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TABLE OF CONTENTS

Section 1: Introductions

A Message from the President *by Steve Estes* 2
Editor's Note *by Britton Johnson* 5

Section 2: Published Articles

Pre-Service Teachers as Role Models of Healthy Physical Activity *by Geri Conlin* 6

The Relationship Between Perceived and Observed Autonomy Support in a Physical Activity Setting *by Jody Langdon, Robert J. Schlote, and Bridget F. Melton*. 11

Motivating the Full Professor: Creating the Rank of Master Professor *by Dennis M. Docheff* 17

Use of Avatars to Depict Teacher Characteristics in Physical Education *by Sandy Kimbrough, Tara Tietjen-Smith, Betty Block, and Courtney Blackmon*

NAKHE Strategic Planning: Tradition, Transition, and Transformation *by Steve Estes and Tara Tietjen-Smith*. 26

Creating Kinesiology Community *by John Charles and Betty Block* 29

Section 3: NAKHE Announcements

NAKHE Foundation Memorial Fund 31
Funding for NAKHE Special Projects 31
Authors Sought. 32
To Join NAKHE or Renew Your Membership 33
NAKHE Leadership Roster, 2013–2014 34
OPERA Announcement 35
NAKHE Strategic Plan 36

A Message from the President

Steve Estes, Middle Tennessee State University

As reported in the previous issue of *The Chronicle of Kinesiology in Higher Education* (25, 2) planning was underway for the Leader Development Workshop (LDW). That planning led to a successful event in July, 2014, on the campus of Georgia State University and was hosted again by GSU's Department of Kinesiology and Health. This year's LDW was a bit better attended than previous years, perhaps because of the associated NAKHE Strategic Planning initiative that was carried out as a part of the LDW. I have a few comments to say about both the Strategic Planning session and the LDW below. But if I could summarize what is likely to be the MOST important outcome of the 2014 LDW in a few words, it was great *because* it was the first time that the new generation of NAKHE leaders began to take over. It's truly hard to distinguish between the good work done by LDW Program Coordinator and session organizer Bruce Lund, by NAKHE webmaster Jody Langston, by Strategic Planning Leader Tara Tietjen-Smith, by NAKHE web developer and marketing coordinator Gwen Weatherford, by one of the outstanding young deans out of kinesiology Damon Andrew, and other new "young" NAKHE colleagues. And others too numerous to mention here. That so many "young" leaders took center stage in the LDW is just the type of success that we hoped for in the 2008 Future Direction Committee (FDC) meeting when the LDW was envisioned. And that the plans we came up with in 2008 actually came to fruition—and are exactly in line with what NAKHE does so well—is especially rewarding.

I'll first discuss the Strategic Planning effort. After two years of planning and work NAKHE's Strategic Planning session was led by Texas A&M-Commerce department chair Tara Tietjen-Smith. (The NAKHE Strategic Plan can be found our website at www.nakhe.org.) How this effort came to be is a story in itself. In 2012 Tara led a session at that year's LDW on how to do strategic planning. As an exercise we drafted a strategic plan for NAKHE as this is what all of the participants had in common—our organization. So we spent a few hours on learning how to go through the strategic planning process. For the thirty or so participants it was a great learning experience, and we came away with a shared understanding of both how strategic planning works, as well as what NAKHE is and does.

However, the plan drafted at the 2012 LDW was *not* NAKHE's official strategic plan, and it had no official standing until the FDC, chaired by Georgia State University's Jackie Lund and composed of John Charles (College of William and Mary), Alison Wrynn (California State University-Long Beach), Vice President Betty Block (Texas A&M-Commerce) and President Camille O'Bryant (California Polytechnic University-San Luis Obispo), developed what became known as a "Statement of Direction." Long time NAKHE members are familiar with the FDC—it is charged with the task of recommending projects to the organization—and the FDC drafted the Statement of Direction and asked the NAKHE Board of Directors to set in motion a strategic planning process. This discussion took a year to spin out to its proper length, and it was decided that the 2014 LDW would be a good site for the development of an official NAKHE strategic plan.

In July at a session prior to the LDW we did just that. NAKHE's strategic planning was open to all NAKHE members, and we drafted a NAKHE Vision statement, utilized the Statement of Direction drafted by the FDC, and added goals and objectives based on our mission and vision. Our next step was to put the plan before the NAKHE Board of Directors at the September teleconference call, and continue our planning by adding corresponding action items, responsibilities, and deadlines. Again, we did just that: on 16 September the NAKHE Board of Directors affirmed the Strategic Plan, and another series of steps is being taken as the plan is rolled out.

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For instance, as I write this a discussion is ongoing about the NAKHE tagline on LinkedIn (join us by logging in to LinkedIn, and type "National Association for Kinesiology in Higher Education" into the search engine, then scroll down to "What would be a great NAKHE tagline?") This and other steps of the strategic plan will guide NAKHE for the next few years.

NAKHE'S Strategic Plan, like any other plan, is a work in progress. And to this I will add the following truism: no strategic plan survives its implementation. As we go through the years we will enact the strategic plan, and modify it as our organization grows and it responds to the dynamic environment in higher education. A strategic plan is not a rigid set of rules that dictates how we act as an organization. Rather it is a guide that will map our actions for the next few years, and will give all of us ideas of what we should be working on.

Following the strategic planning process was the LDW itself, and a cohort of emerging NAKHE leaders positively took over. Run by Bruce Lund (University of Charleston), this year's LDW focused on marketing programs and departments in kinesiology. The first session was led by Damon Andrew (Louisiana State University), and Damon focused on the question, "What has been the image of kinesiology programs in institutions of higher education?" Damon argued that marketing is more important in the 21st century than in the past, a condition of the postmodern world where a department's or program's virtual image is critically important to its health. The remedy, Damon argued, is to apply the "business" model to higher education, and to see students as consumers and universities as service providers. You can bet THAT conversation was an interesting one! Damon was compelling, though, and this is just the type of cutting edge discussion that makes the LDW a first rate leader training effort.

Jody Langdon (Georgia Southern University) followed up with how using social media in higher education can aid in promoting one's department and program. Jody talked about how electronic communications through Facebook, Twitter, and LinkedIn provide virtual platforms that connect higher education professionals. Indeed, Jody has taken NAKHE "virtual," and at the LDW she brought along those of us at the LDW who are not already virtually connected. The session had us all starting Twitter and LinkedIn accounts, and by the end of the day we were discussing NAKHE and the workshop itself online and in real time. Jody is particularly well placed to lead this effort as she took over the NAKHE Facebook presence for OPERA some months ago, and will run NAKHE's website until the new webpage comes online right before the 2015 national conference. Well done, Jody!

Following Jody was Workshop Program coordinator Bruce Lund, who discussed Personal Brand management, Leverage, and Marketing. Bruce's point is that everyone in the digital age has a "brand," and Bruce defined just what this means and how one's brand (or reputation in the virtual environment) affects the university, college, department, administrators, and colleagues. As Bruce pointed out, we live in a new era where our whole lives are played out online. Consequently we must constantly "brand" and "re-brand" manage what we do. As we all have seen in the past few years, one's digital image can make—or break—a person or program in an incredibly short period of time.

Gwen Weatherford wrapped up the LDW with a discussion of how NAKHE leaders should market the organization itself. Specific strategies were discussed, ranging from the development of a new web presence (as I write this the new web page is being designed, an effort led by Gwen); how NAKHE can conduct business that will pull in other kinesiology professionals and raise NAKHE's profile; how we can disseminate information in a virtual environment; and how NAKHE can use the new media to generate revenues that will help us pay for important NAKHE projects. Once the new web page is rolled out Gwen will be leading the effort to coordinate all aspects of NAKHE's virtual presence by using the several components of the new web page: revenue generation (ads), member services, publications, administration, conferences and workshops, and NAKHE special projects.

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A Message from the President, *continued*

In sum, it was another great NAKHE LDW. Our final step was to begin planning for the 2015 LDW. Betty Block, Associate Provost at Texas A&M Commerce, will lead next year's LDW, and the tentative topic is "Doing Leadership." We are going to try to get at how to *really* lead a unit: anything from the size of a small program to running a college. What are some of the actions and statements a leader must make to really *lead* a unit? Many of us get the basics done—we manage well. But some units are well *led*. We will wrestle with the difference between managing and leading.

There are many other projects going on, but space and time are short. I look forward to seeing you in Clearwater Beach, Florida, January 8–10, 2015. I'll be able to talk to you about what is going on in kinesiology, and how you and NAKHE fit into the big picture. I look forward to seeing you there!

Editor's Note

Dr. Britton Johnson, Editor

The Fall 2014 edition of the *Chronicle of Kinesiology in Higher Education* is complete. Inside this edition are six articles that are quite interesting. I believe that those of you reading this will enjoy the topics. Two of the articles are peer reviewed.

I am also excited to include the NAKHE strategic plan at the end of this edition. I believe that this is an opportunity to examine how the organization runs, and what the goals of the organization are. I believe that this document will shape the direction of NAKHE in the future.

It is also exciting to me that there is so much talk about the *Chronicle of Kinesiology in Higher Education*. Many people are asking about guidelines for manuscripts, as well as for possible positions inside the Chronicle. This should help keep the *Chronicle of Kinesiology in Higher Education* moving forward and producing quality articles for some time.

Please do not hesitate to contact me with questions, or to submit a manuscript for possible publication (Peer reviewed or Editor reviewed) in the *Chronicle of Kinesiology in Higher Education*.

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Published Articles

Pre-Service Teachers as Role Models of Healthy Physical Activity

PEER REVIEWED ARTICLE

Geri Conlin

Introduction

The World Health Organization (WHO) reports that globally, 31% of adults aged 15 and over did not meet the WHO recommendations for physical activity in 2008 (World Health Organization, 2008). These inactive adults are the role models for today's youth. A role model is "a person who someone admires and whose behavior they try to copy" (Cambridge Dictionaries online). With this background in mind, the question arises 'Do students consider their physical education teacher a physically active role model?' In this study we see the effects of a physically active pre-service teacher role model intervention on students' recognition of an adult role model of healthy activity.

History

The effectiveness of role models in producing a change in human behaviors has been demonstrated using the Social Cognitive Theory [SCT] (Bandura, 1997) in recent literature. The Social Cognitive Theory suggests that human behaviors change through observation of the actions and consequences of others' behaviors and therefore, within SCT, there is a strong need for a credible role model of the behavior targeted for change (Glanz, 2002). Spencer (1998) also reminded us that the earliest ways we experience socialization is through mimicking our role models. Gilmer (1996) showed that for 250 sixth-, seventh- and eighth-grade students the most commonly reported favorite nonfamily role model was a teacher (22.9%). Many students have seen teachers as their role models. The behavior of the teacher had a greater impact on student behavior than the verbal lessons taught. The SCT has successfully been used to promote healthy lifestyles, including increased physical activity, in various studies (Gao, 2012; Garn, 2014; Hallam, 1998; Perry, 1993; Ransdell, 2003; Toobert, 2002; Wilson, 2002; Witmer, 2011). Knowing the power of a physically active adult role model in promoting healthy active behavior for students may provide an incentive for physical educators. The Society for Health and Physical Educators (SHAPE) America posted their position on physical activity and fitness for physical activity professionals in 2010 suggesting, "participating in regular physical activity at a level sufficient to promote health-related physical fitness is an important behavior for professionals in all fields of physical activity at all levels" (Society for Health and Physical Educators, 2010).

Review of Literature

There have been few studies published on student perceptions of teachers as role models of physical activity. The author was able to find no literature published on pre-service teachers as role models of physical activity. There have been some studies published reflecting related concepts. Previous research indicates that physical educators chose a career in physical education because of a love of or enjoyment of physical activity and the desire to share physical activity with children (Dewar & Lawsen, 1984; O'Bryant, O'Sullivan & Raudensky, 2000). Physical ed-

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ucators wanted to be influential in the lives of young people and to be a physically active role model (O'Bryant et al., 2000). Melville and Maddalozzo (1988) surveyed 850 high school students and found that the students felt physical education teachers should be good role models. Both Rice (1988) and Ryan, Fleming and Maina (2003) found that teachers were not poor role models and that students liked that teachers participated with the students. McTeer and White (1991) found that student activity level was influenced by the active lifestyle of the teacher. Senne et al. (2006) also found that students were more active when the teachers provided a role model for fitness. Dean, Adams and Comeau (2005) found that student attitudes toward teachers were not affected by the teacher's fit or unfit appearance. Conlin (2009) found that students are motivated to be physically active, expected to be physically active and saw physical activity as important when taught lessons on fitness via video by average-appearing female teachers and average- and overweight-appearing male teachers. Smuka (2012) reported in the Polish Journal of Sport & Tourism, that 339 students age 11-19 were found to be more physically active during their physical education classes when the teacher was also physically active providing the role model of physical activity.

Methods

Forty-nine eighth and ninth grade students from two different junior high schools representing two different school districts with varied socioeconomic status in a southwestern state were asked to identify physically active adult role models. Each student was given the opportunity to list the titles, not names, of three different people they considered as physically active role models. The role model survey was given three times to students by a university physical education pre-service teacher. The survey was given by the pre-service teacher before the teacher began a practicum experience (baseline), after two or four weeks of 'Active Teaching' and after two or four weeks of 'Spectator Teaching.' The pre-service teacher during the 'Active Teaching' phase participated in all warm up activities and fitness activities. They demonstrated all physical activity skills and drills planned for the physical education lessons. The pre-service teacher also participated in game play for one minute at a time with every team each day of game play. The pre-service teacher during the 'Spectator Teaching' phase did not participate in any warm up or fitness activity. The pre-service teacher did not demonstrate any skills or drills but asked students to demonstrate the skills and drills planned for the physical education class. The pre-service teachers did not participate in any game play. Pre-service teachers in both phases continued to give verbal feedback on skill development to the students.

One pre-service teacher began their practicum teaching with the 'Spectator Teaching' phase, Spectator First Teacher, and then after four weeks switched to the 'Active Teaching" phase. The other pre-service teacher began their practicum teaching with the 'Active Teaching' phase, Active First Teacher, and after two weeks switched to the 'Spectator Teaching' phase.

Data was analyzed by counting the identified role model titles and indicating the top five identified role models.

Results

Socioeconomic status (SES) was measured by noting the percent of students on free or reduced lunch (Spectator First Teacher's school, 28%; Active First Teacher's school, 50%).

Spectator First Teacher: In the baseline survey, 18.18% of the students identified Physical Education teachers as being active role models. At the conclusion of four weeks of teaching in the Spectator Teaching phase, the students identifying Physical Education teachers as role models decreased to 10.7% of the students. At the conclusion of four weeks of teaching in the Active Teaching phase, there was an increase in the number of students identifying Physical Education teachers as an active role model to 15.38% of the students.

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Pre-Service Teachers as Role Models, *continued*

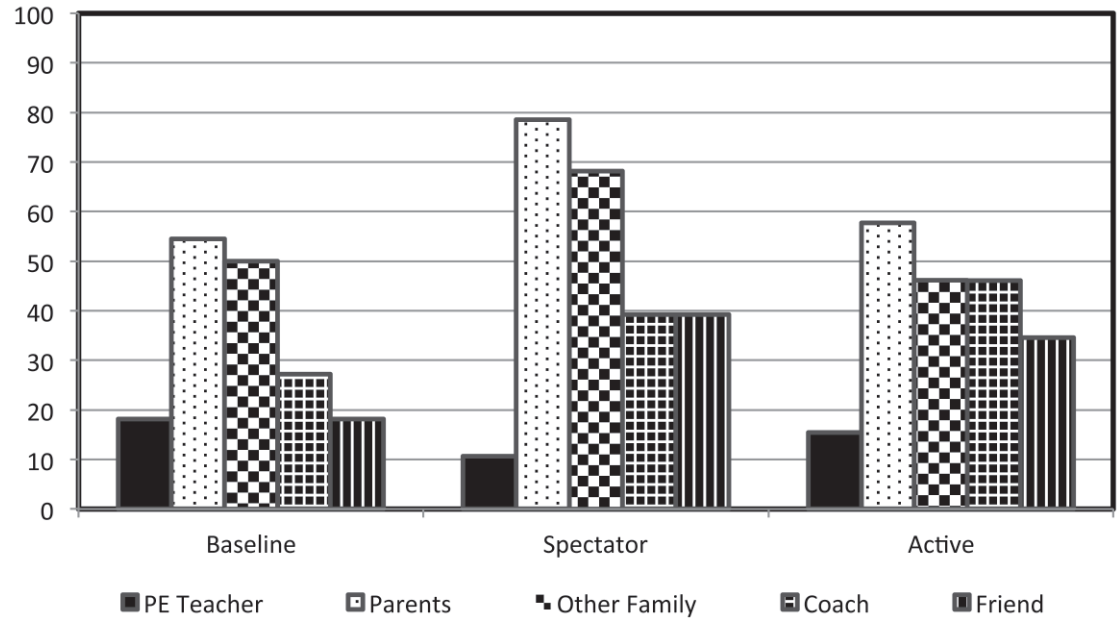

Figure 1. Spectator First Teacher.

Active First Teacher: In the baseline survey, 28.57% of the students identified Physical Education teachers as active role models. At the conclusion of two weeks of teaching in the Active Teaching phase, students' identification of Physical Education teachers as active role models increased to 41.18% of the students. The conclusion of two weeks of teaching in the Spectator Teaching phase showed a return to baseline of 28.57% of students identifying physical education teachers as an active role model. Students may recognize their active physical education teacher as an active role model. However, after only two weeks of 'spectator teaching,' students' recognition of physical education teachers as active role models returned back to baseline.

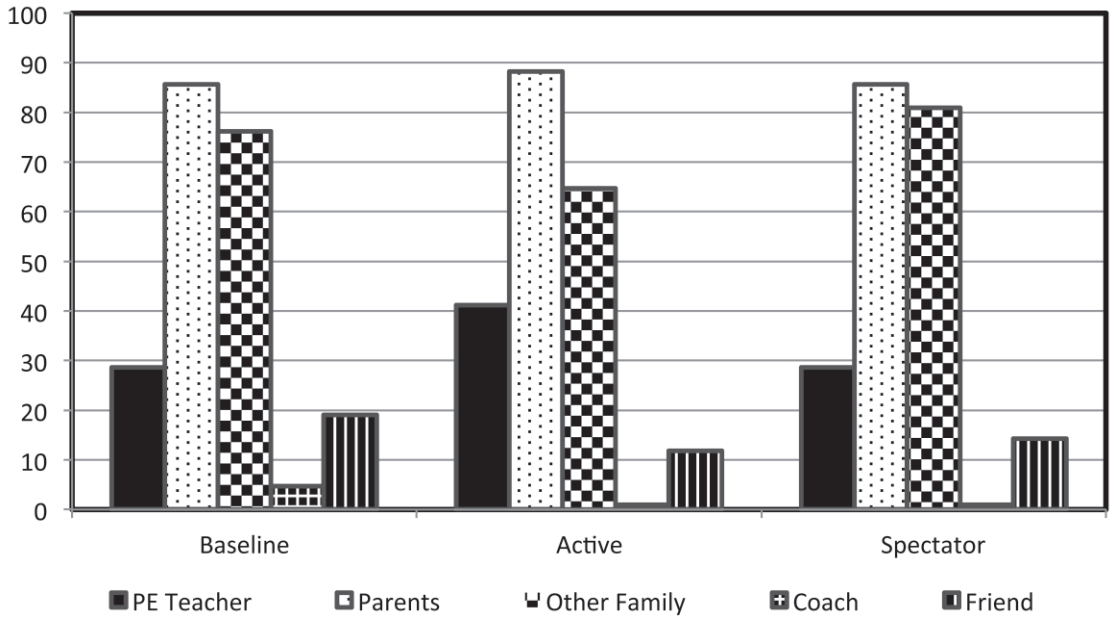

Figure 1. Active First Teacher.

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In addition to the physical education teacher, other identified active role models included parents, other family (siblings and extended family), coaches, and friends. For the Spectator First Teacher, at baseline, the students identified parents, 54.55%; other family members, 50.00%; coaches, 27.27%; and friends, 18.18%, as active role models. After the Spectator Teaching phase the students identified parents, 78.60%; other family members, 68.18%; coaches, 39.29%; and friends, 39.29%, as active role models. After the Active Teaching phase the students identified parents, 57.70%; other family members, 46.15%; coaches, 46.15%; and friends, 34.6%, as active role models. For the Active First Teacher, at baseline, the students identified parents, 85.71%; other family members, 76.20%; coaches, 4.76%; and friends, 19.04%, as active role models. After the Active Teaching phase the students identified parents, 88.24%; other family members, 64.71%; coaches, 1.00%; and friends, 11.77%, as active role models. After the Spectator Teaching phase the students identified parents, 85.71%; other family members, 80.95%; coaches, 1.00%; and friends, 14.29%, as active role models.

Conclusion

Students recognized 'active' physical educators as healthy active adult role models. Students less often recognized 'spectator' physical educators as active adult role models. Compared to the time other adults have with students, teachers' and pre-service teachers' influence is limited and yet their students may view them as a healthy active role model. Pre-service teachers and physical educators who are not currently physically active with their students may become a healthy active role model in the classroom.

Future Research

Students recognized those pre-service teachers who participated in physical activity in the physical education classroom as role models of healthy activity. Future research that may uncover the significance of physical activity of teachers and pre-service teachers in promoting student activity may include a follow-up study to uncover students' own physical activity outside the physical education classroom when taught by both 'active' and 'spectator' teachers or pre-service teachers. Since this study focused on junior high school students, extending the study to both elementary and to high school students may enrich the understanding of students' perceptions and motivation to healthy physical activity.

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The Relationship Between Perceived and Observed Autonomy Support in a Physical Activity Setting

PEER REVIEWED ARTICLE

Jody Langdon, Robert J. Schlote, and Bridget F. Melton
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Introduction

Self-determination theory has been used in several life contexts to help explain why people engage in various activities. Deci and Ryan (1985) suggest that in order to be motivated, an individual must have three basic needs satisfied: autonomy (feelings of control over the environment they are in), competence (confidence in the ability to complete activities within that environment), and relatedness (fostering positive interpersonal relationships with individuals in the environment). Autonomy support has emerged in the literature as a way for leaders to support these basic needs, thereby influencing motivation and overall well being of individuals. Leaders, in this sense, can include parents, teachers, coaches, or anyone in a position to make decisions for others.

In terms of positive outcomes, increased engagement in classroom activities among students of any age have been observed from teachers who are autonomy supportive (Black & Deci, 2000; Reeve, 2009). From a kinesiology standpoint, most of the research in autonomy support is seen in physical education or physical activity/exercise settings. Some studies have examined the effects of an individual's perceived environmental and social factors with regards to an autonomous teaching approach (Black & Deci, 2000; Ntoumanis, 2005). These contexts provide choice and opportunity, while limiting pressure and demands from teachers. Autonomy-supportive teaching environments place an importance on the opinions and concerns of the student and give a greater self-direction for students in the classroom.

Black and Deci (2000) also suggest that an autonomy supportive teacher may provide the student with important information and then encourage them to solve problems in their own way based on that information. An autonomy supportive learning climate has been linked to predicting mediating variables (i.e., autonomy, competence, relatedness) to promote self-determination among physical education students (Standage, Duda, & Ntoumanis, 2003). For example, a study of physical activity behavior conducted by Hagger, Chatzisarantis, and Biddle (2002) produced a model that indicated autonomy support along with attitudes influenced motivation to participate in physical activity in the future. In physical education, Cox, Smith, and Williams (2008) were able to demonstrate the interrelatedness of autonomy and competence and how they function together to help predict physical activity intention, especially when cultivated in an environment that is autonomy supportive.

Reeve, Bolt, and Cai (1999) conducted a series of studies to examine general education teachers' motivation style and their disposition to control students or support their autonomy. Results indicated that the teachers who are autonomy supportive exhibit this style via conversational behaviors, interpersonal style, and attempts to support students' intrinsic motivation. Further, behaviors described by Reeve and Jang (2006) have been adapted to both physical education and physical activity settings to include the following behaviors: nurturing inner motivational resources, using positive, non-controlling language, providing rationales, acknowledging and accepting negative affect, and patience. Nurturing inner motivational resources would involve giving students opportunities to choose various learning experiences, providing activities that enhance interest or curiosity over the subject, and appealing to students' sense

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of challenge. Informational language that is positive in nature would include any feedback given to students, both as a group and individually, which is related to the specific task. This feedback should be informational, suggestive, and tailored to individual needs. Providing rationales allows instructors to give explanations as to why a particular skill, concept, or strategy is important. By acknowledging and accepting negative affect, an instructor listens openly to student comments and reacts to them in a non-defensive manner, and makes changes to activities to accommodate when possible. Finally, patience involves asking questions and allowing plenty of time for students to answer, in addition to providing general positive feedback.

After training physical education teachers to be autonomy supportive, researchers have been able to observe several positive outcomes from students at the K–12 level, including enhancement of need satisfaction, improved engagement and skill development, as well as intentions to remain physically active after the course (Cheon, Reeve, & Moon, 2012). Along with the autonomy-supportive teaching style, the physical education environment is enhanced when students' perceptions are aligned with autonomous behaviors of the teachers. In fact, students who perceive their teacher to be autonomy-supportive tend to display improvements of needs satisfaction and have greater learning achievement, especially for individuals who did not have previous autonomous motivation (Shen, McCaughtry, Martin, & Fahlman, 2009). Shen (2010) suggests that these positive outcomes, particularly when perceptions are aligned with teaching behaviors, are highly predictive of future enrollment of physical education courses. Indeed, because of the significant effects of perceived support, the teachers play an important role in influencing students' elective enrollment.

Although relative success has been reported in physical education and general physical activity contexts, very little research has been conducted in college physical activity programs. There is a great need to investigate autonomy support in this context for several reasons including lack of pedagogical content knowledge on the part of the instructors, as well as wide scope of courses offered and the numbers of students they serve. Typical graduate teaching assistants (GTAs) in college/university physical activity programs come in with distinct content knowledge in the movement forms they asked to teach (Melton & Burdette, 2011). However, their knowledge is usually limited to content instruction, not in motivating students to exercise or be physically active.

In addition to the lack of research conducted in collegiate physical activity programs, much of the data collected on autonomy support has been in the form of perceptions from the student. Among the hundreds of studies conducted on SDT and autonomy support in general, few actually rely on objectively observed autonomy supportive behaviors. Those that do often use these observed behaviors to ensure the fidelity of intervention procedures. For example, Reeve (1998) used observations to ensure that teachers were using training booklets specific to an autonomy supportive intervention. Data gathered from observations were also used in an intervention among physical education teachers to improve autonomy support, structure, and interpersonal involvement (Tessier, Sarrazin, & Ntoumanis, 2010) as well as an intervention designed to enhance student engagement and future intentions (Cheon, Reeve, & Moon, 2012). Finally, observation of autonomy supportive behaviors is now utilized in youth sport coaching research, with Tessier, et al. (2013) and colleagues using an observational system to track coaches' use of autonomy supportive and controlling behaviors across multiple countries. This observational system has also been used in rural youth sport programs (Langdon, Schlote, Harris, Burdette, Rothberger, in press). From an education standpoint, the lack of observational data makes it difficult to know exactly how to teach instructors how to be autonomy supportive. In addition, Tessier et al. (2013) points out that although perceptions are sometimes considered to be more important than observed behavior, they do not always have the most influential predictive power. Along with this information, observation studies have the ability to illustrate actual behaviors, making them reproducible in different locations and

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contexts. Studies are needed to highlight the potential congruence between perceptions and observations, which will help continue to inform researchers and educators on how to improve implementation of autonomy support in different contexts. More explicitly, attention needs to be paid to collegiate physical activity programs, which can have a direct influence on a students' desire to be physically active. With this in mind, the purpose of this study was to examine the relationship between student perceptions of autonomy support and raters' observed levels of autonomy support in a collegiate physical activity program.

Method

Participants

Eleven health and physical activity instructors (M_{age} = 23.25, SD = 1.48) from a southeastern university in the United States were recruited for the study. These instructors had less than one year of teaching experience and no prior autonomy support instruction. Of the 11 instructors, six were male (54.5%) and five were female (45.5%). Nine out of the 11 were Caucasian (81.8%) and 2 were African-American (18.2%). Courses offered included body conditioning, ultimate frisbee, volleyball, flag football, basketball, soccer, golf, and yoga.

A total of 527 ((M_{age} = 20.78, SD = 1.83) participants were enrolled in the courses observed in the current study. This population was made up of 312 males (59.2%) and 215 females (40.8%). The majority of participants were Caucasian (60.42%), followed by Black (29.17%), Hispanic (4.92%), Native American (.76%), Asian (.76%), and other or not specified (3.98%). In terms of year in school, 20.49% were freshmen, 36.81% were sophomores, 17.46% were juniors, and 25.05% were seniors. Of the possible 527 participants, 449 completed the survey in its entirety.

Instrumentation

Perceived Autonomy Support. The Learning Climate Questionnaire (LCQ; Black & Deci, 2000) was used to assess students' perceived autonomy support from their instructor. The questionnaire contains 15 items on a 7 point Likert scale, anchored with 1 = strongly disagree, 4 = neutral, and 7 = strongly agree). Sample items include, "I feel that my instructor provides me choices and options," and "My instructor tried to understand how I see things before suggesting a new way to do things". All items are averaged into a total score of autonomy support. Previous research has tested the validity and reliability of the survey for use in college courses, finding a Cronbach's alpha of .93 (Black & Deci, 2000).

Observation of Autonomy Supportive Behaviors. The Multidimensional Motivational Climate Observation System (MMCOS; Tessier et al., 2013) was used to evaluate the instructors' use of autonomy support. A rubric was used to rate the use of autonomy supportive behaviors on a four-point scale, with 0 indicating that no autonomy supportive behavior was observed and 3 indicating a variety of autonomy supportive behaviors were observed. A rating was given every 12 minutes of class time, which ranged from 35–50 minutes. Scores at intervals for each coach were added to yield a total score for each observation. To control for the variation in time observed, the total score was divided by the number of 12-minute sections. Two independent raters were trained in how to evaluate autonomy supportive behaviors using this instrument in a previous study (Langdon, Schlote, Harris, Burdette, & Rothberger, in press). Raters observed the video recordings simultaneously. Any disagreements were discussed and raters came to a consensus on score. Pearson correlations were used to estimate inter-rater reliability among all observations throughout the study, which was found to be .92. Similar to procedures outlined in Tessier et al. (2013), scores of both raters were averaged into one overall score.

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Procedures

After securing IRB approval, instructors were video recorded on 4 random occasions throughout the semester. At the end of the semester, the LCQ was administered to students in the various courses. The video recordings were processed, viewed, and scored after the end of the semester, in accordance with procedures outlined in Tessier et al. (2013) and described in the instrumentation section.

Data Analysis

All data was entered into SPSS v. 21 and checked for normality. Descriptive statistics were then run on all demographic characteristics as well as the measures of perceived and observed autonomy support. To determine the relationship between perceived and observed autonomy support, calculated scores from the LCQ by instructor and MMCOS were analyzed using a Pearson correlation. It is important to note that this analysis occurred at the class level, not individual level. An alpha level of .05 was set for this analysis.

Results

Table 1 illustrates the demographic characteristics of each class, broken down by instructor. Overall, there were variations in gender and race/ethnicity across all courses. The mean autonomy support score on the MMCOS was 1.41 (SD = .37), while the mean level of perceived autonomy support from the LCQ was 5.77 (SD = .46). A Pearson correlation indicated that the relationship between these two mean scores was non-significant with a coefficient of .28.

Discussion

The purpose of this study was to examine the relationship between student perceptions of autonomy support and raters' observed levels of autonomy support in a collegiate physical activity program. We found that although there was a weak relationship between the two variables, it was not significant. As indicated in Tessier et al. (2013), research highlighting the association between perceptions and observations is needed. In looking at the demographic characteristics of students in each class, it may be possible that gender and race/ethnicity might have had an impact on the information gathered from the LCQ. As the courses varied in nature, so did these demographic variables. Further research with a larger sample per type of course will be needed to confirm this hypothesis, as many courses were taught by one instructor. Although there was a lack of significant association, a comparison of LCQ scores by instructor revealed that one instructor had significantly lower scores than all other instructors. This same instructor also happened to have the lowest autonomy support scores on the observation instrument. Similar comparisons across type of course revealed a difference as well, which could be also attributed to the instructor, not the type of course offered. Although there is no empirical evidence from previous research to suggest that autonomy support looks different in these settings, there are notable differences in the types of behaviors exhibited by classroom teachers versus physical education teacher and coaches (Reeve, 2009; Tessier, et al., 2010).

The conclusions drawn here are not without limitations. As with all survey research, the authors assumed that students would honestly answer questions related to their instructors. Being that the LCQ was administered at the end of the semester and was not tied to any incentive, it is possible that students were not as thoughtful in their responses as hoped. There is also the potential complication of using class-level means for the LCQ. This was unavoidable, however, as using individual data would have gone against documented positions on proper use of unit of analysis (Silverman, 2004).

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Table 1. Demographic Characteristics of Students in Physical Activity Courses by Instructor

Instructor I.D.	Course	Age	Gender	Race	Year
1	**Ultimate Frisbee**	*M* = 20.59 *SD* = 1.51	Male 82.81% Female 17.19%	Caucasian 81.25% African-American 12.50% Hispanic 1.56% Native American 0.00% Asian 1.56% Other 3.13%	Freshman 23.44% Sophomore 40.63% Junior 15.63% Senior 20.31%
2	**Body Conditioning**	*M* = 20.55 *SD* = 2.09	Male 34.62% Female 65.38%	Caucasian 57.69% African-American 30.77% Hispanic 0.00% Native American 3.85% Asian 0.00% Other 7.69%	Freshman 26.92% Sophomore 50.00% Junior 11.54% Senior 11.54%
3	**Body Conditioning**	*M* = 19.75 *SD* = 1.41	Male 25.00% Female 75.00%	Caucasian 45.00% African-American 45.00% Hispanic 5.00% Native American 0.00% Asian 0.00% Other 5.00%	Freshman 45.00% Sophomore 20.00% Junior 25.00% Senior 10.00%
4	**Volleyball**	*M* = 20.36 *SD* = 1.08	Male 28.57% Female 71.43%	Caucasian 60.00% African-American 34.29% Hispanic 2.86% Native American 0.00% Asian 2.86% Other 0.00%	Freshman 5.71% Sophomore 51.43% Junior 34.29% Senior 8.57%
5	**Body Conditioning**	*M* = 20.13 *SD* = 2.2	Male 35.90% Female 64.10%	Caucasian 53.85% African-American 33.33% Hispanic 5.13% Native American 0.00% Asian 0.00% Other 7.69%	Freshman 41.03% Sophomore 30.77% Junior 10.26% Senior 17.95%
6	**Flag Football**	*M* = 21.22 *SD* = 2.04	Male 77.78% Female 22.22%	Caucasian 60.32% African-American 34.92% Hispanic 3.17% Native American 0.00% Asian 0.00% Other 0.00%	Freshman 11.11% Sophomore 46.03% Junior 19.05% Senior 23.81%
7	**Basketball**	*M* = 20.98 *SD* = 1.42	Male 84.38% Female 15.63%	Caucasian 29.69% African-American 59.38% Hispanic 6.25% Native American 1.56% Asian 0.00% Other 3.13%	Freshman 3.13% Sophomore 56.25% Junior 20.31% Senior 20.31%
8	**Soccer**	*M* = 19.87 *SD* = 1.44	Male 61.82% Female 38.18%	Caucasian 63.64% African-American 18.18% Hispanic 9.09% Native American 0.00% Asian 0.00% Other 9.09%	Freshman 47.27% Sophomore 29.09% Junior 18.18% Senior 5.45%
9	**Golf**	*M* = 21.42 *SD* = 2.38	Male 94.74% Female 5.26%	Caucasian 89.47% African-American 7.89% Hispanic 0.00% Native American 0.00% Asian 0.00% Other 2.63%	Freshman 15.79% Sophomore 26.32% Junior 21.05% Senior 36.84%
10	**Yoga**	*M* = 22.02 *SD* = 1.63	Male 9.84% Female 90.16%	Caucasian 62.30% African-American 29.51% Hispanic 1.64% Native American 1.64% Asian 1.64% Other 3.28%	Freshman 3.28% Sophomore 14.75% Junior 9.84% Senior 72.13%
11	**Soccer**	*M* = 20.63 *SD* = 1.66	Male 67.74% Female 32.26%	Caucasian 59.68% African-American 19.35% Hispanic 14.52% Native American 1.61% Asian 3.23% Other 1.61%	Freshman 25.81% Sophomore 33.87% Junior 14.52% Senior 25.81%

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This information notwithstanding, we hope that this very preliminary research on the relationship between perceived and observed autonomy supportive behaviors sparks further research in the collegiate physical activity program context as well as other environments in kinesiology education.

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Motivating the Full Professor: Creating the Rank of Master Professor

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Abstract: Administrative leaders in higher education are faced with an expanding population of full professors. It seems as if people are reaching the rank of full professor at an earlier age, while higher education personnel are extending their careers more and more. Once faculty reach the ultimate rank of professor, what do administrative leaders utilize to entice professors to maintain an agenda that includes continuing efforts to enhance teaching, encourage scholarship, and elicit service. Many professors fall into an "I've earned my right to slide" attitude, and their teaching begins to suffer, their scholarly production wanes, and service is done at a minimum. This brief article suggests that administrative leadership in higher education consider the development of a new rank called "Master Professor."

Everyone in higher education is familiar with the traditional rankings of professors in our colleges and universities. Those with the completed doctorate are typically hired at the rank of assistant professor. After three or five years the assistant professor develops a dossier seeking a promotion to the rank of associate professor, which often includes tenure. If the individual is successful, the process is repeated in another five or six years, this time seeking the rank of full professor. And so the promotion process has gone for many years.

As we look to the future, administrators in higher education may be hard-pressed to motivate faculty to produce once the rank of professor has been obtained. When seemingly more higher education faculty are reaching the rank of professor at an earlier age, and more professors remain on the job in higher education for longer careers due to the need to survive, the number of faculty at the rank of full professor is expanding. With little incentive to drive those at the highest rank in higher education, efforts must be made to motivate the long-standing professor. As pay increases seem to be getting smaller each year and the annual pay increase no longer being a guarantee at many institutions, increasing numbers of faculty are working longer for less reward. Administrative leaders must have something to offer hard-working full professors. There may be a need to expand upon the traditional levels of professorial rank. Examine the following scenarios.

Scenario 1: Dr. Youngblood is 32 years old. He was hired as an assistant professor a number of years ago. Recently, Youngblood was awarded tenure, along with the rank of associate professor. Youngblood has created a promotion plan that is to be complete when he is awarded the rank of full professor at the age of 37. After reaching the rank of full professor, Youngblood plans to kick back and enjoy the collegiate life until he retires at the age of 60. That leaves to 23 years of little incentive to perform scholarly work and little desire for professional growth.

Scenario 2: Dr. Oldpro is 54 years old and has been a full professor for the past eleven years. She is at the "top of her game" regarding her teaching; she constantly seeks opportunities to enhance her craft. Oldpro continues to excel in her service regimen, and her scholarship continues to be steady. With no extrinsic incentive to strive to be the "ultimate professional," Oldpro relies on her personal drive and desire for lifelong learning to perform as a full-functioning professor at her university. It is her inner drive and the joy of "the work" that makes her continue to thrive.

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Creating the Rank of Master Professor, *continued*

So, what is wrong with these scenarios? Dr. Youngblood will eventually become "over satisfied" with himself and begin to slack off; providing instruction that lacks in enthusiasm, offering little meaningful service, and demonstrating a lackluster role model for junior faculty. At the same time, Dr. Oldpro's frustration begins to turn to resentment as the younger generation seems to rise through the ranks of "professordom" with minimal effort and lower standards relating to scholarly production. There is little incentive for her except the personal satisfaction she affords herself through long hours of diligence.

With the addition of so many young professors the prestige in achieving the title of full professor has worn thin. There was a time when the title of "Professor" carried a lot more weight. Professor meant vast experience with prolonged scholarly thinking and activity, and notable long-time service. Currently, there is little out there to motivate full professors to seek continued excellence. Personal pride can only go so far. What is needed is a new rank to be made available to for all full professors. Therefore, it is the purpose of this article to propose the new rank of "Master Professor." The Master Professor rank could become the "crowning jewel" of one's career. The new rank may or may not carry an increase in pay, depending upon the administration's view of elite professors and, of course, budgetary concerns. Examine this third scenario.

Scenario 3: Dr. Ultraprof makes his way to the stage toward the end of the commencement proceedings. The students have received their diplomas and are anxious to get to the post-graduation celebrations. However, there is one last item in the program. Ultraprof is being promoted to the rank of Master Professor. Because of the prestige of the honor, it is beheld as the highlight of the commencement proceedings. Ultraprof is presented with a framed proclamation, and before he returns to his office the revered silver name plate will be secured to his door. The feeling of personal accomplishment is great, while a younger Dr. Wannabegreat is motivated to someday receive the same honor.

How does one reach the rank of Master Professor? What qualifications might be utilized to determine such a ranking? It is suggested that the traditional qualifications of rank be used, with a focus on an elite level of mentorship. The Master Professor should be the ultimate role model in service, teaching, and scholarship.

***Service*—**Most professors who have been in higher education for a long time have done their fair share of service. However, those Master Professors continue to serve their students throughout their careers. In addition, their service seems to take on a broader impact. Elite professors allow their service to include the mentoring of junior faculty. Usually, extra pay or a reduced teaching schedule does not come along with the mentoring process. Mentoring is something that occurs from a desire to assist junior faculty, the department, and the university. Although the mentoring process might bring added hours of work without external gain, Master Professors do it for intrinsic reasons; they do it because it is the right thing to do.

Service goes beyond the university walls; it is an extramural activity! Service by the Master Professor often includes work at state, district, or national levels over a prolonged period of time. The service has led to a significant contribution to the profession. While this contribution enhances the profession, it also reflects upon the "home university" of the Master Professor, bringing added notoriety to the institution.

***Teaching*—**Although some professors are hired for their subject matter expertise and not their teaching ability, often, those who achieve the rank of full professor have demonstrated an ability to teach well. Some institutions demand "excellence" in teaching to reach the pinnacle rank of professor. Then, almost expectantly, some professors let their teaching wane. This could be due to a strong research agenda, an overload of service, or many other reasons. However, sometimes the decrease in teaching effectiveness is due to an "I've earned my

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right to slide" mentality that assaults many elite educators. Master Professors do not let their instructional skills suffer. They continue to work on their craft, constantly examining their subject matter as well as their teaching techniques in order to provide students with a strong learning experience. Master Professors do not slide. In addition, Master Professors stay abreast of the current trends and appropriate practices espoused by their profession. If it is "new", the Master Professor is aware of it.

***Scholarship*—**Scholarly activity should be the signature behavior of the full professor. Like many other professorial behaviors, once the rank of full professor is attained the research often dwindles. In a time when more and more college and university educators are reaching the rank of full professor with less and less scholarly work, the Master Professor continues the scholarly agenda. Research, publications, professional presentations, or grant writing productivity does not take a "back seat" to the easy life of the full professor when that person is a Master Professor. If anything, the scholarly productivity increases due to the Master Professor's leadership in the department, mentoring and assisting junior faculty in their scholarly pursuits.

Often, Master Professors serve as a lead author; mentoring junior faculty and helping them climb the professional ranks. The Master Professor has contributed a "body of work" to the profession. It is more than a collection of articles or chapters in books. The scholarly contributions have impacted many professionals of the years. Publications, presentations, and/or grant writing activities seem to be a natural part of the Master Professor's resume.

Promotion Process

Although the promotion process for the Master Professor should follow the same basic rules of promotion, here are some recommendations that might be applied to this elite ranking.

1. Departments "nominate" elite professors to enter Master Professor candidacy. The dossier that goes forward with the nomination should be a departmental responsibility. This makes the promotion to Master Professor an honor that is given to the department, as well as the individual. It should be clear that this is an elite process; departments are not to offer nominees without due cause.
2. The committee to recommend the awarding of a rank of Master Professor should be a "university-wide" committee, an elite promotion team formed for this purpose only. This special promotion team should be made up of full professors and upper administration. Having a Provost or other high ranking official to this exclusive promotion committee adds meaning to the process. Some might argue that a Provost doesn't have the time to serve on promotion committees, yet this is an elite process that merits the attention of the Provost.
3. This process should include the performance of the nominee since the promotion to the rank of full professor. But in addition to these accolades, the entire career of the Master Professor candidate should be examined, looking at the overall contribution to the profession as well as the university. The global impact of the candidate is a factor in awarding such an honor. The Master Professor should be seen as a model for lifelong learning, a symbol for all the best in a college or university environment. The rank of Master Professor could be the culmination of a career spanning 30 or more years.
4. Celebrating the promotion to the rank of Master Professor should not occur at a departmental or college function. Presentation of this elite award demands the highest officials of the institution as well as the student body. The honor should be presented at an event that includes the entire university—administration, faculty, staff, and students. The granting of the title of Master Professor is a celebration of excellence that should

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reach everyone affiliated with the university. It could occur at a graduation ceremony or at the annual "beginning of the year" all-staff meeting, or whatever is appropriate at each individual institution.

5. The award should include a special plaque or framed certificate for the instructor. Another plaque (or portrait) should be hung in a prominent place at the university. In addition, it is recommended that a "silver name plate" be attached to the door of the individual receiving the rank of Master Professor. A monetary award might be attached to the rank depending upon the budget situation, but the rank of Master Professor is not about money; it is about respect. It is the acknowledgement of a career that has positively impacted the entire leaning community. The rank of Master Professor is the ultimate way of saying, "Job well done."

The purpose of this brief article was to introduce the idea of a new rank titled, Master Professor. A new level that provides an elite challenge to full professors also provides leaders in administration with an added incentive to motivate those with a prolonged career in higher education. The underlying purpose is to honor those that complete a full career that demonstrates excellence in the areas of teaching, service, and scholarship. In essence, the new rank celebrates what higher education should be all about—making the most of the collegiate experience and a lifelong commitment to excellence. In closing, this article should serve as a springboard to new ideas that lead to honoring those elite professors that never lose their passion for excellence. To those who lead diligent professors that are currently continuing the daily grind, it is hoped that someday they may be able to honor their elite faculty with the rank of Master Professor.

Use of Avatars to Depict Teacher Characteristics in Physical Education

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The quantity and quality of research in educational technology has increased greatly over the last several years. One of the main issues is whether students truly benefit from the use of technology in the classroom. Teachers have taken it a step farther by using teacher and student-created avatar videos within the classroom. Xtranormal.com provided an inexpensive, simple way for web users to create animated 3D movies, and since their platform is no longer available, other sites like goanimate.com have filled the gap. These applications give individuals with limited technical ability the opportunity to become the director and producer of their own videos.

The use of text-to-movie technology incorporates text-to-speech and allows users to match the movements of the mouth, face, and body with text being spoken (Kourik, 2012). One application of this technology with potential for usefulness in teacher preparation is the ability for students to create their own classroom sessions depicting teacher-to-teacher interactions, teacher-to-student interactions, or student-to-student interactions. Our line of research focuses on students who are preparing to be physical education teachers, and their portrayal of positive teacher characteristics with the creation of teacher-student and teacher-teacher scripts, displayed via avatar video shorts (see Figure 1).

The use of online education is gradually becoming a sustainable alternative to traditional class education due to the rapid development of information technology, and as Gillard, Bailey, and Nolan (2008) state, educators must adapt and use technology because many of our students now come to campus expecting to learn about and learn with technology. The presence of new digital information and communication technologies continues to grow in higher education (Green, 2000).

Similarly, Petrakou (2009) stated that an online education should utilize learning environments that facilitate both synchronous and asynchronous communication; thus supporting and enhancing both student-student interaction and teacher-student interaction. Our work allowed students to create virtual interactions between students and teachers. Rosado Feger and Thomas (2011) stated that animated films can be seen as powerful learning tools which can help students better grasp concepts (as cited in Kourik, 2012). Baker, Wentz, and Woods

Figure 1. Screen shots from xtranormal.com

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(2009) stated that the interactions that take place within the virtual world can lead to a sense of community within the classroom which may not be seen in a face-to-face setting.

Wallace and Maryott (2009) found that the use of virtual worlds offers students better opportunities for interaction, compared to traditional distance learning, and student perceive being part of a community. In virtual classrooms students may be more comfortable engaging in discussions due to the fact that they have more time to gather their thoughts than they would in a traditional classroom setting. Palloff and Pratt (1999) stated that interaction among learners and instructors increases learners' satisfaction and motivation to learn. Websites and tools like goanimate.com are used to create learning tasks in which the cognitive challenge of taking an idea normally expressed in one way is re-invented for a different medium, not only as a way to make the idea better understood but to be more deeply learned. In a collaborative online learning platform students and teachers are able to express their creativity, knowledge, ideas, and talents by creating animated 3D movies free of consequence. Students are able to "live out" their feelings and experiences and "tell stories" with avatars through facial expressions, text, and body language (Tietjen-Smith, Kimbrough, & Block, 2012).

Relating stories is an age-old method of sharing experiences and establishing genuine dialogue. Humans have been practicing story-telling for ages; however, the methods used in academia for sharing our stories are evolving (Ferguson, 2009) due to technology dispersed across a global society. Ethnodrama is an "emergent qualitative method and a successful knowledge dissemination tool, where research findings, or participant experiences, become dramatically and artfully displayed to an audience" (Ferguson, 2009, p. 6). Tietjen-Smith, Kimbrough, and Block (2012) coined the term "nethnodrama," referring to an ethnodrama produced exclusively via digital technology and shared globally on the World Wide Web. Nethnodramas are equivalent to a screenplay for a film; one writes the script and makes avatars the actors.

Faculty and students can build empathy for each other by participating in "role-changing" and envisioning what they would do in various situations. Nethnodramas could be an avenue for professors to use with students to frame or even reframe their course of action in developing as professionals within this field. During this process, professors could analyze nethnodramas for clues that may tell about a student's personal philosophy, biases, and paradigms for viewing the field of education and their place in that field.

In the same sense, professors should not assume that the words spoken by avatars represent what the author (in this case, the student) believes to be true. Searching for hidden meanings within the videos can help to honor individual differences and the uniqueness of the individual with equality and authenticity. We become connected to each other through our narratives, thus developing a climate of mutual trust and respect. This honesty allows us to understand where another individual is "coming from" (empathy) based on that person's perspective, which may be largely affected by previous experiences. Students are able to facilitate scenarios using avatars to have faculty and students as well as students and students interact in different settings virtually.

Methodology

Physical education teacher education (PETE) students, as part of a course requirement, were asked to think about their personal teaching philosophies. Working together, small groups of students created nethnodramas about of one of the following teacher attributes: knowledge of physical fitness, teaching skills, personal fitness, and leadership skills—using the website xtranormal.com. The videos were to clearly demonstrate a positive example of the attribute and a non-example of the attribute (in reference to physical education teachers), displaying how the selected attribute is treated by their teaching philosophies. The videos were evaluated using the rubric found in Table 1.

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Table 1. Grading rubric for student-created nethnodramas depicting teacher attributes

Point Value	1	2	3	4
Technical	Video does not run satisfactorily.	Video runs minimally.	Video runs adequately with minor technical problems.	Video runs perfectly with no technical problems (e. g. error messages, all sounds are clearly audible).
Script accuracy	Project has multiple errors in spelling and/or grammar. (Four or more errors)	Project minimally honors rules of spelling and/or grammar. (Three or less errors)	Project adequately honors most rules of spelling and/or grammar. (Two or less errors)	Project honors all rules of spelling and/or grammar.
Screen Design/ Use of Enhancements	Effects like hand gestures, body language, scene and character selection, and sound effects are either not used at all or are used ineffectively, distracting the viewer from understanding the dialogue of the avatars.	Effects like hand gestures, body language, scene and character selection, and sound effects are used minimally but detract from the message of the video.	Effects like hand gestures, body language, scene and character selection, and sound effects are present, but do not add to the overall message of the video.	Effects like hand gestures, body language, scene and character selection, and sound effects not only contribute to the overall message of the video, but keep the viewer engaged.
Originality	The work is a minimal collection or rehash of other people's ideas. There is no evidence of new thought.	The work is an extensive collection and rehash of other people's ideas. There is little evidence of new thought or inventiveness.	The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, the work offers new insights.	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.
Subject Knowledge	Assigned topic is not covered in video at all.	Assigned topic is introduced, but not developed in either an example or non-example.	Examples and non-examples of the assigned topic are presented, but additional information is either needed to make the examples complete or is included that is irrelevant.	Assigned topic (subject knowledge) is clearly demonstrated throughout the video, with example and non-example.

TOTAL points (___/20)

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Table 2. Frequency of language forms in student-created nethnodramas

Uses of language	Frequency of use
A question asked to gain understanding	22%
Caring/considerate words	21%
Humor	15%
Statements that conveying knowledge/ provide information	20%
Regret	1%
Defensiveness	1%
Rudeness/lack of caring	29%
Sarcasm	13%
Physical demonstration	3%
Self-doubt	2%
Use of stereotypes	2%

Results

After creation of the videos, the dialogue (and paralanguage) were transcribed verbatim by one researcher and checked for accuracy by another. Subsequently, scripts were independently analyzed in a private setting by two investigators using a constant-comparative method (Glaser & Strauss, 1967) in order to search for common uses of language and paralanguage that emerged from the scripts in relation to the teaching attribute addressed. Each theme, category, or use of language/paralanguage was highlighted with a unique color to provide a visual representation that allowed the researcher to isolate and categorize information from the script data. Frequencies of types of language and paralanguage are included in Table 2. Interestingly, students chose to use rudeness/lack of caring as a non-example of the identified teacher attribute more than any other type of speech; these remarks made up 29% of all speech in the collective scripts. Questions asked to gain understanding, caring/considerate words, and statements that conveyed knowledge were also used at a high rate, accounting for 22%, 21%, and 20% of all language, respectively.

Conclusions

We plan to continue to research the use of technology by teacher preparation students in the field of physical education. Traditionally, physical education has not used the same types of technology that are used in the traditional classroom, but all teacher education majors should be well-versed in educational technology by the time they enter the work force. Providing more opportunities for them to use technology and consider ways they can incorporate it into their teaching will prove beneficial for them and insightful for those researching teacher preparation issues.

The use of computer-assisted instruction has developed a positive effect on visual learners' ability to understand material, which suggests that students who prefer and perform well in courses using digital technologies are independent learners who prefer intellectual ways of thinking. The use of animated 3D movies in a collaborative online learning platform students and teachers are able to express their creativity, knowledge, ideas, and talents by creating animated 3D movies free of consequence.

Discussion

Creating this virtual world where students could put their thoughts and ideas into the mouths of virtual others (the avatars) allows viewers to understand and relate to their teach-

(continued)

ing philosophies from a perspective that could not be gained from more traditional assignments, such as "writing a teaching philosophy." Students who were previously unwilling or unable to clearly express their own feelings about teachers of physical education were able to create dialogues between virtual educators and their virtual students that clearly depicted their knowledge, their philosophies, and their thoughts about how physical educators should and should not speak and act as professionals in the field. Interestingly, these "screenwriters" used question-and-answer dialogue between two avatars to demonstrate their knowledge in the field. They also used the contrasts of caring words and rudeness (by the teacher avatars) to clearly show positive examples and non-examples of physical educator behavior. As the limits of technology expand exponentially, the potential to use simple and inexpensive "tech tools" in meaningful ways expands as well, and PETE professors should take advantage of this explosion of resources in our ever-changing teaching environment.

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NAKHE Strategic Planning: Tradition, Transition, and Transformation

Steve Estes
Tara Tietjen-Smith

In anticipation of the 2015 conference, NAKHE members are taking a lead in determining the future of higher education kinesiology. The theme of the 2015 NAKHE conference is *Rethinking Kinesiology: Tradition, Transition, and Transformation.*

> 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 [Transition]**.** 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]**.** Estes, 2014

After two years of preparation NAKHE held its Strategic Planning Session in July 2014. The current strategic plan is the outcome of our efforts. With your help, we plan to operationalize it over the next few months and highlight it at our national conference in Clearwater Beach, Florida, in January. In order to give you the background on how our strategic plan was developed, the following is an overview of NAKHE's strategic planning process over the last two years.

In 2012 a session on the strategic planning process for kinesiology departments was presented at the Leader Development Workshop (LDW). Through talks with the LDW coordinator (and current president), Steve Estes (Middle Tennessee State University), we decided to practice using the outlined process and do an exercise to create a sample of a proposed NAKHE mission. After a session on strategic planning, we began the process of developing this sample mission statement. During the exercise, we had a brainstorming session in groups. Each group listed the current positive aspects of NAKHE and then added words describing the future. This was a free association activity where each group wrote down every word they could think of that embodied NAKHE. The participants were instructed to think *out of the box.* Each group submitted their list to the facilitator, who wrote down all of the words and grouped them according to theme. Themes that emerged from this exercise included the following: (a) mentoring; (b) networking; (c) leadership; (d) partnerships; (e) teaching and learning; and (f) creative and scholarly activities. Each group took one or two themes and wrote two to four sentences concerning those themes (or values) to use in our final product, which eventually became the foundation for our Statement of Direction (Table 1).

For the thirty or so participants it was a great learning experience, and we came away with a shared understanding of the strategic planning process as well as the purpose of NAKHE as an organization. However, the actual plan drafted was *not* NAKHE's official mission statement, and it had no official standing until NAKHE's Future Direction Committee (FDC), chaired by Georgia State University's Jackie Lund and composed of John Charles (College of William and Mary), Alison Wrynn (California State University - Long Beach), Vice President Betty Block (Texas A&M – Commerce) and President Camille O'Bryant (California Polytechnic University - San Luis Obispo), affirmed what became known as the NAKHE Statement of Direction and

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Table 1. NAKHE Vision, Mission, & Statement of Direction

Vision	NAKHE strives to be an inclusive community of kinesiology professionals who nurture, mentor, and lead one another to greatness.
Mission	The mission of NAKHE is to foster leadership in kinesiology administration and policy related to teaching, scholarship and service in higher education.
Statement of Direction	NAKHE is devoted to promoting leadership through mentoring and networking among administrators, faculty, and students inclusive of disciplinary and institutional affiliation. Our diverse membership collaborates to initiate and cultivate progressive partnerships, scholarly papers, and projects that provide the structure and resources to guide the field of kinesiology.

expanded on it by developing values and subsequent goals and objectives in each of the theme areas. (The FDC is charged with the task of recommending projects to the organization.) The FDC drafted the first version of the strategic plan and asked the Board of Directors (BOD) to set in motion a continued strategic planning process.

The mission of NAKHE is to foster leadership in kinesiology administration and policy as it relates to teaching, scholarship and service in higher education.

In July at a special session prior to the LDW we did just that. NAKHE's strategic planning was open to all NAKHE members. We drafted a vision statement (Table 1), utilized the statement of direction affirmed by the FDC, and added more goals and objectives based on our mission and vision. Attendees also added another value area to the plan: premier voice. The complete list of values is outlined in Table 2.

The plan was placed before the NAKHE BOD during the September 2014 teleconference call and approved by unanimous voice vote. Since then, planning has been continuous. Corresponding action items, responsibilities, and deadlines are being added. We will continue to

Table 2. NAKHE Values

I. Mentoring and Networking	NAKHE fosters and promotes mentoring and networking opportunities for professionals in higher education.
II. Leadership	NAKHE creates and sustains leadership opportunities for members.
III. Partnerships	NAKHE is committed to creating and sustaining partnerships among individuals, institutions, and organizations that support its mission.
IV. Teaching and Learning	NAKHE provides opportunities to develop and recognize excellence in teaching and success in enhancing student learning.
V. Creative and Scholarly Activities	NAKHE provides a public forum for scholarly and creative thought about the profession.
VI. Premier Voice	NAKHE fosters integrity, ethics, and philanthropy in the field of higher education kinesiology.

(continued)

modify the strategic plan as our organization grows and respond to the dynamic environment in higher education. "A strategic plan is not a rigid set of rules that dictates how we act as an organization. Rather, it is a guide that will map our actions for the next few years and will give all of us ideas of what we should be working on" (Estes, 2014). Currently we are in the *Transition* and *Transformation* stages of this process. We have recently begun implementing several plans that align with our new strategic plan. Some of these plans include the following:

(1) Technological updates, including a major renovation of our web page; refreshing of the NAKHE Facebook page; and creation of a Twitter page with training for new members on how to use the technology;
(2) Increased mentoring opportunities, including focused sessions and social outings with mentors and mentees at conferences and monetary support for mentor/mentee endeavors;
(3) Improved marketing strategies and public relations, including a campaign to increase membership;
(4) Preparation of kinesiology leaders for change, including the challenges of successfully navigating politics in higher education;
(5) Production of white papers on key issues such as tenure/promotion and ethical issues; and
(6) Continued preservation of and education about the history of higher education kinesiology.

As we look toward the future, NAKHE members are invited to join in this process. We would like to see members from all of our subdisciplines at the conference in January to discuss these and other issues affecting higher education kinesiology. Our future is dependent upon you!

Creating Kinesiology Community

John Charles and Betty Block

The premise of this paper is that our national association has a moral imperative to nurture us as professionals and to provide stewardship for our profession. One of the branches of NAKHE that has particular responsibility for preserving and perpetuating kinesiology in higher education is the "think-tank" Future Directions Committee (FDC), which is why the operating code (Conduct of Business, Section 1V, F) calls upon the members of the committee to recommend and produce a brief position paper for publication in the Chronicle. The 2013 committee met in Clearwater, Florida in May 2013 and as the Chair of that committee, I am teaming with Betty Block, who was the VP in charge of the very successful 2014 NAKHE Congress and is also a member of the FDC to produce this monograph. Our purpose is to report and reflect on the extraordinary emphasis that our association has recently placed upon creating a community in which we can flourish as emerging professionals in a field in its ascendency.

The paper will focus on publications, FDC meetings, leadership and strategic planning workshops and NAKHE conferences. The 2013 FDC developed and approved the theme of the annual conference to be held in Clearwater, January 2015, where we will be "Reconsidering Kinesiology: Tradition, Transition, Transformation." At that time, we will define and refine our Kinesiology community by rediscovering some of the proven traditions of the profession, through examining the need to transition to new practices in kinesiology, and by transforming professionals to successfully embrace opportunities while addressing obstacles/issues facing kinesiology in the future. This theme acknowledges the traditions of the past that have helped shape kinesiology as we know it today. Yet, it also reflects the need to transition towards new ways of thinking that are necessary in today's landscape of higher education. It is intended that conference participants reflect on this theme, engage in conference activities that recognize the key traditions of kinesiology and help transform the NAKHE into the premier leadership, professional development, and networking association in higher education today.

NAKHE has grown quantitatively and qualitatively during the past two years because leaders of our field have been purposeful about cultivating a sense of community. To provide support for us in our diverse department settings from schools of education to the liberal arts, from the community college to the research 1 university, NAKHE has actively promoted collaboration and interdisciplinary dialog. Meetings, workshops and even some scholarship has focused on the responsibilities and potentialities of administration in nurturing communities within and beyond the university. For example, in a 2014 *Quest* article entitled "Leadership and Ambiguity: When Policy, Politics and Truth Collide," Block analyzes the role of department chairs in developing policy and managing politics to avoid the collision that can destroy community: "when a strong, unified kinesiology department collides with an uncertain work environment fraught with policies and politics that undermine and confuse roles, when faculty and staff are pushed off-balance, when faculty feel powerless to affect change and free-thinking is undermined—the collision can be devastating."

Similarly, the FDC has been actively seeking ways to promote stewardship in and through conferences and workshops and made a range of recommendations to enhance the quality of our professional community. The 2013 committee encouraged NAKHE to schedule a board retreat to develop a strategic plan and to evaluate the function and purpose of the existing committee and membership services structure and how to initiate younger emerging scholars into positions of responsibility. It also recommended that mentoring become a highest priority, perhaps through the development of such initiatives as "Vetrons and Newtrons" "speed dating" sessions at the conference, to match emerging and seasoned members in meaning-

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ful mentoring partnerships focused on creative and scholarly activities. It asked that NAKHE provide financial support for these mentoring activities, for the scholarship that may accrue from these activities and for attending the national conference to present this scholarship. Other suggested community enhancements include the NAKHE Fellows Program, the Emerging Scholars Award and that new books by members should be featured through a Book of the Year award, that an outstanding article should be published in Quest and that a book review section should be established in the Chronicle.

NAKHE blazed a new trail into the kinesiology community through the 2014 Congress, as it convened a congress focused on collaboration between the professional societies of our field. There is a strong impetus within NAKHE to build on the synergy from that highly successful meeting of the minds by aggressively reaching out to other disciplinary and professional societies to collaborate on conferences in the future. Within our association, increased emphasis is being placed upon strategic planning and promoting leadership through the twin thrusts of adjacent workshops in Atlanta, July 2014, both of which will ultimately enhance the quality of our professional community.

The kinesiology community is being fostered through national conferences of a very high quality, the activities of the Future Directions Committee, and the Leadership Development Workshops which promotes the mission of working with all faculty leaders, mentoring and networking. Similarly, the recent changes in the status of *Quest* have radically enhanced communication and the revenue stream within our community. If we are aiming to be the premier steward of the field of kinesiology now and in the future, we must maintain this momentum and expand the community of professionals exponentially.

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 2015 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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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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To Join NAKHE or Renew Your Membership

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**

What are your special interests?

Check no more than three.

- ❑ Adapted
- ❑ Administration
- ❑ Anatomical Kinesiology
- ❑ Anthropology of Play
- ❑ Athletic Training
- ❑ Basic Instruction
- ❑ Biomechanics
- ❑ Coaching
- ❑ Comparative/International
- ❑ Curriculum
- ❑ Dance
- ❑ History
- ❑ Measurement & Evaluation
- ❑ Motor Development
- ❑ Motor Learning/Control
- ❑ Pedagogy
- ❑ Philosophy
- ❑ Physiology of Exercise
- ❑ Psychology
- ❑ Sociology
- ❑ Sport Management

Rank
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- ❑ Assistant professor
- ❑ Associate professor
- ❑ Full professor
- ❑ Other_____

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- ❑ U.S. Faculty $80
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- ❑ Emeritus (*Chronicle* only) $15
- ❑ Graduate Students $30
- ❑ Concurrent AAKPE membership $30
- ❑ Sustaining Member $85
- ❑ Tax deductible contribution to NAKHE $_____

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

NAKHE c/o Carrie Sampson Moore
Department of Athletics, Physical Education, & Recreation
Massachusetts Institute of Technology
77 Massachusetts Ave
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(continued)

Announcements, *continued*

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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

National Association for Kinesiology in Higher Education

Vision

NAKHE strives to be an inclusive community of kinesiology professionals who nurture, mentor, and lead one another to greatness.

Mission

The mission of NAKHE is to foster leadership in kinesiology administration and policy related to teaching, scholarship and service in higher education.

Statement of Direction

NAKHE is devoted to promoting leadership through mentoring and networking among administrators, faculty, and students inclusive of disciplinary and institutional affiliation. Our diverse membership collaborates to initiate and cultivate progressive partnerships, scholarly papers, and projects that provide the structure and resources to guide the field of kinesiology.

MENTORING AND NETWORKING

Goals and Objectives

I. Mentoring and Networking

NAKHE fosters and promotes mentoring and networking opportunities for professionals in higher education.

I (a) Fosters sincere, honest, meaningful, and enjoyable networking and mentoring opportunities.

- I (a.1) Hosts established/emerging professionals' roundtable at beginning of annual conference. Established professionals lead the session and set up plan to mentor emerging professionals.
- I (a.2) Hosts emerging/established professionals' roundtable at end of conference. Emerging professionals lead the session and set up plan for scholarly work.
- I (a.3) Encourages emerging and established professionals who developed mentoring relationships to stay connected and submit programs for the next NAKHE conference. Provides grant funding on a competitive basis.

I (b) Fosters diverse, inclusive, safe, and accepting environments where sincere debate is welcome. (i.e. Members dialogue with others about negotiating the politics of university life.)

- I (b.1) Hosts first time conference attendees' welcome luncheon with NAKHE board and committee members.
- I (b.2) Facilitates conversation/debate about diverse ideas impacting kinesiology in higher education during a social event at annual conference.

I (c) Encourages mentoring relationships that are based on collaboration and honest feedback.

- I (c.1) Hosts a doctoral poster presentation at annual conference; attendees provide feedback to all presenters.
- I (c.2) Hosts "meet and greet" activities at the national and leadership conferences.

(continued)

LEADERSHIP
Goals and Objectives

II. Leadership

NAKHE creates and sustains leadership opportunities for members.

II (a) Encourages emerging and established leaders to attend leader development programs.
- II (a.1) Trains leaders to ethically cope with and strategically plan for change (enrollment management, departmental names, online education, the wider society, etc.) through the annual leadership development workshop and annual conference.
- II (a.2) Establishes a leader mentor program to pair emerging and senior leaders in a mentoring relationship.

II (b) Establishes a fellows program to recognize excellence in leadership.

II (c) Promotes ethical leadership through the production of white papers on key issues.

II (d) Trains its members to become advocates for themselves, their peers, their programs, and the profession.
- II (d.1) Uses the leader development workshop as a tool to facilitate discussion on key issues.
- II (d.2) Uses the annual conference to develop advocacy skills of members.

PARTNERSHIPS
Goals and Objectives

III. Partnerships

NAKHE is committed to creating and sustaining partnerships among individuals, institutions, and organizations that support its mission.

III (a) Seeks to create affiliations with national/international organizations.

III (b) Recruits professionals in kinesiology in higher education on a national and international basis to join the organization.

III (c) Builds national/international partnerships and affiliations.

III (d) Engages in collaborative activities and programs with other organizations.

III (e) Maintains an active partnership with Taylor & Francis Routledge Publishing

TEACHING AND LEARNING
Goals and Objectives

IV. Teaching and Learning

NAKHE provides opportunities to develop and recognize excellence in teaching and success in enhancing student learning.

IV (a) Explores the efficacy and ethics of the use of technology in teaching and learning.

IV (b) Provides opportunities for members to engage in dialogue about evaluating effective teaching and learning.

IV (c) Dialogues about what constitutes effective teaching that enhances student learning.

(continued)

CREATIVE AND SCHOLARLY ACTIVITIES

Goals and Objectives

V. Creative and Scholarly Activities

NAKHE provides a public forum for scholarly and creative thought about the profession.

V (a) Increases the amount and quality of discussions and scholarship that address issues in kinesiology and higher education.
- V (a.1) Identifies relevant issues related to the field and invites submissions to both *Quest* and the *Chronicle of Kinesiology in Higher Education* for special issues edition.
- V (a.2) Increases opportunities for special programs at conferences and recruits keynote speakers who speak to larger issues.
- V (a.3) Recruits graduate students/emerging scholars through a scholarship portal.

V (b) Provides an annual conference for dissemination and vetting of issues and trends critical to kinesiology in higher education.

V (c) Provides opportunities for publication of research and scholarship in kinesiology.
- V (c.1) Maintains and promotes *Quest.*
- V (c.2) Maintains and promotes the *Chronicle of Kinesiology in Higher Education.*
- V (c.3) Provides open access to appropriate existing resources (e.g. *Quest* abstracts and the Chronicle).

PREMIER VOICE

Goals and Objectives

VI. Premier Voice

NAKHE fosters integrity, ethics, and philanthropy in the field of higher education kinesiology.

VI (a) Supports and encourages ethical thinking and behavior:
- VI (a.1) Creates position papers.
- VI (a.2) Hosts and supports ethical discussions at workshops and conferences.
- VI (a.3) Promotes philanthropy related to the kinesiology profession.

VI (b) Provides interdisciplinary resources to higher education kinesiology professionals.

VI (c) Preserves and educates about the history of higher education kinesiology.

VI (d) Improves NAKHE's recognition, visibility, and reputation.

VI (e) Highlights existing members' perspectives and achievements on website and social media.
- VI (e.1) Creates "My NAKHE Story" on website and other media weekly.
- VI (e.2) Updates website to include honorary lecturer and award significance, history, requirements, and past winners.
- VI (e.3) Showcases a member of the month on website.
- VI (e.4) Publicizes member stories and accomplishments in other avenues such as Facebook and LinkedIn.
- VI (e.5) Sends awards announcements to winner's university.
- VI (e.6) Details awards description on website.

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