National Association for Kinesiology in Higher Education

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A Message from the President

Steve Estes, Middle Tennessee State University

I hope this finds you well during your summer recess! Like many of you, I have come up for air after a busy spring term, and I am enjoying the summer and catching up on the many things we do as kinesiology faculty and administrators. With luck you're being provided all of the resources you need to get your work done, and this is where associations like NAKHE come into play. It is in our professional societies where discussions of the progress of our disciplines is considered. Kinesiology, like any other discipline, has its unique needs and contributions, and most of us have a good idea of what we need to be successful in our jobs. But many times we seem to toil in the privacy of our classrooms and offices, and it is easy to think that the problems that we work on are peculiar to just our own job. That is not the case—know that you are not alone in your work in kinesiology!

Just what are the needs of our discipline and profession, and how does kinesiology contribute to our universities and to society in general? This is the conversation that NAKHE facilitates—it provides a forum for its members to converse and plan. Members come together and share their experiences, and in doing so find solutions to the problems that are peculiar to our field. And when individuals begin solving problems others notice, and many of us assume leader positions as a result. Leaders influence others to be more effective and productive in their work, and NAKHE is *the* leader organization in kinesiology, bar none.

Along these lines NAKHE will be hosting its fifth Leader Development Workshop (LDW) in Atlanta, Georgia from July 9–11. I hope you can join us! The LDW is a relatively new NAKHE project, and it focuses on helping individual members develop their leader and administrative skills and plan their professional future. Reviews from participants for the last four years are entirely positive, and this year's workshop will provide the communication and networking opportunities for its members that has made NAKHE a viable professional society. But noting these opportunities does not capture the spirit of the LDW—most of the people who attend describe the workshop as "enjoyable" and "engaging," a real learning and growing event that has facilitated individual careers. Opportunities such as this one are rare in higher education, and the price of the LDW is simply unbeatable: registration is free for NAKHE members, housing is affordable, and transportation to the nation's largest air hub is relatively inexpensive.

Just as an individual can plan his or her professional development, a business or public organization needs to strategically plan for its future. NAKHE will engage in a strategic planning session that we hope will take us into the next decade on July 9, the Wednesday before to the LDW (July 10 and 11). The strategic planning session is open to all NAKHE members. NAKHE is doing well relative to many professional societies (*Quest* remains one of the best scholarly journals in kinesiology and is a financial pillar of NAKHE), and one of the reasons is that NAKHE has planned its development over the years through the efforts of the Future Directions Committee (FDC). Formed in the 1980s to respond to changes in the field (among them the name of the organization, the merging of the National College Physical Education Association for Men and the National Association for Physical Education of College Women, the evolution of physical education toward kinesiology, and other issues), the FDC has charted the path of NAKHE over the years and has done a great job of it.

With the changes in American society and in higher education, however, it is appropriate for the entire membership to engage in a strategic planning process that can provide members with a good sense of where NAKHE and the field of kinesiology should go in the next 10 years. For NAKHE to thrive it needs to be a flexible organization able to describe itself and its mission in a digital world, and this requires a different way of looking at what we have done for so

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many years. A strategic planning session can capture the ideas of all of the members, and we can then go forward with a renewed sense of who we are and what we hope to accomplish.

This is not to say that NAKHE's mission should be different from what it has been in the past—far from it! Rather, it is arguable and even predictable that organizations such as NAKHE that focus on mentoring, networking, and communicating are more important than ever. I anticipate that we will simply reify NAKHE's mission at our upcoming strategic planning session, and the many emerging leaders will leave it armed with a renewed sense of NAKHE values and excellence. The face-to-face meetings that NAKHE facilitates are especially important in a time when too many of us communicate by phone or email (or Twitter or Facebook!). Indeed, members note that our conferences and the LDW, which provide intimate and personal experiences for the members, and the highlight of the academic year. Along these lines we are coming off one of the best conferences in recent memory, and we have reached out to many of our sister societies and have begun conversation with them that is designed to move the entire discipline forward.

So if you can make it to Atlanta in early July please do so! Information is on the web page at www.nakhe.org. I hope to see you there!

Editor's Note

Dr. Britton Johnson, Editor

This edition of the *Chronicle of Kinesiology in Higher Education* has been fun for me. This was the first time during my time as Editor that we have actually had, and used, a backlog of articles. Several articles from the Special Edition have been carried over to the Summer Edition. We have also come to have a good amount of articles being submitted for publication in the *Chronicle of Kinesiology in Higher Education.*

Also, we have published a Special Edition earlier this year that was based on the 2014 Collaborative conference in San Diego. This conference included several other Associations as well as many new members of NAKHE. The articles for the Special Edition were based on presentations made at this conference.

Please consider submitting an article for future editions of the journal. We look forward to reviewing and publishing many more quality articles in future editions.

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Published Articles

How Do We Address Diversity in Physical Education Teacher Education?

PEER REVIEWED ARTICLE

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In Physical Education Teacher Education (PETE) programs, it is our goal to prepare teacher candidates to effectively engage with their future students, whose cultures and backgrounds may be very different from their own. For years, faculty have debated which method of preparing future physical education teachers is best—whether it is better to address diversity enrichment in a single class or by infusing them throughout the entire PETE curriculum. There are advantages and challenges associated with both approaches, which leads to the possibility that using both approaches in a PETE curriculum may be the best preparation for future physical educators. However, even if a best approach is identified, resources or support for it may not be available. This article is intended to review both approaches, providing previous research support as well as presenting the advantages and challenges of each.

The statistics about diversity in education demand that we bridge the gap between the culture of future physical education teachers and the varied cultures of their future students. Current physical education teachers are 92–95% White, while over 40% of school-age children and youth are students of color (Burden, Hodge, O'Bryant, & Harrison, 2004; NCES, 2012). This can result in dissonance in perspectives that each group brings to the educational setting (Hodge, Lieberman, & Murata, 2012). Because of this potential cultural gap, the Council for the Accreditation of Educator Preparation (CAEP, 2013) has adopted accreditation standards for PETE programs that suggest diversity should be infused throughout the PETE curriculum because diversity is integrated into every standard. Because we cannot expect PETE majors to do field experiences, internships, and/or student teaching in diverse settings without appropriate preparation, it is essential that we thoughtfully plan this "appropriate preparation" into our PETE curricula.

Teaching a Single Diversity Enrichment Course

One perspective in teacher education is that teaching a single course on diversity enrichment in the PETE curriculum has several advantages in the preparation of future teachers (Davis & Frank, 2014). Teaching a single course on diversity enrichment does not preclude the importance of covering diversity issues throughout the PETE curriculum. However, as history has shown, expecting PETE faculty to infuse content about adapted physical education into PETE methods and other professional courses throughout the program has proven to be ineffective. Thus, most PETE programs throughout the nation offer a single course that teaches future physical educators about differentiation of instruction for students with disabilities, one of the many diverse populations that physical educators teach. Through adapted physical education classes, PETE teacher educators ensure that teacher candidates will be prepared through

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field experiences and specialized instruction to meet the needs of their students with special needs. In the same way, a single course covering the many diversity issues physical educators face in their classes, which include related field experiences in diverse settings, presents the strongest case for preparing future physical educators for teaching diverse learners.

Another historical example that provides support for teaching a single course in diversity enrichment in physical education can be found in the historical legislation of Title IX in 1972. This law mandated coeducational physical education classes across the nation that had traditionally been taught as single-sex classes. The reason for this social justice legislation was to address many inequities related to the "separate" girls' and boys' physical education programs. However, no professional development was provided to physical education teachers at the time to address how they, who had been accustomed to teaching single-sex classes, were to change their teaching strategies to teach coeducational physical education classes. As a result, coeducational classes were slow to be implemented, and both boys and girls were disadvantaged as a result of a lack of teacher training for coeducational classes (Davis, 1999).

There are several advantages of teaching a "stand alone" diversity enrichment course within the PETE curriculum. A course in diversity enrichment in physical education allows adequate time for establishing respect for others' opinions, and it provides the openness needed to have students truly evaluate their perspectives and behaviors related to diversity issues. Concentrated discussions and specialized field experiences allow for the awareness of diversity issues specific to physical education settings. It is essential for PETE teacher candidates to understand their own culture before being able to understand their students' cultures (Melton & Dail, 2010), and this process of cultural discovery takes more time than can be devoted in other courses within the PETE curriculum that are targeted for diversity infusion.

There is little empirical research to show that teaching a single course in diversity enrichment is less effective than infusing diversity throughout the PETE curriculum. Critics of a single diversity enrichment course in the PETE curriculum state that requiring a single course to address issues of equity, diversity, and social justice is inadequate (Burden et al., 2004; Hodge, 2003; Milner, Flowers, Moore, Moore, & Flowers, 2003). These critics also say that the single course method has "not proven to be effective" because social justice learning should be infused throughout the curriculum, and the single course method "under serves teacher candidates and leaves them ill prepared to use social justice pedagogical practices" (Burden, Hodge, & Harrison, 2012, p. 7). They advocate for PETE faculty "to provide experiences that ensure that novice teachers engage in multiple experiences teaching a diversity of learners in various contexts" (p. 185). PETE programs are encouraged through the accreditation process to place teacher candidates in a variety of field experiences and student teaching placements in diverse settings (CAEP, 2013; Milner et al., 2003). A single diversity enrichment course designed within a PETE curriculum can be sufficiently designed so that its content and field experiences are rich in social justice principles and teaching practices, particularly if there is a faculty member who is interested in teaching it and who has a social justice background. In order to infuse diversity enrichment throughout the PETE curriculum, all PETE program faculty need to be sufficiently prepared to teach diversity enrichment in the program's professional courses. Just because PETE teacher educators say that they are infusing diversity into their professional classes does not mean that it is actually happening, as some PETE faculty hold ethnocentric beliefs about diversity issues as compared to others who are more transitional in their cultural awareness (Burden, Hodge, & Harrison, 2012). Therefore, without adequate preparation of all PETE faculty members to infuse diversity enrichment throughout the PETE curriculum, a single course with diverse field experiences taught by a culturally aware PETE faculty member may be more effective in preparing future physical educators for teaching their diverse students.

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All teachers need to be able to confront, and even intervene, when diversity issues arise in their classes. A single diversity course taught within physical education meets the needs of future physical educators specifically within the content area they will be teaching. Situations that future physical educators might face when they become beginning teachers can be discussed, role played, and analyzed within the context of their future teaching. For example, teacher candidates may learn about the differential expectations physical educators often perpetuate when they have obese or low skilled students in their classes (Melton & Dail, 2010). Most teacher educators would agree that learning about the diversity issues specific to a content area is more effective than learning about them in a generic cultural awareness course in education or sociology. Possessing the pedagogical content knowledge (PCK) specific to cultural awareness in a content area, such as physical education, is worth making room for a single diversity course within the limited hours of a total PETE curriculum.

Integration Throughout the Curriculum

The ideal setting that supports an integrated approach to implementing diversity enrichment within the PETE program is based on a holistic model that should be supported by the university administration, its mission, college faculty and all PETE faculty. Specifically, students can be exposed to the dimensions of multiculturalism as part of their liberal studies or general education requirements, prior to beginning their "major" courses. This integrated approach would allow PETE students to challenge their current perspectives and ideologies early in their college experience. Although Culp (2013) shares impressive accomplishments in challenging perspectives and ideologies in his History and Principles of Physical Education course, it is still only the beginning of a long journey our PETE student need to take to become effective teachers of all students.

Melton and Dail (2010) state that, "planned, purposeful pre-internship assignments that specifically introduce students to a diverse group of clients/students can improve the chances that the internship and subsequent employment will be successful" (p. 26). These assignments should appear in every course to bridge specific theory to practice in a variety of settings. This approach explicitly asks PETE students to contextualize all content and critically examine it for diversity or social justice concerns. What should result is what Finch and Blankenship (2011) suggest, "to help increase the number of tools in the professional's toolbox so that teachers can better deal with these differences" (p. 32). Their editorial introduction to the feature's articles of the 2011 NASPE Symposium, "Not That There's Anything Wrong With That: Dealing with Differences Across the Profession" supports an integrated approach by inviting experts from various disciplines to collaborate in the symposium. Most of the interest areas can be linked to a specific course in the PETE curriculum: coaching, motor development, history and philosophy, adaptive physical activity, cultural foundations of education, and exercise physiology. As Sciame-Giesecke, Roden, and Parkinson (2009) remind us in their article reporting the number of faculty at their institution who address diversity in their courses, "faculty who engage in curriculum transformation need to understand that effective curriculum development in this area is tied to faculty development" (p. 18).

This integration approach does require an explicit scaffolding of specific objectives within each course. This progression would begin with general education courses followed by the educational foundations courses, prior to a PETE introduction course or diversity course, then into every other major course, with methods courses receiving the most attention. The clinical components of PETE programs are typically the most effective aspect of a preservice teacher's development, and if these take place in a variety of experiences in diverse settings, these novice teachers will be best prepared for teaching in diverse settings.

Several challenges surface within this structure. More often than is preferred, classes are taught by adjunct professors who may or may not have the ability to effectively integrate di-

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versity enrichment into their classes. Additionally, clinical experience settings may be chosen for convenience or best fit, instead of taking the time to establish a more meaningful clinical experience in a diverse setting. It is also rare that an entire faculty of a program has the ability and commitment to effectively engage students in diversity enrichment concepts and content (Sciame-Giesecke, Roden, & Parkinson, 2009).

Conclusion

The need to better prepare future physical educators for teaching diverse populations has been widely documented (Burden, Hodge, & Harrison, 2012; Burden et al., 2004; CAEP, 2013; Hodge, 2003; Melton & Dail, 2010). Under debate is how best to accomplish this in PETE programs. Several advantages have been summarized for two approaches: 1) teaching a single diversity enrichment course, and 2) infusing diversity concepts and content throughout the PETE curriculum. Because of the extensive advantages of both approaches, perhaps the ultimate best method of preparing PETE teacher candidates for teaching diverse students is to use both approaches. The combination of a single diversity enrichment course in the specific content area of physical education, supplemented by an infusion of diversity content and concepts revisited in other PETE professional courses, could prove to be the best method of preparing teacher candidates to teach the multitude of diverse populations they will encounter in their future physical education classes. This will take support from all related faculty and administration to find the hours, resources and revision of the curriculum to ensure the goal: that all PETE students be provided with the opportunity to develop the knowledge, skills and dispositions to effectively and justly teach all students in a variety of diverse settings.

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Citation Rates for Highly-Cited Papers from Different Sub-Disciplinary Areas within Kinesiology

PEER REVIEWED ARTICLE

Duane Knudson

Abstract: Large variation in citation patterns across scientific disciplines could be a problematic factor in citation analyses of multi-disciplinary fields like kinesiology. The aim of this study was to document the citation rates (CR) of kinesiology-related journals and compare CR across selected sub-disciplines of the field. The top twenty cited articles indexed by Google Scholar (GS) were recorded for 65 kinesiology-related journals and a comparison group of 17 physical therapy/sports medicine journals. Mean CR were compared between kinesiology-related journals separated into either multi-disciplinary or one of 11 sub-disciplinary categories. The mean CR differed significantly ($\varepsilon^2 = 0.303$) between sub-disciplinary category, with professional and social science journals having significantly lower mean CR than epidemiology/measurement, exercise physiology, biomechanics, and multi-disciplinary journals in kinesiology. The mean CR for the top twenty highly-cited papers in kinesiology journals was qualitatively similar to the mean CR in physical therapy/sports medicine journals. There can be a four-fold difference in citation rates between of highly-cited articles in some sub-disciplinary areas within kinesiology and these differences generally follow results from other fields, with natural science articles having higher citation rates than social science or professional articles. This study provided evidence of significant differences in citation patterns across sub-disciplinary areas within kinesiology.

Introduction

Citation analysis has been used in bibliometrics to create surrogate measures of the influence of scientific journals (Garfield, 1972, 1996) and publications (Smith & Rivett, 2009). Some have tried to define influential research by documenting the articles that receive the most citations in a variety of academic fields, with some articles identified as "citation classics" (e.g., Garfield, 1987; Gehanno et al., 2007; Knudson, 2013a; Picknett & Davis, 1999; Shadgan et al., 2010). Interpreting these citation data in evaluating research, however, is complicated by variation in citation patterns across fields.

An influential issue affecting citation analysis is large variation of citation patterns across fields (Lariviere et al., 2006; Moed, 2005; Podlubny, 2005; Seglen, 1997), due to differences in use of references and the speed of discovery and change (Sombatsompop & Markpin, 2005). A consistent finding has been research in natural sciences (e.g., chemistry, physics) having faster and greater numbers of citations than humanities and social sciences research (Finardi, 2014; Huang & Chang, 2008; Lariviere et al., 2006; Leydesdorff, 2008; Seglen, 1997). Across the physical and social sciences there can be major (80 times) differences in citation rates across disciplines (Podlubny, 2005). Kinesiology is meta-disciplinary or inter-disciplinary, potentially making it more difficult to compare highly-cited articles because of the many sub-disciplinary areas related to both natural and social sciences. Previous research has documented significant differences in authorship and sampling practices across sub-disciplines of kinesiology (Knudson, 2011, 2012). In a study of the *Research Quarterly for Exercise and Sport* Cardinal and Thomas (2005) also reported variation (2 to 13 citations per article) in the mean citations of papers published in 73 kinesiology journals. The extension of our knowledge of citation patterns in the field would assist scholars in evaluating highly-cited papers across areas within kinesiology, as well as give authors information about journals that may be more visible to more kinesiology scholars.

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Citation Rates for Highly-Cited Papers within Kinesiology, *continued*

The purpose of this study was to document the citation rates (CR) of kinesiology-related journals and compare mean CR across selected sub-disciplines of the field. A secondary purpose was to compare this new CR data of highly-cited research in kinesiology journals to a related multi-disciplinary field (physical therapy/sports medicine). Physical therapy/sports medicine is quite similar to kinesiology in that it has both disciplinary and professional sources of knowledge, and it grew out of physical education and nursing to provide for the physical rehabilitation needs of injured veterans. It was hypothesized that CR would differ significantly by sub-disciplinary area for highly cited papers within kinesiology journals. It was also hypothesized that the CR data for highly cited papers in physical therapy/sports medicine would show a qualitatively similar range as highly cited kinesiology papers.

Methods

The author identified 65 journals publishing kinesiology-related research in the English language based on previous studies of journal influence (Knudson, 2013b, 2013c), excluding physical therapy/sports medicine journals that were not explicitly from the kinesiology sub-discipline of athletic training. A sample of 17 physical therapy/sports medicine journals was also identified to provide parallel data for comparison with the kinesiology journals (Table 2). These physical therapy/sports medicine journals represented the most prestigious multi-disciplinary publications in that field. To make comparisons across sub-disciplines within kinesiology, the kinesiology journals were classified as either multi-disciplinary or one of the following sub-disciplines: athletic training, biomechanics, epidemiology/measurement, exercise physiology, motor behavior, physical education, professional, strength & conditioning, sport management, sport psychology, and social sciences. These 11 categories represented the largest professional and sub-disciplinary areas of the field.

Citations to articles published in these journals were extracted from Google Scholar (GS) because this service provides the largest, most comprehensive indexing of approximately 40,000 journals compared to the Thompson/Rueters *Web of Science* 10,677 and Elsevier *Scopus* 19,708 databases (Delgado-Lopez-Cozar & Cabezas-Clavjo, 2013). Initially some have been critical of GS in comparison to other databases and indexing of non-refereed sources (Falagas et al., 2008; Schultz, 2007). Recently, however there has been improvement in this area with GS outperforming most databases on locating relevant sources and excluding non-relevant sources (Delgado-Loped-Cozar & Cabezas-Clavjo, 2013; Walters, 2009). Use of GS over other databases may be relevant in some studies because more non-journal sources are indexed which would be important in disciplines that rely less on journal articles for primary publication outlets (Lariviere et al., 2006).

The author used the "Advance Scholar Search" function of GS to search for articles published in each of the 65 kinesiology-related and physical therapy/sports medicine journals as of December 20, 2013. Google Scholar outputs the 1000 records most closely matched to the search criteria and then generally ranked by citations in the database. The author reviewed the top 100 records of each advanced search to be sure to identify the top twenty articles with the most citations. Citations and the year of the publication were recorded to calculate the following variables: Total citations of the top twenty articles, mean citations for the top twenty articles, and the mean CR were calculated. Mean CR was calculated as total journal citations divided by the time since the earliest publication date (Table 1). The CR describes the citation behavior of the discipline(s) published in the journal, and accounts for both the number of citations and how recent they are. This metric also allowed the comparison of journals with a long history and fairly new sub-disciplinary journals. The top 20 citations were chosen because this gave a good sample of top (2%) cited papers in the journals. Research on citation analysis has shown that the vast majority of the citations (up to 80%) are to a small percentage (often less than 15%) of the articles published by journals (Seglen, 1997). These top cited articles also

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would be less influenced by problems (e.g. negative citation, self-citation) in using citations as a surrogate measure of journal quality (Opthof, 1997) or the high rates of uncited papers in many journals (Hamilton, 1990, 1991; Knudson, 2013b; van Dalen & Henkens, 2004). This would logically also lead to the most valid estimates of CR of top journals in kinesiology and physical therapy/sports medicine.

Descriptive data were calculated and the effect of sub-discipline on CR tested with a one-way ANOVA with an alpha level of $p < 0.05$. Statistical significance was followed up with Least Significant Difference post-hoc tests. The size of effects were examined with eta-squared and effect sizes (d).

Results

Given the uneven sample size in each disciplinary group Levenge's statistic was calculated and confirmed ($p > 0.23$) homogeneity of variance across groups. There was a significant ($F_{11, 35} = 2.10$, $p < 0.037$) effect of journal disciplinary coverage on the mean CR of highly cited articles in kinesiology journals. This was a large effect accounting for 30.3% of the variance of CR. Three sub-disciplinary categories had fairly consistent CR (CV < 61%) while most were more (65 to 153%) variable (Table 1). Overall the mean CR for the top twenty highly-cited papers in kinesiology journals was 177 citations per year, which was qualitatively similar to slightly higher than the mean CR of top articles in physical therapy/sports medicine (127 cites per year) journals (Table 2). The range (Max:Min) CR of both fields was also similar, with 451:6 citations/year for kinesiology journals and 428:7 citations/year for physical therapy/sports medicine journals.

Post-hoc tests demonstrated that the mean CR of both professional and social science journals were significantly lower than the mean CR for epidemiology/measurement, exercise physiology, biomechanics, and multi-disciplinary journals within kinesiology (Figure 1). Multi-disciplinary journals also had significantly higher mean CR than physical education journals. Since CR depends heavily on the currency of the highly-cited papers analyzed, Figure 2 illustrates the earliest year of publication for top cited articles in various sub-disciplines of kinesiology. This time interval is an indicator of the relative currency of citations in these sub-disciplinary journals of kinesiology.

Discussion

The data supported the hypothesis that sub-disciplinary area of kinesiology journals is significantly ($\varepsilon^2 = 0.303$) related to CR. Given the relatively large variability of CR in many kinesiology sub-disciplines (Table 1), the post-hoc tests identified significant individual mean differences with large effect sizes ($1.1 < d < 1.6$). These differences between natural science journals in kinesiology (e.g., biomechanics, exercise physiology) with higher CR than social science and professional kinesiology journals was similar to trends seen in other disciplines (Huang & Chang, 2008; Lariviere et al., 2006; Seglen 1997). The most highly cited articles in multi-disciplinary, epidemiology/measurement, and exercise physiology had mean CR over 250 citations per year, while average CR for social sciences and professional journals were below 60 citations per year (Figure 1).

Some of the differences in CR across sub-disciplinary may be related to the time period in the denominator that represented the currency of citation behavior in that field. In the present study the paper in the top twenty citations with the oldest date, established the typical currency of highly-cited papers in journals from that sub-disciplinary area. Inspection of Figure 2 qualitatively shows that sub-disciplines with more current highly-cited papers like exercise physiology and epidemiology/measurement, had higher citation rates than journals with longer time windows for highly-cited papers. Some interesting exceptions, however, were the relatively older (1988) citations in multi-disciplinary journals that also had a high mean CR

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Citation Rates for Highly-Cited Papers within Kinesiology, *continued*

Table 1. Citations and Cite Rates of Top Articles in Kinesiology Journals

Disciplinary Coverage	Journal	Citations	Year	CR
Athletic Training				
	Athletic Ther Today	493	1997	29.0
	J Athletic Train	5685	1999	397.0
	J Sport Rehabil	1547	1996	85.9
	AT Mean	2575	1997	164.7
Biomechanics				
	Clin Biomech	6239	1995	328.4
	Gait Posture	7378	1995	388.3
	J Appl Biomech	3918	1993	186.6
	J Biomech	14636	1970	322.6
	J Electromyo Kine	5784	1991	251.5
	Sports Biomech	948	2002	79.0
	Sports Eng	838	1998	52.4
	BI Mean	5677	1992	231.3
Epidemiology/Measurement				
	Int J Behav Nut Phys Act	4517	2004	451.7
	J Phys Act Health	2227	2005	247.4
	Meas Phy Ed Ex Sci	1413	1997	83.1
	EM Mean	2719	2002	260.8
Exercise Physiology				
	Appl Physio Metab	2539	2006	317.4
	Int J Sport Nut Ex Metab	2538	2000	181.3
	Int J Sports Physiol Perform	902	2006	112.8
	J Appl Physiol	27415	1948	415.4
	EP Mean	8349	1990	256.7
Motor Behavior				
	Hum Move Sci	5550	1984	185.0
	J Imag Res Sport Phys Act	302	2006	37.8
	J Mot Behav	8838	1971	205.5
	J Sport Behav	1838	1995	96.7
	Motor Control	1588	1997	93.4
	MB Mean	3623	1991	123.7
Multi-Disciplinary				
	Eur J Appl Physiol	4857	2000	346.9
	Eur J Sport Sci	1269	2001	97.6
	Ex Sport Sci Rev	7831	1973	191.0
	Int J Sports Med	7701	1981	233.4
	J Aging Phys Act	2939	1994	147.0
	J Sci Med Sport	3322	1998	207.6

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Citation Rates for Highly-Cited Papers within Kinesiology, *continued*

Table 1. *(continued)*

	J Sports Med Phys Fit	1828	1987	67.7
	J Sports Sci Med	1584	2002	132.0
	J Sports Sci	7710	1988	296.5
	Med Sci Sports Exerc	32355	1979	924.4
	Ped Exerc Sci	5343	1989	213.7
	Quest	3621	1970	82.3
	Res Quart Exerc Sport	9542	1980	280.7
	Scand J Med Sci Sports	5757	1991	250.3
	Sports Med	12683	1986	453.0
	MD Mean	7223	1988	261.6
Physical Education				
	Adapt Phys Act Quart	2371	1991	103.1
	Eur Phys Ed Rev	1755	1997	103.2
	J Teach Phys Ed	3155	1983	101.8
	Phys Ed Sport Pedag	1411	2004	141.1
	Qual Res Sport Exerc	474	2009	94.8
	PE Mean	1833	1997	108.8
Professional				
	ACSM's Health Fit J	372	1997	21.9
	Clin Kines	330	1988	12.7
	JOPERD	2137	1985	73.7
	Phys Educator	1028	1982	32.1
	Strength Cond J	1923	1981	58.3
	PR Mean	1158	1987	39.7
Strength & Conditioning				
	Isokinet Ex Sci	767	1991	33.4
	J Strength Cond Res	5294	1990	220.6
	SC Mean	3031	1991	127.0
Sport Management				
	Int J Sport Man Mkt	455	2005	50.6
	J Sport Man	2838	1989	113.5
	J Sports Econ	2236	2000	159.7
	SM Mean	1843	1998	107.9
Sport Psychology				
	Int J Sport Psych	5149	1983	166.1
	J Appl Sport Psych	5116	1990	213.2
	J Sport Exerc Psych	8851	1988	340.4
	Psych Sport Exerc	3109	2002	259.1
	Sport Psychologist	2256	1992	102.6
	SP Mean	4896	1991	216.3

(table continued on next page)

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Table 1. *(continued)*

Social Sciences				
	J Phil Sport	1145	1975	29.4
	J Sport Soc Issues	3434	1990	143.1
	Percept Mot Skills	915	1962	17.6
	Soc Sport J	3515	1984	117.2
	Sport Ed Soc	2354	1996	130.8
	Sport Ethics Phil	102	2007	14.6
	Sport Hist Rev	204	1982	6.4
	Sport Hist	293	1979	8.4
	SS Mean	1495	1984	58.4
Mean		4333	1991	177

Note: CR is the mean citation rate (Citations/year) and "Year" represents the earliest date of one of the top 20 cited articles indexed in Google Scholar for that journal. CR was calculated as (Citations)/(2014-Year).

(262 citations/year), as well as the more recent citations (1998) in sport management journals that had a relatively lower CR (108 citations/year).

Differences in CR across sub-disciplines of kinesiology are important to interpreting citation data and the dozens of bibliometric variables based on citations (Ruscio et al. 2012). Some have noted concerns about the undervaluing of kinesiology and especially applied journals from these differences in indexing, citation, and resulting impact factors (Alford, 2012; Cardinal, 2013). A social science researcher in kinesiology going up for promotion to professor with a CR of 10 citations per year could be a more influential scholar in their sub-discipline than a biophysical researcher in kinesiology with the same CR given the four-fold difference in CR between top cited articles in the social and natural sciences in kinesiology. Kinesiology faculty from some sub-disciplines would also expect citations of their publications to begin later

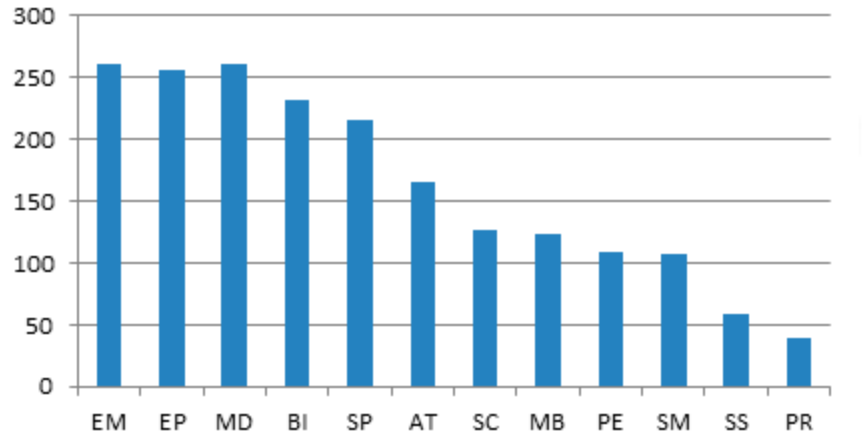

Figure 1. Comparison of mean citation rates of top 20 cited articles in various sub-disciplines of kinesiology: EM-epidemiology/measurement, EP-exercise physiology, MD-multi-disciplinary, BI-Biomechanics, SP-Sport Psychology, AT-athletic training, SC-strength and conditioning, MB-motor behavior, PE-physical education, SM-sport management, SS-social sciences, and PR-professional.

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Citation Rates for Highly-Cited Papers within Kinesiology, *continued*

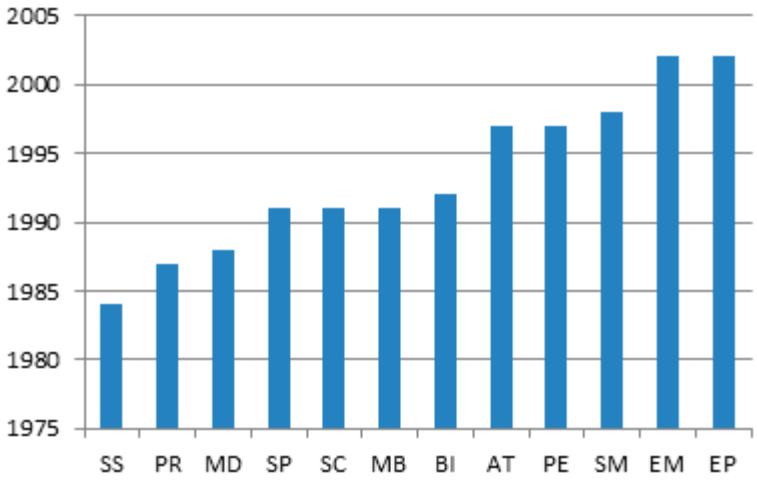

Figure 2. Earliest year of publication for top 20 cited articles in various sub-disciplines of kinesiology: EM—epidemiology/measurement, EP—exercise physiology, MD—multi-disciplinary, BI—Biomechanics, SP—Sport Psychology, AT—athletic training, SC—strength and conditioning, MB—motor behavior, PE—physical education, SM—sport management, SS—social sciences, and PR—professional.

Table 2. Citations and Cite Rates of Top Articles in Physical Therapy/Sports Medicine Journals

Journal	Citations	Year	Cite Rate
Am J Sports Med	14539	1980	427.6
Ann Phys Med Rehab Med	482	2009	96.4
Aust J Physiother	2357	1993	112.2
Br J Sports Med	7810	1987	289.3
Int SportMed J	272	2000	19.4
J Back Musc Rehab	848	1996	47.1
J Orth Sports Phys Ther	2799	1993	133.3
J Physiother	349	2010	87.3
Phys Ther	13188	1983	425.4
Phys Ther in Sport	1125	2000	80.4
Physician Sportsmed	2180	1986	77.9
Physiother	5518	1964	110.4
Physiother Canada	246	1978	6.8
Physiother Res Int	1748	1996	97.1
Physiother Theor Pract	1277	1985	44.0
Res in Sports Med	899	2003	81.7
Sports Health	329	2009	65.8
Mean	3533	1989	127

Note: CR is the mean citation rate (Citations/year) and "Year" represents the earliest date of one of the top 20 cited articles indexed in Google Scholar for that journal. CR was calculated as (Citations)/(2014-Year).

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than faculty in other sub-disciplines. Kinesiology faculty and administrators making judgments about performance, tenure, and promotion by using citation counts, CR, and currency should consider the sub-disciplinary context of the publications (i.e., Figures 1 and 2). Future research should confirm these results with a larger sample of articles from various sub-disciplinary and multi-disciplinary journals in kinesiology.

The mean and range of CR for top cited articles in kinesiology journals (Table 1) were qualitatively similar to top cited articles in physical therapy/sports medicine (Table 2). This similarity in citations, CR, and currency is logical in that these fields are quite similar in the human movement focus and shared sub-disciplines for practice.

The present study was limited to the analysis of highly cited articles from 65 top English language kinesiology journals. The results are also limited by the time-varying nature of the articles indexed by GS. The time window selected for analysis relied heavily on a single highly-cited paper for each journal; however, it did not appear that there were many instances where the oldest highly-cited paper was distinctly different from the majority of the highly-cited papers from that journal. There are also likely differences in citation patterns across journals and sub-disciplines related to the kinds of papers they publish (e.g., original research, reviews, meta-analysis). Finally, the classification of journals to specific sub-disciplinary areas and the small number of journals in some areas could be a source of bias in the results. While these limitations do not likely significantly influence the differences across sub-disciplines observed in the present study, another study replicating these results or directly comparing citation behavior in kinesiology journals is recommended.

In conclusion, this study provided evidence of significant differences in citation patterns across sub-disciplinary journals within kinesiology. There can be a four-fold difference in citation rates between of highly-cited articles in some sub-disciplinary areas within kinesiology and these differences generally follow results from other fields, with natural science articles having higher citation rates than social science or professional articles.

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Mentoring in Higher Education: Women, Diversity and Kinesiology

PEER REVIEWED ARTICLE

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Mentoring is a process of continual events involving interactions between a more experienced individual to provide counsel, guidance, and assistance to a lesser experienced individual in a formal or informal collaboration (Clark, 2003; Dunbar & Kinnersley, 2011). There are a variety of factors that influence mentoring practices such as shared similarities, common values, shared backgrounds, past experiences, and potential outlooks. Mentoring concepts involves reducing barriers, promoting leadership skills, enhancing career advancement in an organizational structure, providing a systematic measurement to evaluate the success of the mentoring process, and sharing responsibilities in a transactional process which involves integrating different people across different disciplines and positions to support the mentoring program (Clark, 2003; Dunbar & Kinnersley, 2011). In essence, mentoring is a complex and significant component of any organizational structure.

Mentoring is a major "piece of the puzzle" to foster the overall success for retention, tenure and promotion for women and diverse (i.e., African American, Asian/Pacific Islander, Hispanic, or American Indian/Alaskan Native) faculty in higher education. However, effective mentoring is deficient in higher education (Anyaso, 2008; Eliasson, Berggren, & Bondestam, 2000). It is evident that women and diverse faculty members in higher education are usually not engaged in the opportunities for mentoring. Unique challenges often confront women and diverse faculty in higher education that limits the opportunities for mentoring, such as the assumption from colleagues that the individual may not be qualified to achieve at their respective institutions (Anyaso, 2008). Mentoring is an essential component for success in higher education.

The kinesiology literature has a plethora of research on mentoring practices for higher education (Burden, Harrison, & Hodge, 2005; Clark, 2003; Hodge, 1997; Napper-Owen, 2012; Tannehill & Coffin, 1996). However, the literature for mentoring that focus on women and diverse faculty in kinesiology is very scare (Mazerolle, Borland, & Burton, 2012; Mazerolle & Goodman, 2011). In contrast, the disciplines of education, engineering, social work, and psychology have examined the context of mentoring for women and diverse faculty in higher education (Brandwein, 2012; Chesler & Chesler, 2002; Crawford & Smith, 2005; King & Cubic, 2005; Pisimisi & Loannides, 2005). This poses the question: why has kinesiology not recognized the importance of this matter to expand the literature?

In spite of timelines, issues of women, diversity and mentoring continue to be salient factors in higher education due to limited resources for effective solutions. The purpose of this paper is two-fold, which is to (a) identify issues related to mentoring, women and diversity in higher education, and (b) communicate effective mentoring strategies to foster the retention, tenure and promotion of this population in higher education, specifically in kinesiology. In addition,

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this paper will highlight statistical prevalence demonstrating the need for women and diverse faculty, provide an overview of research on mentoring practices in kinesiology, provide institutional and individual strategies, and discuss recommendations for future directions in higher education.

Prevalence of Data for Higher Education

Underrepresentation of women and diverse faculty in higher education and the field of kinesiology can be extrapolated from national data. According to the National Center for Education Statistics (NCES, 2012) women are 26.6% and ethnically diverse individuals are 4.9% of the faculty core in 4-year institutions of higher education (2012). Women and diverse faculty fall tremendously below the percentages of other faculty identified in major institutions across the nation. For example, during Fall 2009, White males comprised 42% of the professorate (NCES, 2012) and women represented less than a third of the overall professorate in higher education. With diverse faculty accounting for less than five percent, these numbers reveal the dire need to change the complexity of the faculty core in colleges and universities.

Based on the previously mentioned statistics, ethnically diverse faculty consists of even smaller proportions. It is estimated that diverse faculty in 4-year institutions are 7% Black, 6% Asian/Pacific Islander, 4% Hispanic, and 1% American Indian/Alaska Native (NCES, 2012). Unfortunately, the gender identification of the diverse faculty is not calculated as compared to the data of their White counterparts. It is the assumption that this data presents all disciplines of higher learning, so it can be inferred that only a fraction of the statistics represent the discipline of kinesiology. This data supports the critical need for increasing women and diverse faculty in kinesiology within institutions of higher education.

Overview of Mentoring Practices in Kinesiology

Since the 20th century, researchers have studied mentoring practices in kinesiology. These studies were predominately focused on the sub-disciplines of exercise physiology, coaching, health education, sport psychology, and physical education (Bower & Bonnett, 2009; Erickson, Bruner, MacDonald, & Côté, 2008; Ji, Diffee, & Schrage, 2008; Notaro, O'Rourke, & Eddy, 2004; Wright & Smith, 2000). The emerging research has investigated new faculty, undergraduate-, graduate- and doctoral programs, the discipline of kinesiology and how it is a low-consensus discipline, and perspectives from diverse cultural backgrounds. Ji, Diffee, and Schrage (2008) examined challenges in exercise physiology research (creating and disseminating new knowledge) and physical education (classroom instruction and student mentoring). The study proposed with effective mentoring, exercise physiology can promote the inclusion of more women and diverse faculty in the discipline of kinesiology (Ji et al., 2008). Erickson, Bruner, MacDonald, and Côté, (2008) studied actual and preferred sources of coaching and proposed that experiential and formal guidance of coaching knowledge would enhance learning for developing coaches. Another study conducted an analysis of doctoral programs in health education based on the productivity of the faculty and scholarly activity of the students (Notaro et al., 2004). The results demonstrated that many programs are successful when the faculty are being productive and mentoring their students.

Wright and Smith (2000) conducted a literature review of "formal" mentoring programs of physical education teachers and found little research. The study discussed how mentoring is applied in sport psychology and is an important function of program success. Bower and Bonnett (2009) investigated mentoring during physical education field experiences and identified the effect of a faculty member acting as a mentor and playing dual roles (professor and practitioner), which is termed as a metadiscrete process. The findings indicated that the quality of mentorship was seen as essential in the metadiscrete physical education field experience in order to prepare well-rounded individuals.

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Clark (2003) discussed the changing role of mentoring the future professorate and the unique challenges of kinesiology being "a low consensus discipline" (i.e., the discipline reflects a diversity of academic backgrounds, and doesn't possess common knowledge by the practitioners within the sub-disciplines). As there are unique challenges kinesiology faces, mentoring was suggested as an essential means of raising consensus within the discipline and having a greater effect in preparing our next generation of scholars in kinesiology. Hodge (1997) studied graduate students' perspectives of physical education from diverse cultural backgrounds and it was suggested that creating, implementing, and maintaining effective mentoring programs in physical education professional programs will not only benefit current students in their success, but also attract graduates from a diverse cultural background who are more likely to be successful during their time in and beyond the program.

Burden, Harrison, and Hodge (2005) explored the perceptions of tenure-track African American faculty on their organizational socialization in kinesiology-based programs at predominately White American institutions of higher education. Programmatic neglects and faculty mentoring needs were two major recurring themes out of the four reported by the surveyed faculty. The researchers recommended the development of sensitivity toward organizational socialization issues pertaining to faculty of color. Furthermore, Napper-Owen (2012) examined the socialization process that doctoral students in kinesiology experience as they prepare for their roles as future faculty in higher education. The investigator discussed three socialization processes, which were the role of the graduate student, the roles and way of life of faculty in higher education, and socialization into the discipline. Strategies such as doctoral faculty committing to the development and implementation of mentoring practices for doctoral students were suggested for successful socialization. Emerging research (Mazerolle et al., 2012; Mazerolle & Goodman, 2011) has recognized the importance of mentoring in kinesiology that focused on diversity and women in higher education.

Within the sub-discipline of athletic training, it was found that female athletic trainers were more often discriminated against than their male counterparts. The trainers reported that it was helpful to receive effective mentorship and support from administrators (Mazerolle et al., 2012). Additionally, creating a "family friendly" environment for female athletic trainers in the National Collegiate Athletic Association Division-1 level was seen to be vital for them to remain and be effective in their work setting. Mentoring was suggested as a way to facilitate understanding and acceptance within the profession (Mazerolle & Goodman, 2011). Although abbreviated, the literature review supports the need for further research in this area of mentoring.

Mentoring Strategies

Strategies for effective mentoring are a two-fold process consisting of (a) institutional programs and (b) self-designed (individual) programs. Institutions must assume the responsibilities to provide a structured and formal approach to mentoring. Thus, institutions must overcome barriers to design an effective mentoring program, such as the lack of women in senior positions to mentor, limited time of the mentor either professional or personal, lack of formal assessment to evaluate the mentoring program, and lack of understanding of the mentor-mentee roles (Burden et al., 2005).

Higher education is a male-dominated environment with few women in upper level faculty or administrative positions to serve as role models. Most women are task driven to maintain their individual status within an institution that no time is left for mentoring in the complexities of their lives. Mentoring programs must be monitored and evaluated for effectiveness to determine that the goals and objectives are met. Mentoring is a power-free partnership that can enhance the growth and skills of both the mentor and mentee and it establishes an understanding of the participants' roles which is imperative. Institutional programs are charged

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to collect data and disseminate information to sustain and support women and diverse faculty through mentoring (Burden et al., 2005).

Self-designed or individual strategies for mentoring in higher education may involve a junior faculty member identifying a mentor when a formal program is nonexistent at an institution. The mentee role is not passive but requires actively pursuing self-development and growth within the politics and culture of the institution. Mentors may be sought from their home institution, another institution, or within another academic discipline (Anyaso, 2008). Furthermore, when choosing mentors, one does not have to limit themselves to a single mentor. Mentees should look for a mentor(s) who inspire success and who will provide suggestions about how to avoid pitfalls (Anyaso, 2008).

Recommendations

Career advancement in academia is improved with effective mentoring and a strong institutional program with emphasis on women and faculty diversity (King & Cubic, 2005). Women and diverse individuals have much to contribute to the leadership of educational institutions, and their talents and abilities should be utilized to the fullest (Dunbar & Kinnersley, 2011). Therefore, it is recommended for academic institutions to develop key diversity indicators with national benchmarks to track progress toward diversifying the faculty, create guidelines for mentoring and faculty development programs, support career development opportunities, and implement targeted recruitment and retention strategies (Wong et al., 2001).

Summary

This paper examined mentoring and its impact on women and diversity in higher education. While a plethora of past research has existed on mentoring within the sub-disciplines of kinesiology (Bower & Bonnett, 2009; Burden et al., 2005; Clark, 2003; Erickson et al., 2008; Hodge, 1997; Ji et al., 2008; Napper-Owen, 2012; Notaro et al., 2004; Tannehill & Coffin, 1996; Wright & Smith, 2000), the emergent research supports the need for effective mentoring practices that are critical to the success of formal program development to increase women and diverse faculty (Mazerolle et al., 2012; Mazerolle & Goodman, 2011).

It is important for institutional leaders, women and diverse faculty to embrace the paradigms of this paper to broaden the opportunities for advancement in higher education, particularly in the field of kinesiology. This paper provided a minimal perspective of the need for mentoring in kinesiology and strongly supports further research in this area.

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Increasing Student Engagement in Online Classes

PEER REVIEWED ARTICLE

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In this coming age of technology, universities are encouraging online education as a tool to effectively reach a larger number of learners. This trend can be seen as a step in a positive direction as this can increase accessibility for distance learners. However encouraging this trend may be, instructors should be aware that due to the more passive nature of online classes, student learning and engagement could suffer. The purpose of this paper is to discuss the importance of active learning tasks within online classes and how active learning can in turn increase student engagement.

Distance, or online education, has many attractive features. Some of these features are due to the sheer convenience of learning at one's own pace. In most cases, learners can read and progress at a pace they set rather than what the instructor thinks is appropriate, which also can affect the readiness of the student in terms of interacting with the technology and course content successfully (Kaymak & Horzum, 2013). Since all learners are different, this can be an important attractor to potential students, especially those with families or full time jobs where time is limited for them to be able to drive to school and attend classes during the day or evenings. Location and convenience are also important to consider—many learners can be intimidated by being around other students or peers whom they might not be familiar with or even comfortable interacting face to face. Some people learn better in more quiet and distraction free environments, and in an online learning situation, the learner can choose the environment he/she best learns in order to help ensure success (Kaymak & Horzum, 2013). Online education classes can also help learners develop self discipline—in some cases, because classes are not face to face, the instructor does not have as much control over what the learners do as they would in classroom situations, so it is important that learners develop the ability to learn on their own and to learn to pace themselves appropriately throughout the course. Finally, an expertise in technology can develop as a result of taking online classes (Robinson & Hullinger, 2008). The use of technology and integrating technology into daily life and other job related technology skills are major benefits to active engagement in online classes. As the trend of taking online classes increases, these benefits and many others can be seen in courses where the instructors are also actively engaged rather than letting learners try to wade through the information on their own.

University officials encourage innovative experiences in the teaching-learning process, and although online learning can be considered innovative in and of itself, in some cases it appears that such classes are nothing more than an independent or self-study where students passively engage in the learning the content. While an independent or self-study self study course has its merits, this paper will discuss the benefits of a more active learning online experience where students interact with each other, the instructor, and the content. In many online independent study courses, the students miss out on the active learning experiences they would receive in the face-to-face classroom settings. In addition to this, having office hours where students may come to speak with the instructor would be a thing of the past unless the instructor sets up virtual office hours via Skype, FaceTime, phone, or email. In addition to these potential issues, there could also be technology issues that arise as a result of learners not knowing how to correctly use the course website or associated technology, so a training session would be necessary to ensure all learners are on the same page in terms of expectations and basic skills. Mentioned previously was the development of self discipline as a benefit to online learning,

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but the flipside is that some students have a hard time regulating their own learning and can get left behind or may never develop the ability to pace their learning throughout the term. Finally, in some cases, it is more difficult for the instructor to give feedback to the learners. This does not mean it is impossible, but instructors will need to learn to be creative and will have to learn to give feedback in ways other than visual demonstrations or examples as may be the case in face to face classes.

Whatever the case may be, each of these challenges to online education can be overcome with an instructor who is willing to put in the time and effort it takes to develop an online course that utilizes active rather than passive learning activities. However, this means the instructor will have to in some cases put more work into online classes where learners are more actively engaged in discussions, activities, and interacting with peers in ways other than traditional small group settings as are customary in classroom settings. The difference between active and passive learning is that in an active learning environment, the learners are engaged and interacting with one another, the instructor, and the course content rather than simply listening and taking the information at face value while trying to read and repeat back to the instructor what they read in a more passive learning environment (Austin & Mescia, 2004). If learners are engaged in the learning process, their learning and achievement are interactive, but this has to start with an instructor who designs an active learning-based course utilizing the multitudes of technology available today.

A study by Cohen and Ellis (2004) looked at quality indicators of an online learning environment. In this study, the opinions of both the learner and the instructor were investigated in order to determine what both groups felt were the top indicators of quality online instruction. In this study, the top quality indicators for online education were: (1) a community of learners, (2) instructor accessibility, (3) class organization, (4) the "feel" of the class, and (5) peer impact. Interestingly, what the learners and the instructors believed to be important quality indicators were found to be the same. Also, the weight each indicator had with both the learners and instructors was similar. For the purposes of this current paper, the quality indicator of the "feel" of the class will be the only indicator discussed because of its direct relation to an active learning environment, but it is important to remember that there are multiple factors to consider in developing a high-quality learning environment.

Setting the expectations for the online class is an important way to help learners gauge what will be asked of them. An online course can "feel" like a face-to-face course if certain actions occur, such as a regular web conferencing class session, students asking and answering questions during class, small group work, and reports to the class via the web conferencing tool. As an instructor, it is important to be open to students asking questions and to have high expectations in these classes because this will contribute to the students taking a more active role in the class activities. In many cases, it is easy to relegate online courses to a more passive setting, but it is important to remember that in order for the students to learn, the instructor should design activities to create novelty and interest in the topic. Changing the routines and adding an element of challenge will encourage learners to take more of an active approach to their learning rather than sitting back and just listening to what the instructor says.

Technology today has many innovative forms of communication to enable the learners to interact both with the instructor and with their peers. The key in this case is for the instructor to be an active participant in setting up various discussion boards, chat rooms, group projects, and to actually instruct. It is now possible to teach a class online and teach it while the learners listen in similar to a conference call or a teleconference meeting. This allows more interaction between all involved and can help the learners to take initiative in the learning process rather than taking a more passive role. The instructor can set a "meeting time" for the class to sign in as a group and have class as though they were meeting face to face. In this case, it is necessary for the instructor to regularly engage the students during the lecture as he/she would do in

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the classroom. Having small group activities, polling the class, and asking questions directed at the learners are all ways to enhance the learning process and to take an interactive role as an instructor. It is important to make the content as interesting as possible and to think about the assignments for the class to complete as the course is being designed, keeping in mind that an active learner is the goal.

While utilizing various forms of technology including web conferencing methods are encouraged, it is important to also remember that in some cases, learners who take online classes may not be familiar with the forms of technology and the interactive tools used in online classes. Technology training is principal to ensuring student success in online courses. Computer literacy and self-efficacy can sometimes be a limitation to engagement (Chih-Yuan Sun & Rueda, 2012), and in some cases the students who tend to be more interactive are those who have a higher computer literacy (Bates & Khasawneh, 2007). The instructor's role in these courses is to provide online resources and links to educate the learners on the technologies to be used in the course. In addition, the instructor should also be aware that within the first few weeks of the term, there are students who may join the class late and therefore may need extra help in getting caught up on the course materials and on the structure and tools the instructor plans to use. In addition, it may be a good idea for the instructor to set up a mentoring program (Boyle, Kwon, Ross, & Simpson, 2010) in order to encourage learners to interact with each other. In this case, the more experienced learners can help those who are new to the use of online courses. This can also help with the disconnect of not being in a classroom with other learners. Peer interaction in this case can enhance active engagement of the learners, but it is the role of the instructor to ensure the success of peer mentoring.

The most important thing for the instructor to remember is that he/she is supposed to be instructing and not just monitoring an independent study. By utilizing activities such as the use of social media (e.g. a program Facebook page), chat rooms, group assignments, and various questioning/polling techniques, the instructor is actively engaging the learners in the course content. This will help them absorb the information more completely and in turn, apply this information in their future professions. Everyone learns differently, and whether a learner is more visual, auditory, or kinesthetic in nature, it is the instructor's role to engage each learner according to his/her preferred mode of learning (Coker, 2013). Finally, the instructor should set a good example of being an active learner by being an active instructor. The learners may need more encouragement initially to interact since the class is not meeting face to face, but through experience and plenty of opportunity to respond to questions and to work together, online learning can be utilized as a tool to effectively enhance student learning and engagement.

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Working "Solo" on the NCATE Accreditation Report

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The preparation and the writing of the National Council for the Accreditation of Teacher Education (NCATE) accreditation report is very complex, time consuming, and at times very difficult. NCATE (1982) is a national accrediting organization responsible for the development of criteria defining quality teacher education programs. Senne (2006) categorized it as "a relentless and often daunting task, the NASPE/NCATE program report requires careful and concise analysis and communication of the institution's PETE program." Physical education teacher education (PETE) programs are required to submit the selection and description of their critical assessments, scoring rubrics justifying the assessments and the candidates' data as recorded from the results of the rubrics (Hacker, 2006). It is a monumental report with many sections describing, and analyzing the effectiveness of a teacher certification program.

Before the start of the process, the College of Education or academic department must first locate the faculty or administrator to be charged as the leader in the review process (McAlpine & Dhonau, 2007). The number of faculty directly involved in the process varies per department. However, there are programs with only one full-time faculty member and a number of adjunct professors. In this context and by default, that full-time faculty could become the only compiler for the report. When the task is assigned to a solo faculty member this charge can be overwhelming and stressful. The purpose of this paper is twofold. First, the purpose is to describe the difficulties one faculty member underwent while compiling the NCATE report *solo* at his university. A second purpose is to present a series of questions faculty members, working in a similar context, should ask the administration of a College of Education prior to committing to the charge of becoming the compiler for her or his program's accreditation process. It is important to note that the difficulties presented here are not all-inclusive yet are described to portray the magnifying effect of the task on one faculty member.

Program Background

In this PETE program, the curriculum comprises the regular sections of a typical PETE program. Required core courses, skill/sport courses, and the methods section (including practicum and student teaching) are all regular sections. There are twelve adjunct instructors teaching the eleven skill/sport courses of the program. The skill/sport courses are organized into categories. For example, the course titled, *Teaching of Racquet Sports* is a one semester credit course. In this course, the instructor teaches tennis, badminton, and racquetball. Other courses such as *Teaching of Team Sports* (volleyball and soccer) among others compose the section of the skill/sport courses. In regards to the supervision of practicum and student teaching, seven off-campus supervisors have the responsibility of supervising most of the practicum and student teachers of the program. From a general standpoint, the full-time faculty has the curriculum support of multiple adjuncts and supervisors, but there is a constant need of informing and coordinating the different and specific requirements of the teacher candidates in the program. One of these requirements concerns accreditation. The faculty must uniformly communicate the accreditation requirements amongst all adjunct instructors and supervisors.

In the early stages of the preparation towards the accreditation process, workshops are provided (in and out of State) and multiple meetings take place at the College of Education (COE). These workshops and meetings aim at the provision of quality information involving accreditation. Faculty members with the charge of leading the process in their respective programs must understand the sequence of steps in the process, from the identification of critical assessments to the analysis of the data.

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Working "Solo"—The Challenges

Program Review

In the following section, I will briefly discuss five aspects of the process.

1. Modification of Skills/Sports Rubrics

In this one case, the full-time faculty had the charge, not only the sole compiler of the report, but of conducting the program review as well. In the review, one major issue was in the area of the rubrics (assessment) applied in the skill/sport courses. All of the rubrics had different formats and were assessing different aspects of the skills/sports. There were minor modifications to be applied to the assessments from different courses, but the skill/sport courses were the most problematic. According to Hacker (2006), assessments that are well thought out and well presented help to clearly make the case of the program. The National Association of Sport and Physical Education (NASPE, 2009) is our Specialized Professional Association (SPA). Based on this known information, the criteria of the skills/sports courses had to be modified to satisfy the SPA. Moreover, the assessments had to also be aligned with NASPE's Standard 2 Skill-Based and Fitness-Based Competence. The faculty faced the challenge of creating a standardized format for the rubrics and selecting and organizing the criteria needed to satisfy NASPE Standard 2. Different skills/sports require different criteria, but Standard 2 requires the assessment of the performance of physical skills, movement concepts, and tactics and strategies. The majority of the rubrics emphasized the assessment of physical skills, ignoring the assessment of concepts and tactics. A significant amount of time was devoted by the faculty member to get familiarized with the content of some of the sports like field hockey, and badminton. There were meetings with individual instructors with the purpose of clarifying their rubrics. Furthermore, these meetings were also used to inform adjunct instructors about the NASPE's requirements of the specific standard, and to discuss the inclusion of all the elements of the standard in the course's assessment. Many of the instructors were not familiar with NASPE's teacher education standards, which required an explanation of what the standard entailed and its application in practice. In other words, we had to unpack the standard as the way to clarify what it means and to determine how it might be best achieved and student success measured (Tannehill & Lund, 2005).

2. Meetings with Adjunct Instructors

One challenge not evident in the previous section is related to the time it took to meet with instructors. Finding a common time to meet was a task in itself. There were multiple meetings in the process and not all of them were about discussing the rubrics applied in their skills/sports courses. Meetings also had the purpose of sharing the information gathered at the workshops and COE meetings regarding the accreditation process and its requirements. Moreover, the meetings were important for adjunct instructors to work together in the process of making the rubrics as consistent among the courses as possible. As mentioned earlier, adjunct instructors teach the vast majority of our skill/sport courses. Most of the adjunct instructors work during the day which required the meetings to take place in the late afternoon or early evening. The differences in their work schedules made it very difficult to find one specific day to meet which resulted in having the same meeting at different times. It took one full month to set the times and dates for the meetings. In the process, a total of eight meetings were necessary to clarify questions and gather their part of the report.

3. Collecting Data

Senne (2006) wrote that it is necessary to designate particular roles and responsibilities for the collection of assessment data among other responsibilities. In this situation, the full-time

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faculty member absorbed all of the roles and responsibilities. In some cases, faculty in general provided un-aggregated data. Additional individual meetings with faculty members were necessary to explain the aggregation of data and for them to understand the process and its importance. Some faculty members were somewhat reluctant when asked to aggregate their data and to report it.

4. Consultancy

An on-campus consultant was available to address any question(s) related to the process and to serve as the editor of most parts of the report before submitting it on-line. In this particular situation, the consultant was excellent, but there were limitations as related to the specific requirements of the Specialized Professional Association (SPA). Additional significant time was devoted to the editing process as well as to the education of the consultant on unknown physical education content areas. For example, the inclusion of movement concepts and tactics as part of the criteria within the assessment of skills/sports was needed for the consultant to understand that specific element of the standard. Different other areas needed explanations which were provided by the faculty member. Multiple drafts were needed during the editing of the report.

5. Faculty Compensation

Three credits were awarded for the year the compilation of the report took place. The credits were assigned as three hours per week of released time. It is worth noting that the process can result in not accrediting of the program, accreditation with conditions, or national recognition/accreditation. If the program receives conditions as part of the result, a rejoinder is required to address the conditions established by the reviewers of the report. Once the first set of conditions were provided on the report, the faculty member had to address them after learning that compensation was not available for this part of the process. In our case, two rejoinders were submitted (in the space of two consecutive years) without any compensation. Even though the faculty asked for compensation, the COE's answer was that funds were not available for the continuation of the charge. The situation created a dilemma for the faculty due to the fact that the accreditation of the program was on the line and the faculty member was the only compiler. It is also important to acknowledge that compiling this accreditation report is considered service to the university. Faculty members can choose any type of service. In other words, working on the NCATE report was not a specific service requirement. The faculty member decided to continue working on the report without compensation.

Suggestions

Multiple factors can explain the reasons for a program to have only one full-time faculty member charged with preparing and writing the program's NCATE report. In the case described above, there were two consecutive (space of two years) failed faculty searches in an attempt to hire a new faculty member. Further there was little to no support for the PETE program by the institution's College of Education. Even though a situation of this nature is challenging, in an accreditation process there are always options that the faculty can consider before committing to get involved in the process. The following are a series of questions to consider as the mechanism to assist a faculty member to make an informed commitment. There are a series of accreditation related responsibilities best suited for an administrator and not for a faculty member. The questions should be addressed to both the chairperson of the department as well as the Dean of the College of Education. The questions are as follow:

1. What is/are the expectation(s) as the only on-site compiler of such an important and complex report?

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2. Who will coordinate the roles and responsibilities of adjunct instructors (if apply) and regular faculty members in general?
3. Is there an on-campus consultant? If so, what is the responsibility of the consultant?
4. Are funds available for training? How can funds be obtained and how often in the accreditation process?
5. Is outsourcing (getting a PETE faculty colleague off-campus to assist in the process) an option? If so, who will be responsible in the selection process?
6. In case of conditions for accreditation, is the faculty responsible to address those conditions? Does outsourcing become a requirement?
7. How does compensation work for the task? What about in the response to conditions phase (if apply)?
8. What are potential repercussions if the program does not get national recognition? Any repercussions for the compiler?

According to Senne (2006), the responsibilities for working on the multiple components for accreditation should be assigned in an equitable manner. The accreditation process demands concerted teamwork among PETE program faculty to successfully achieve the goal of national program recognition. In PETE programs where there is only one faculty member, both, the chairperson of the department as well as the Dean of the College should allocate all of the available resources to fully assist in the process of compiling and writing an accreditation report. In this particular case, national recognition was obtained after the second addressing of the conditions. This is not necessarily the outcome of other programs with only one or even multiple compilers. The task is not only challenging; its outcome can be quite satisfying, and/or quite frustrating. Perhaps idealistic, but looking at the assessments and effectiveness of a PETE program should be an interesting and inviting journey. Not a daunting, stressful, and frustrating task.

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NAKHE Announcements

NAKHE Foundation Memorial Fund

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

NAKHE c/o Carrie Sampson Moore
Department of Athletics, Physical Education, & Recreation
Massachusetts Institute of Technology
77 Massachusetts Ave
Cambridge, MA 02139
617.253.5004 (office)
clsmoore@mit.edu

Make checks payable to: NAKHE Foundation Memorial Fund.

Funding for NAKHE 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 NAKHE's endowed funds to be used for special projects to further the goals of NAKHE. These are also projects that would not fall under the operating budget of NAKHE. 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 NAKHE

____ Request Advance ____ Request Reimbursement ____ Other

For 2013 requests, submit your proposal to:

Marilyn Buck
School of Physical Education, Sport and Exercise Science
Health and Physical Activity Building (HP) Room 360
Ball State University
Muncie, IN 47306
mbuck@bsu.edu

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2015 NAKHE CONVENTION
Rethinking Kinesiology: Tradition, Transition, and Transformation

Abstract

The impetus for selecting this theme lies squarely in the landscape of kinesiology today. In sum, the field of physical education has a rich and robust history grounded almost exclusively in military training and sports [Tradition]. However, over the last 50 years there have been seminal moments, remarkable changes, and shifts in beliefs and practices that include physical education becoming a *discipline-based* science with sub-disciplines of specialization [Transformation]. Currently, the evolution is such that there are still disparate views on who we really are, what we should do, and how we should contribute to society. Therefore, it is difficult to predict where our field will land, so to speak, and how it will reveal itself to all stakeholders as we move forward [Transformation].

Tradition

Generally, there is little dispute about the genesis of physical education in the United States (Bennett, 1986; Cazers & Miller, 2000; Freeman, 2012; Lumpkin, 2004; Massengale & Swanson, 1997; Siedentop, 2009). The early inspirations were guided by European immigrants whom carried with them the beliefs and actions that physical training was either about gymnastics or military training, or both. From this global perspective, as formal and public schooling evolved so did the inclusion of physical education as a daily expectation. Concurrent to this growth, the need to train the individuals who were tasked with teaching the school-aged youth about physical education arose. As a result, depending on what historical writing you align with, the Normal College of the American Gymnastics Union or the YMCA (or both) took the lead in establishing methods to train "Gymnastics Teachers" (Rinsch, 1966; Siedentop, 2009). While that particular discrepancy is beyond the scope of this article (Struna, 1986), the message remains the same, we have been blessed with strong and visionary leaders who could see and articulate the need for and benefit from physical training. And, rightfully so, many of our associations have formally recognized these extraordinary leaders with name-dedicated lectures or symposiums at annual conferences. For example, the NAKHE acknowledges Delphine Hanna, Amy Morris Homans, and Dudley Sargent in this manner. In this manner, the *traditions* of physical education are intact and remain evident.

Transition

However, our field certainly has not remained stagnant. With the emergence of physical education came the increase of individuals focused on being a part of this field. As a result, more people equaled more perspectives on what physical education should be about and whom it should serve. It is here where the thoughts about physical education started to change. One may recognize this as the point at which *philosophy* about physical activity/human movement intersected with the long-held (and probably unchallenged) *practices* of physical training. Additionally, while gymnastics dominated the methods of physical training early on, as more sports were created or imported, the focus on physical training to aide with these new sports greatly expanded. With the scope of what it meant to be physically trained shifting well beyond gymnastics, alone. Moreover, who was tasked with doing this physical training also emerged as a significant action item. As we recall, some of the early physical activity leaders

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had backgrounds in medicine or in fact were MDs (Bennett, 1986; Cazers & Miller, 2000; Freeman, 2012; Lumpkin, 2004; Massengale & Swanson, 1997; Siedentop, 2009). So the natural extension here is to start viewing physical training and the benefits of this as a *Science*. Suddenly, physical training could be quantified and measured as could the actual performances of those being trained. At this point, not only can acute performance be measured but so could short and, more, long-term benefits be measured. Taken together, the many people prescribing physical training and the newly found ability to measure such training, specialized interest areas around physical training materialized. Today, we know these as (a) Measurement and Evaluation (b) Exercise Physiology (c) Biomechanics (d) Motor Control/Learning (e) Sport Pedagogy and (f) Sport Psychology. In a more global sense, these specialized areas started to lay the *transitioning* groundwork for the undergraduate majors of Exercise Science and Fitness Studies to be birthed alongside the *traditional* major in physical education.

Transformation

So, where does that leave us today? What, exactly, are we transforming into? Well, this varies greatly, depending on who you speak with. Are we unified as a discipline? Or, are we fragmented? Does it matter? Let's consider this. As evidenced by the current professional development landscape in kinesiology, we have the AKA, the NKA, and our own NAKHE. This is not good nor bad, but simply illustrates that there are, in fact, varying views on what it means to be *the* professional association serving the umbrella profession of *kinesiology*; and the many sub-disciplines that are active today. More particularly, our current structure of NAKHE reveals this same development. Long-time members vividly recall the association being known as NAPHE, then more recently, as NAKPEHE. Unsurprisingly, you can also look at AAHPERD in the same manner. The origins of AAHPERD were firmly grounded in AAPE, which evolved into APEA, and then into what was recently known as AAHPERD but is now known as SHAPE America. The point being, our professional associations are in *transition*, and actively are *transforming*, thankfully. To the credit of all the associations noted above, they have also acknowledged the *traditions* of physical training that have served them so well over the years. And they have balanced those with the need and desire to keep looking forward into new ways of thinking and knowing regarding the field of kinesiology.

Clearly, the concepts behind *physical training* and *physical education* have stood the test of time. But, as the resources allocated toward it have grown so has the attention from those with tangential relationship to kinesiology as a discipline. It is not uncommon today to notice other fields and disciplines claiming space and expertise within the science and scholarship of *physical training*. These include: public health, allied health science, health/rehabilitation, and even nursing. Viewed one way, this is a complement to who we are and what we are about. However, viewed slightly differently, it could reveal that if we are not addressing *physical training* in a way society values and expects, then there are others that are willing to.

It is even more salient to acknowledge that, according to a recent report from *Inside Higher Education*, the undergraduate college major of *kinesiology* is one of the fastest growing majors, nationally. This verifies that there is general acceptance of kinesiology as a discipline; and how a college major could help translate that interest into that a profession and/or career. Our task, as a collective, is to help guide the necessary *transitions* to keep kinesiology as, both, an effective terminal degree as well as a stepping stone to professional/graduate schools.

Closing

It is my intent, and that of the 2015 NAKHE Conference Future Directions Committee, to build a conference around the notion of re-casting what we believe kinesiology should be doing and serving in the future, all the while acknowledging, respecting, and valuing our legacy. This is especially important to us as we are coming directly off of the 2014 NAKHE Congress

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where we convened and hosted representatives across all kinesiology-related professional associations to start conversations about where kinesiology is today and where the future may lead us. We hope to capture the momentum from the 2014 Congress and propel more dialogue and interaction to see how we impact our transformation. Therefore, the theme *Rethinking Kinesiology: Tradition, Transition, and Transformation* was borne.

I look forward to seeing everyone in Florida January 2015 and hearing our individual and collective take on our traditions, transitions, and transformation to the next iteration of kinesiology.

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Authors Sought

We're always looking for quality articles for the Leadership, Current Issues, Best Practice, Research, New Professionals, International Columns, Scholarly Publications, Public Affairs, Doctoral Student Submissions and Administration. 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. Articles wishing to be peer reviewed must make that request to the editor at the time of submission.

Chronicle Deadlines

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

Copy to Editor	Published
January 15	April
July 15	October

All material submitted to *CKHE* must be double spaced, and regular articles should not exceed 8 pages of text. Charts and references can be extra.

Questions and Submissions must be sent to the NEW E-MAIL ADDRESS

editor.chronicle@nakhe.org

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NAKHE membership entitles you to three issues of *Quest*, one of which features the *Academy Papers*, and two issues of the *Chronicle of Kinesiology 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.nakhe.org**

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

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Nominations for NAKHE

Nominations for Vice-President Elect and President Elect

This is a call for nominations for the positions of Vice-President Elect and President Elect. If you have an interest in serving as president or vice-president of NAKHE, or if you know of one of our members who has the skills to be an effective leader of our Association, please let the elections and nominations committee know about that.

Why, you might ask, would you want to nominate yourself for one of these positions, or if nominated would you want to serve? Two reasons immediately come to mind. The first is purely self-serving. Serving in a prominent leadership role in one of the most historic organizations in kinesiology and physical education puts you in an elite group of distinguished leaders in our field. Your membership among this elite group brings you recognition among the colleagues at your institution. If you are looking for a line in your vita that demonstrates that you are a leader in our field, this is your chance. Tenure and promotion decisions often include how you are recognized by your colleagues within your discipline across the nation. So if you are up for tenure, promotion, post-tenure review, or are looking to relocate, for purely selfish reasons, please consider running for one of these offices.

The second reason is far more altruistic. Our association needs good leadership. Yes, this will take additional time out of your busy schedule. And yes, you will probably have to come to the NAKHE meeting a day earlier than you usually come. But ours is an important, and again I'll say, historic organization. It has only existed this long because dedicated professionals have been willing to give of their time and effort to make it work. If you've been an active member of NAKHE but have never been a leader in NAKHE, now is the time. You owe it to our profession.

If you would consider running for one of these offices, or if you know someone who would make a good leader in NAKHE, please communicate that information to David Claxton, Chair of the Elections and Nominations committee of NAKHE at Claxton@wcu.edu.

Job Notice

Web Postings

Submit your job openings for posting at a NAKHE Webpage and for e-mailing to over 600 professionals in the field. The Website 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.nakhe.org/OPERA/Index.html

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