Research Digest: Bob Pangrazi, Arizona

In Memoriam: Deborah Buswell, Stephen F. Austin State University

Scholarly Publications: Vacant

International: Vacant

President: Beverly Mitchell, Kennesaw State University bmitchel@kennesaw.edu

President-Elect: Jimmy Ishee, Texas Woman's University jishee@twu.edu

Past President: Michael Metzler, Georgia State University mmetzler@gsu.edu

Vice President: Valerie Wayda, West Virginia University valerie.wayda@mail.wvu.edu

Vice President-Elect: Shane Frehlich, California State University, Northridge shane.frehlich@csun.edu

Executive Director: Ginny Overdorf, William Paterson University NAKPEHEED@gmail.com

Secretary: Lisa Hicks, University of Indianapolis, lhicks@uindy.edu

Parliamentarian: Mel E. Finkenberg, Stephen F Austin University mfinkenberg@sfasu.edu

Necrologist: Anne Stewart Corpus Christi, TX emlean@gmail.com

Archivist: Pam Brown, University of North Carolina-Greensboro plkocher@uncg.edu

Committee Chairs:

Bylaws: Carrie Sampson Moore, Massachusetts Institute of Technology clsmoore@mit.edu

Foundations: Ron Feingold, Adelphi University feingold@adelphi.edu

Future Directions: Jackie Lund, Georgia State University jlund@gsu.edu

Member Services: Camille O'Bryant, California Polytechnic State University cobryant@calpoly.edu

Publications: John Massengale, Las Vegas, NV john.massengale@cox.net

Member Services Sub-Committee Chairs:

Awards: Glenn Hushman, University of New Mexico ghushman@unm.edu

Membership: Dennis Docheff, University of Central Missouri docheff@ucmo.edu

Nominations & Elections: Paul Calleja, University of Arkansas pcallej@uark.edu

Public Affairs: Betty Block, Adams State College bettyannie@me.com

Social Justice & Cultural Diversity: Emily Wughalter, San Jose State University ewughalter@hup.sjsu.edu

Technology: Robert McKethan, Appalachian State University mckethanrm@appstate.edu

Nominations for NAKPEHE Leadership Positions

NAKPEHE Needs You!

Nominations for 2012 NAKPEHE leadership positions are requested from the membership. The Nominations and Elections Committee is currently seeking candidates for the following offices: President-Elect (female), and Vice-President-Elect (female). If you are interested in serving or would like to suggest someone to the committee, please notify Paul Calleja at pcallej@uark.edu. ■

2011 NAKPEHE Leader Development Workshop

July 6-8, 2011

Georgia State University, Atlanta, Georgia

On July 6 – 8, 2011 NAKPEHE will host its second leader development workshop designed to provide leader training for current and future NAKPEHE leaders and administrators. “Leader” is defined as a faculty or administrator who influences colleagues in kinesiology or physical education: program coordinator, assistant chair or chair, graduate coordinator, associate dean, dean, or any faculty or administrator interested in assuming a leader role in the field of kinesiology broadly defined.

This is the second workshop on leader development sponsored by NAKPEHE, and by all accounts of last year’s participants the initial leader workshop was a success. Attendees were particularly pleased with the opportunity for “emerging” leaders in kinesiology to interact with their more experienced counterparts. Participants are not limited to those who currently hold administrative appointments. Those who are interested in holding leader roles in colleges and universities are especially encouraged to attend. The workshop will be organized to provide lots of opportunities for interaction between emerging and experienced leaders, and this focus on leader development distinguishes the NAKPEHE leader development workshop from other past and current leadership efforts in higher education.

The goal of the workshop is to provide an accessible, affordable, and high quality professional leader development workshop. The 2011 NAKPEHE Leader Development Workshop will be held at Georgia State University in Atlanta, Georgia, and will be hosted by the Department of Kinesiology and Health. Participants will be housed in university residence halls, and is free for NAKPEHE members. Total cost for a NAKPEHE member, including transportation, is estimated to be between \$300 and \$400 (most of the cost is your airfare – housing and food will cost approximately \$125). We estimate that the Workshop will have around 40 attendees composed of approximately 20 emerging leaders.

Faculty and administrators interested in attending the NAKPEHE Leader Development Workshop are encouraged to contact Steve Estes, workshop coordinator, for more information:

*Dr. Steve Estes, Department of HPER
Looney Complex, Missouri Western State University
St. Joseph, MO 64507, E-mail: sestes@missouriwestern.edu
Phone: 816-271-4190*

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:
NAKPEHE Foundation
Memorial Fund.

Honor Awards Nomination Form for 2012

Award Title (check one):

☐ Distinguished Service ☐ Distinguished Scholar ☐ Distinguished Administrator

Nominee's name _____

Address & phone _____

Nominated by: (name, address, & e-mail address) _____

Attach statement of support for Nominee (based on criteria below), sign it, and forward with this form to: Marilyn Buck, School of Physical Education, Ball State University, Muncie, IN 47306. Or e-mail: mbuck@bsu.edu. **Deadline is 8/1/11.**

Criteria for Awards

All references to NAKPEHE should be interpreted to include the parent associations, NAPECW & NCPEAM.

Distinguished Service Award

Shall be awarded to a person who:

1. Has been a member of NAKPEHE continuously for at least 10 years.
2. Has given outstanding service to NAKPEHE as evidenced by achievement in at least 5 of the following:
 - a) Officer of the Association
 - b) Member of the Executive Board
 - c) Chair of a committee
 - d) Committee member for at least 2 yrs
 - e) Attendee at annual conference
 - f) Speaker at annual conference
 - g) Speaker at annual conference as Homans, Sargent, or Hanna lecturer
 - h) Workshop leader
 - i) Contributor to NAKPEHE publications

Distinguished Scholar Award

Shall be awarded to a person who has made a significant contribution to physical education in higher education through scholarly pursuits within a multidisciplinary perspective and has been a contributing member of NAKPEHE continuously for at least 5 years. Nominees will be judged on their contributions by showing distinction in at least one area with contributions to two or more:

1. Author of book(s)
2. Author of articles in professional or lay periodicals
3. Editor of book(s) or monographs
4. Researcher who develops, executes, and reports significant research
5. Lecturer at professional meetings
6. Other scholarly areas not listed above

Distinguished Administrator Award

Shall be awarded to a person who, through application of administrative/managerial skills, has made significant contributions to the profession and/or related fields, both within and beyond the higher education community, and has been a contributing member of NAKPEHE continuously for at least 5 years. Qualified nominees shall have achieved at least one of the following with distinction:

1. Success as an administrator within a program of physical education in higher education in at least one of the following categories:
 - a) Dean or Assistant/Associate Dean of a school or college in which physical education is a unit
 - b) Chairperson of a physical education department in a college or university
2. Advancement of the goals and ideals of the profession through the application of managerial skills within other groups or organizations.
 - a) Executive Director/President/Program Leader for a physical education discipline related organization or conference
 - b) Director of a regional/national/international physical education project or activity
 - c) Dissemination (publications, presentation, teaching) of scholarly/academic innovations concerning physical education administration that have had a national impact on physical education
 - d) Leadership in physical education organizations as a member of a governing body
 - e) Record of influence outside the profession of higher education which has served physical education as a discipline beyond the institution.

Note: One letter from an employee and one from a higher level administrator must accompany the application.

Authors Sought

We're always looking for quality articles for the Leadership, Issues, Best Practice, Research, New Professionals, or International columns. Please consider submitting an article to one of these columns or encourage your colleagues to do so. Contact the appropriate Associate Editor or the Editor directly with your submission or any questions.

Chronicle Deadlines

Deadlines for *The Chronicle of Kinesiology and Physical Education in Higher Education*:

Copy to Editor	Published
Dec. 15	February
March 15	May
July 15	September

All material submitted to *CKPEHE* must be double spaced, and regular articles should not exceed 8 pages in length.

Chronicle Editor

Dr. Shane G. Frehlich
Department of Kinesiology
Redwood Hall, 250
California State University, Northridge
Northridge, CA 91330-8287
Fax: (818) 677-3207
Phone: (818) 677-6437
E-mail: shane.g.frehlich@csun.edu

Associate Editors

Section	Associate Editor	E-mail
Leadership in KPE Higher Education	Greg Letter	letter@adelphi.edu
Current Issues	Sam Hodge	Hodge.14@osu.edu
Best Practice in Teaching and Learning	Mel Finkenberg	mfinkenberg@sfasu.edu
New KPE Professionals	Camille O'Bryant	cobryant@calpoly.edu
In Memoriam	Deborah Buswell	buswelld@sfasu.edu
Scholarly Publications	Deborah Buswell	buswelld@sfasu.edu
International	Mary Hums	mhums@louisville.edu
Research Digest	Bob Pangrazi	pangrazi1@msn.com

Job Notice Web Postings

Submit your job openings for posting at a NAKPEHE Web page and for e-mailing to over 600 professionals in the field. The Web site OPERA is updated weekly and receives nearly 600 hits per week. The annual registration fee for hiring departments is \$150. For details, please visit <http://www.nakpehe.org/OPERA/Index.html>.



To Join NAKPEHE or Renew Your Membership

Apply Online at
www.nakpehe.org

NAKPEHE membership entitles you to four issues of *Quest*, one of which features the *Academy Papers*, and three issues of the *Chronicle of Kinesiology and Physical Education in Higher Education* per year, and to member rates for the annual conference. Please complete this form and return it to the address listed. **Or apply online at www.nakpehe.org.**

What are your special interests? Check no more than three.

- | | |
|--|---|
| <input type="checkbox"/> Adapted | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Administration | <input type="checkbox"/> History |
| <input type="checkbox"/> Anatomical Kinesiology | <input type="checkbox"/> Measurement & Evaluation |
| <input type="checkbox"/> Anthropology of Play | <input type="checkbox"/> Motor Development |
| <input type="checkbox"/> Athletic Training | <input type="checkbox"/> Motor Learning/Control |
| <input type="checkbox"/> Basic Instruction | <input type="checkbox"/> Pedagogy |
| <input type="checkbox"/> Biomechanics | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> Coaching | <input type="checkbox"/> Physiology of Exercise |
| <input type="checkbox"/> Comparative/International | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Sociology |
| | <input type="checkbox"/> Sport Management |

Rank

- ☐ Instructor
☐ Assistant professor
☐ Associate professor
☐ Full professor
☐ Other_____

Institution

- ☐ 4 yr. college/university
☐ Jr./community college
☐ Other_____

Name_____

Address_____

City, State, Zip, Country_____

- ☐ U.S. Faculty \$80
☐ International Faculty \$80 (includes mailing)
☐ Emeritus (all publications) \$45
☐ Emeritus (*Chronicle* only) \$15
☐ Graduate Students \$30
☐ Concurrent AAKPE membership \$30
☐ Sustaining Member \$85
☐ Tax deductible contribution to NAKPEHE \$_____

Mail checks, payable to NAKPEHE, and this form to:

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

(Canadian and other foreign members must use a money order or check imprinted "U.S. Funds.")

NAKPEHE Announces New Publishing Agreement for 2012

At the annual 2011 Business Meeting in Lake Buena Vista, Florida, then-President Mike Metzler formally announced that NAKPEHE has entered into a Publishing Agreement with Routledge/Taylor & Francis, a subsidiary of Informaworld, one of the world's largest publishers of scholarly journals. Routledge/Taylor & Francis will begin to publish and manage *Quest* and the *NAKPEHE Chronicle* with the first issue of each publication in 2012. Dr. Srikrishna Singh, Associate Editor, Routledge Education Journals Taylor & Francis Group, attended the Business Meeting and presented conference attendees with an overview of the financial arrangements and the services to be provided for NAKPEHE as our new publisher.

The January announcement culminated a nearly year-long process in which NAKPEHE reviewed its Publishing Agreement of thirty-three years with Human Kinetics, Inc., and held discussions with Routledge/Taylor & Francis that led to the new Agreement. On September 23, 2010, the NAKPEHE Board of Directors voted to terminate the current Agreement with Human Kinetics, Inc. and approved President Metzler to conduct advanced negotiations with Routledge/Taylor & Francis. At a Special Meeting on December 2, the Board of Directors approved the final contract with Routledge/Taylor & Francis, which was then signed by Metzler on December 15th.

The provisions of the new Publishing Agreement allow NAKPEHE to retain all rights and Copyrights to *Quest* and the *Chronicle*. The NAKPEHE members' price will be reduced from \$40/year to \$12/year. Each year NAKPEHE will receive a \$25,000 guaranteed payment (independent of revenues), and be paid 40% of the total revenues from *Quest* (including copy requests and advertising).

At the post-conference Board meeting, new President Beverly Mitchell tasked Metzler to convene a small group of members to oversee the transition in 2011. Shane Frehlich, *Chronicle* Editor and NAKPEHE Vice-President Elect, and John Massengale, NAKPEHE Director of Publications have agreed to serve on that task force.

Metzler and Diane Gill travelled to the Routledge/Taylor & Francis' Philadelphia offices in mid-February for an orientation on the editorial and business services that are in the new Publishing Agreement. In late February, NAKPEHE reached an agreement with Human Kinetics, Inc., to purchase key *Quest* assets, such as the current subscription data base, the on-line archives, and a collection of hard copy back issues. This acquisition will further facilitate the transition in 2011 leading up to the first issues of *Quest* and the *Chronicle* being published by Routledge/Taylor & Francis in 2012. ■

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 2011 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. ■

Publisher:
Rainer Martens

Journals Division Director:
Greg Reed

Chronicle Managing Editor:
Jeff King

Graphic Designer:
Kim McFarland



Human Kinetics
P.O. Box 5076
Champaign, IL USA 61825-5076
www.HumanKinetics.com