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# A Message from the President

Steve Estes, Middle Tennessee State University

Greetings NAKHE Colleagues! I hope you are doing well at this point in your Spring term. By the time you are reading this it is likely you are preparing for final exams and grading. I pass along a bit of wisdom (gratis) that was passed along to me when I was a young faculty that describes our lives around final exam time: "I teach for free. They pay me to grade!" Truer words were never spoken. Best wishes marking your exams!

While it is Spring as you read this, preparations are underway for the next two events on the NAKHE Calendar: the Leader Development Workshop, held this year July 9/10 at Georgia State University in Atlanta, Georgia; and our annual conference to be held January 6–9 at the Bahia Hotel, San Diego, California. Information on these events can be found at our website at [www.nakhe.org](http://www.nakhe.org). Both events will continue what NAKHE does well: leading, mentoring, networking, and communicating with our colleagues in kinesiology. Indeed, I argue that not only do we lead, mentor, network, and communicate well, we do it better than any other organization in kinesiology. Let me explain.

If one goes up 10,000 feet and looks down at all of the professional societies in kinesiology, what is apparent is that our academic societies are organized around a particular approach to our body of knowledge. We study physical activity using a particular approach, and we disseminate in our journals what we know about physical activity to scholars, professionals, and to the world. We are taught to use a particular methodology when we study physical activity – say, using the scientific method to study the body at rest or at work – and we report our findings in our specialized journals. In sum, kinesiology associations usually focus on a particular *epistemology* – the study of the nature of knowledge – and we use that focus to understand physical activity from that perspective. From this approach we get subdisciplines like sport sociology, biomechanics, sport philosophy, and others, and we use this information when we train professionals such as teachers and researchers. This is an appropriate activity as higher education is organized around academic disciplines: mathematics, the sciences, social sciences, the humanities, and so on.

Our academic departments in our colleges and universities are the bureaucratic manifestations of our academic disciplines, and our departments are bundled into colleges that (hopefully) provide us with resources and spaces that help us create the body of knowledge in our field, to disseminate it, and to acknowledge our students when they achieved basic levels of understanding of our discipline (baccalaureate), mastery of our discipline (the masters of arts, or of science), and the ability to add to the body of knowledge (measured by publication of the dissertation) through the award of the doctorate.

We do all of these tasks in NAKHE – we have the outstanding interdisciplinary journal in kinesiology in *Quest*, a journal that uses humanistic methods to integrate the subdisciplines in kinesiology, and which argues how kinesiology can be promoted in higher education. And more recently, under the leadership of editor Britt Johnson, the *Chronicle of Kinesiology in Higher Education* has made progress toward becoming its own journal. The *Chronicle* now provides a forum for young scholars in our field, and publishes science and social science articles to understand physical activity in all of our subdisciplines. As one of the oldest journals in kinesiology (published first in 1960) *Quest* has guided kinesiology scholars for over 50 years, and published landmark papers on every issue of importance to our discipline.

But these comments are merely context to my larger point: NAKHE recently redefined itself as an organization that does more than epistemology. In 2014 NAKHE engaged in a strategic planning process that subtly altered our mission to focus more on the *scholar*, and we now see

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## A Message from the President, *continued*

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our publications as the means by which we guide kinesiology scholars through their careers. One will never be a scholar in higher education if one is not intimately familiar with the body of knowledge in his or her subdiscipline, and we know that one is intimate with the body of knowledge if one is publishing in his or her specialty area. So in this sense NAKHE's approach to scholarship is that our publications – our scholarship – is the *measure* of the scholar. To put this differently, NAKHE has become THE organization in kinesiology that focuses on *ontology*. To be sure we are heavily invested in, and promoting the importance of, scholarship. In so doing we are like our sister academic associations. But we do this work in the service of the individual kinesiologist. And THAT is what makes NAKHE different. And I argue that this is what makes NAKHE the best organization for kinesiologists in higher education today, bar none.

Once we see NAKHE's mission in this light then many of NAKHE's activities make more sense. We have always honored our outstanding administrators, service providers, and scholars with awards at our national conference. To these awards over the last 10 years we began awards for the Young Scholar – assistant professors heading toward tenure and promotion, and the Doctoral Student Poster Presentation Award. These are two of the ways that NAKHE helps young kinesiologists advance their careers. More recently we began the NAKHE Engaged Scholar Program, where associate professors are supported with awards to work with an established senior colleague to produce scholarship that will help one be promoted to the rank of professor. And a newly proposed program, the Leadership Mentor Award, is designed to mentor emerging leaders into administrator positions at the university level. Finally, at the 2015 Conference in Clearwater Beach, Florida, we acknowledged for the first time the NAKHE Fellow, one who has contributed significantly to the discipline of kinesiology and to NAKHE over the life of one's career.

All of these awards and programs emphasize one aspect of our organization that NAKHE does better than any other NAKHE society: we focus on the kinesiology professor. Our scholarship, our conferences, our workshop, our journals, our networks, and our awards are all focused on helping the kinesiology scholar advance from the very beginning of one's career to its terminus. We nurture this process from beginning to end, and we tell the story of how it can go well – or, hopefully, go excellently.

I hope you will join me this July in Atlanta as we engage in our sixth Leader Development Workshop. Contact Dr. Betty Block at [betty.block@tamuc.edu](mailto:betty.block@tamuc.edu) for more information, or better yet go to our new website at [www.nakhe.org](http://www.nakhe.org) and get more information about attending. And if I don't see you in Atlanta I hope to see you in San Diego at our next national conference. Come focus on your existence as a kinesiologist – share what you know, mentor a colleague or be mentored, and immerse yourself in the community of kinesiologists in higher education. Be well, my NAKHE colleagues, and I hope to see you soon! ■



## Editor's Note

*Dr. Britton Johnson, Editor*

The Spring 2015 edition of the *Chronicle of Kinesiology in Higher Education* is complete. There are three wonderful articles in this edition. I am looking forward to many more new submissions for future editions of the *Chronicle*.

I am pleased to announce that Dr. Jody Langdon of Georgia Southern University has been named the next Editor of the *Chronicle*. She has already begun working with me on the transition to her becoming the Editor in January 2016. Jody has been an active member of NAKHE for many years, most notably serving as the Editor of OPERA in addition to creating a social media presence via the NAKHE Facebook and LinkedIn pages. She also recently served as NAKHE's Webmaster. I have no doubt that Jody will be an excellent Editor for the *Chronicle*.

Finally, the *Chronicle* is working on strengthening its connection to research from Graduate Student and New Kinesiology Professionals. We encourage those who are new Kinesiology Professionals as well as those Graduate Students who have been working on research with their professors to consider publishing in the *Chronicle* in the future.

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

### Evidence of Citation Bias in Kinesiology-Related Journals

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PEER REVIEWED ARTICLE

*Duane Knudson, Ph.D.*

*Texas State University, San Marcos, Texas*

Citations play important roles in scientific literature. Given this importance to the advancement of science, bibliometric research has a long history of analysis of citation and citation metrics (Baird & Oppenheim, 1994). The impact factor (IF) calculated from the journals indexed by Thompson/Rueters *Journal Citation Reports* is perhaps the most well-known citation metric among dozens of bibliometric variables (Ruscio, Seaman, D'Oriano, Stremlo, & Mahalchik, 2012). Bibliometric variables based on citations, however, have several well-known limitations (Brumback, 2012; Cameron, 2005; Garfield, 2006; Selgen, 1997).

One limitation of the use of the IF as a measure of journal influence is the skewed nature of citations to articles in journals. The distribution of citations to articles in journals is dominated by a small percentage of articles (Editorial, 2005; Kosmulski, 2012; Opthof, Coronel, & Piper, 2004; Seglen, 1997). In addition, most journals also have a large percentage of articles that remain uncited over many years (Ghosh, 1975; Stern, 1990; van Dalen & Henkens, 2004) with some likely never cited (Price, 1965). Preliminary evidence has been reported that citations to articles in Kinesiology journals also show a positive skew with citation counts dominated by a minority of articles published by that journal, as well as four-fold variations in citation rate across sub-disciplines (Knudson, 2015a). A skewed distribution of citations to articles in a journal constitutes a citation bias. This citation bias means that journal metrics based on these citations are biased toward a minority of the papers in that journal and are not representative of the vast majority of articles in the journal. This skewed nature of citations to journals is one reason that many studies focus citation analyses on highly-cited articles since they dominate the citations to journals (Knudson, 2014, 2015a; Shadgan, Roig, MahGahanbari, & Reid, 2010).

The influence of Kinesiology journals has been documented by studies of scholar ratings (Knudson & Chow, 2008; Miranda & Mongeau, 1991; Silverman, Kulinna, & Phillips, 2014) and several citation metrics (Knudson, 2013a, 2013b, 2014, 2015a). Only two of these latter studies reported data on uncitedness (Knudson, 2013a) and citation rates (Knudson, 2015a), factors that strongly influence citation metrics and the two primary characteristics they describe about journal influence: impact and prestige (Bollen, Van de Sompel, Hagberg, & Chute, 2009; Leydesdorff, 2009; Zhou, Lu, & Li, 2012). There was a need to document the extent of potential bias in the citation patterns of articles in Kinesiology journals. Knowledge of the skew, uncitedness, and citation rates of Kinesiology journals is important for understanding the potential weaknesses of citation metrics in the field. The purpose of this study was to document the citations, citation rates, and citation bias variables of a large sample of Kinesiology journals. It was hypothesized that citation data for highly cited articles in Kinesiology journals would show evidence of citation bias (skew and uncitedness) that has been observed in journals from other disciplines.

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## Evidence of Citation Bias in Kinesiology-Related Journals, *continued*

### Method

Citation data were sought for a sample of 100 Kinesiology-related journals. The journals were selected based on previous studies (Cardinal & Thomas, 2005; Knudson, 2013a; 2014; Miranda & Mongeau, 1991; Silverman et al., 2014), focusing on journals indexed by Elsevier's *Scopus*. This database indexes more journals than the *Journal Citation Reports* and allowed for the *SCImago Journal and Country Rank* web site to extract data on uncitedness of articles published in these journals. The 100 Kinesiology-related journals examined in the present study are listed in Table 1.

Citation counts were extracted from Google Scholar (GS) for the top 50 cited articles for each journal. The advanced search feature of GS was used indicating the journal and the years 2009 to 2013. The GS database was used because it indexes more journals and other publications (e.g. books, proceedings) than all other databases (Delgado-Loped-Cozar & Cabezas-Clayjo, 2013). This indexing of non-journal sources is important in many disciplines (Lariviere, Archambault, Gingras, & Vignola-Gagne, 2006). The author reviewed at least 100 GS indexed articles beyond the initial top 50 articles for each journal to ensure no highly-cited papers were missed. Additional searches were performed for two journals (*Athletic Therapy Today*; *Australian Journal of Physiotherapy*) that changed their names during this five-year period and the results merged with their new titles (*International Journal of Athletic Therapy and Training*; *Journal of Physiotherapy*). The GS page rank algorithm returns citations roughly in order of number of citation because the influence of citing documents is weighed. Citation data were collected in May–June 2014.

Citation data from GS were entered into an Excel spreadsheet and several citation variables were calculated once the top 50 citations were rank ordered for each journal. One variable was the total citations (T50Cites) to the top 50 cited articles. The citation rate was calculated by taking the number of citations for an article divided by the years between its publication and 2014. The mean citation rate (CRT50) was then calculated for each journal. The skew of each journals top 50 citation distribution was examined by calculating the third moment, and by calculating the percentage of the total citations for that journal in the top twenty percent of the sample (T50-20%). Two journals did not have 50 published articles indexed during this time period in GS so their top 20% was based on this smaller sample of articles (N = 31 and 40). The overall uncitedness variable (%Uncited) for each journal was extracted from the *SCImago Journal and Country Rank* using the *Scopus* database. The most similar time interval (2009–2011) data to the GS search was used to extract %Uncited values.

Descriptive data were calculated for each variable and the association between the variables examined with correlations. Statistical calculations were performed with SPSS 20 and given the multiple variables examined, statistical significance was accepted at the  $P < 0.01$  level.

### Results

The T50Cites for the 100 Kinesiology journals in GS ranged from 22 to 6320 article citations (Table 1). T50Cites to journals was skewed with a median of 1009 citations and a mean (SD) number of 1585 (1451) citations. Citation rates across journals was also skewed with a median CRT50 of 5 citations/year and a mean (SD) of 7.8 (6.9) citations/year. The distributions of the 50 top cited articles for all 100 Kinesiology journals had positive skews (0.92 to 6.25). All journals had a positive skew with a mean (SD) of 2.39 (1.08), indicating that top 50 journal citation counts were dominated by a small percentage of highly cited articles. This skew was confirmed by high percentage of citations to the top 20% of the top 50 articles. The mean T50-20% was 40.9 (8.6) percent. The %Uncited articles from these journals in *SCImago Journal and Country Rank* database ranged from 10 to 94 percent, with a mean of 43.7 (19.4) percent.

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## Evidence of Citation Bias in Kinesiology-Related Journals, *continued*

Table 1. Citation Metrics of the 50 Most Highly-Cited Articles from 100 Kinesiology Journals Indexed in Google Scholar

Journal	T50Cites	CRT50	T50-20%	%Uncited	Skew
<i>ACSM's Health Fit J</i>	185	1.1	56.8	91.7	1.57
<i>Adapt Phys Act Quart</i>	713	3.5	43.3	23.3	2.79
<i>Am J Phys Med Rehabil</i>	1869	10.0	37.5	18.2	2.01
<i>Am J Public Health</i>	5313	25.1	35.6	31.3	1.57
<i>Am J Sports Med</i>	6320	30.4	35.1	16.7	2.15
<i>Ann Phys Med Rehabil</i>	966	4.6	41.2	28.5	4.85
<i>Arch Budo</i>	234	1.5	46.2	51.6	2.90
<i>Arch Phys Med Rehabil</i>	3532	16.7	36.0	23.9	2.52
<i>Biol Sport</i>	262	1.6	43.5	69.8	1.47
<i>Br J Sports Med</i>	5560	30.1	33.8	30.9	2.56
<i>Can J Public Health</i>	398	3.3	52.0	53.8	1.74
<i>Clin Biomech</i>	2599	11.6	32.6	25.3	1.61
<i>Clin J Sp Med</i>	1797	8.6	39.2	49.6	1.47
<i>Clin Kines</i>	54	0.5	74.1	77.3	2.00
<i>Clinics Sports Med</i>	1842	9.9	47.4	42.3	2.97
<i>Curr Rev Musculoskelet Med</i>	812	4.7	51.1	53.0	2.70
<i>Curr Sports Med Rep</i>	1265	7.2	35.7	51.9	1.81
<i>Ergonomics</i>	1695	8.0	32.5	31.0	1.77
<i>Eur J Appl Physiol</i>	3028	14.1	34.7	23.2	3.58
<i>Eur J Phys Rehabil Med</i>	1327	7.4	33.8	33.3	2.42
<i>Eur J Sports Sci</i>	1077	5.7	37.0	41.4	1.49
<i>Eur Phys Ed Rev</i>	486	2.7	45.3	43.6	1.81
<i>Exerc Sport Sci Rev</i>	2418	13.4	43.4	23.4	6.25
<i>Exerc Immunol Rev</i>	374	4.0	57.0	20.7	2.91
<i>Gait Posture</i>	3073	14.0	34.5	22.1	4.40
<i>Hum Mov</i>	290	1.6	50.0	69.2	2.25
<i>Hum Mov Sci</i>	1581	7.8	36.4	29.1	1.77
<i>Int J Athl Ther Train</i>	163	0.9	44.2	89.5	2.79
<i>Hum Per</i>	722	3.5	39.9	34.4	2.00
<i>Int J Behav Nut Phys Act</i>	3320	14.7	45.4	10.3	5.15
<i>Int J Sport Man Mark</i>	360	1.8	35.6	67.8	2.19
<i>Int J Sport Nut Metab</i>	1624	8.4	37.6	28.8	1.25
<i>Int J Sport Psych</i>	637	3.0	56.8	70.6	4.97
<i>Int J Sports Med</i>	2163	10.8	45.8	36.0	3.22
<i>Int J Sports Physiol Perform</i>	1569	8.3	38.7	29.4	2.25
<i>Int SportMed J</i>	262	1.3	63.4	67.2	2.54
<i>Isokinet Exerc Sci</i>	377	2.1	46.2	52.8	4.99
<i>J Adv Ed Out Learn</i>	306	1.9	58.2	78.3	1.81
<i>J Aging Phys Act</i>	1197	5.8	41.5	25.9	2.11
<i>J Appl Biomech</i>	724	4.0	35.6	40.8	2.44
<i>J Appl Physiol</i>	5349	23.3	30.6	36.2	2.40
<i>J Appl Sport Psychol</i>	1310	5.9	34.2	28.3	1.93
<i>J Athl Training</i>	2056	9.6	32.2	38.1	1.00
<i>J Back Musculoskelet Rehabil</i>	577	3.0	39.0	50.0	1.81
<i>J Biomech</i>	3809	17.2	33.5	18.5	2.99
<i>J Electro Kine</i>	2267	10.3	35.9	25.3	2.98

(Table 1 continued on next page)

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## Evidence of Citation Bias in Kinesiology-Related Journals, *continued*

Table 1. (continued)

Journal	T50Cites	CRT50	T50-20%	%Uncited	Skew
<i>J Man Manip Ther</i>	715	3.1	45.3	47.4	4.20
<i>J Mot Behav</i>	1011	4.6	42.8	43.1	1.91
<i>J Orthop Sports Phys Ther</i>	3143	14.7	43.0	37.3	2.43
<i>J Phys Act Health</i>	2234	10.5	35.5	31.8	2.51
<i>J Physiother</i>	1315	6.7	45.9	66.0	3.97
<i>J Rehabil Med</i>	2585	11.7	32.0	27.6	1.56
<i>J Sci Med Sport</i>	3661	17.0	35.6	23.7	2.03
<i>J Sport Exerc Psychol</i>	1864	8.9	33.7	21.8	1.14
<i>J Sport Man</i>	1294	6.1	42.8	41.8	2.23
<i>J Sport Soc Iss</i>	849	4.8	48.1	45.8	1.83
<i>J Sport Rehabil</i>	923	4.6	44.1	34.2	1.49
<i>J Sports Med Phys Fit</i>	739	4.0	33.0	47.0	1.76
<i>J Sports Sci Med</i>	1296	6.0	33.0	44.1	2.12
<i>J Sports Sci</i>	3206	15.4	36.2	25.7	3.13
<i>J Strength Cond Res</i>	3529	16.9	33.6	26.6	3.42
<i>J Teach Phys Ed</i>	659	3.2	39.0	42.2	1.11
<i>J Phil Sport</i>	22	53	43.9	76.9	0.92
<i>Kinesiology</i>	194	1.1	54.6	71.0	1.47
<i>Knee Surg Sports Tra Arth</i>	403	18.9	36.0	29.9	2.10
<i>Meas Phys Ed Exerc Sci</i>	1959	2.2	50.9	50.8	2.24
<i>Med Sci Sports Exerc</i>	5243	25.0	48.6	21.1	3.43
<i>Med Dello Sport</i>	87	0.5	58.6	94.4	3.61
<i>Motor Control</i>	642	3.5	40.0	52.5	2.77
<i>Mov Disord</i>	5303	27.5	34.1	30.1	3.07
<i>Muscle Nerve</i>	2664	12.3	31.6	37.1	2.09
<i>Pediatr Exerc Sci</i>	1154	5.8	40.5	42.9	2.05
<i>Percept Mot Skills</i>	872	4.1	29.4	57.1	1.19
<i>Phys Ed Sport Pedag</i>	1043	5.5	36.3	49.1	1.17
<i>Phys Ther</i>	3325	15.7	32.0	43.9	1.44
<i>Phys Ther Sport</i>	910	5.0	39.9	42.4	3.74
<i>Physician Sportsmed</i>	885	4.9	36.2	40.2	1.26
<i>Physiother</i>	1044	6.1	34.1	36.0	3.20
<i>Physiother Can</i>	495	2.4	37.6	69.6	1.45
<i>Physiother Res Int</i>	619	3.7	39.3	52.4	1.20
<i>Physiother Theor Pract</i>	901	5.0	36.2	42.9	1.50
<i>Psych Sport Exerc</i>	2326	10.2	32.1	20.7	1.65
<i>Qual Res Sport Exerc</i>	815	4.0	46.5	42.9	2.21
<i>Quest</i>	641	3.6	38.5	59.4	0.94
<i>Res Sports Med</i>	597	3.2	33.2	42.7	1.51
<i>Res Quart Ex Sp</i>	1495	7.1	33.2	41.9	1.89
<i>Scan J Med Sci Sports</i>	3123	15.3	30.4	28.0	1.79
<i>Sci Sports</i>	369	2.5	45.8	68.1	2.62
<i>Sociol Sport J</i>	928	4.6	37.4	37.3	2.24
<i>Sport Ed Soc</i>	1009	5.9	32.8	38.9	2.27
<i>Sport Ethics Philos</i>	166	1.1	45.8	90.2	3.17
<i>Sport Hist Rev</i>	42	0.3	71.4	84.6	1.82
<i>Sport Hist</i>	201	1.2	39.6	78.9	1.42

(Table 1 continued on next page)

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## Evidence of Citation Bias in Kinesiology-Related Journals, *continued*

Table 1. (continued)

Journal	T50Cites	CRT50	T50-20%	%Uncited	Skew
<i>Sport Psychol</i>	922	4.4	43.1	39.3	3.84
<i>Sports Biomech</i>	703	3.6	40.2	41.6	2.10
<i>Sports Eng</i>	407	2.4	40.1	40.5	1.11
<i>Sports Med</i>	4563	21.8	30.4	10.9	1.10
<i>Sports Med Arthrosc Rev</i>	2116	6.3	36.8	25.4	3.59
<i>Strength Cond J</i>	717	3.7	40.9	67.1	2.35
<i>Wild Environ Med</i>	890	4.7	42.8	59.1	5.66
Mean	1585	7.8	40.8	43.7	2.39
SD	1451	6.9	8.6	19.4	1.08
CV (%)	91.5	88.5	21.1	44.4	45.2

Note: T50Cites is the total citations to the top 50 cited articles, CRT50 is mean citation rate (citations/year) for the top 50 cited articles for each journal, T50-20% is the percentage of the total citations for that journal in the top twenty percent of the sample, %Uncited is the percentage of articles not cited in journals indexed by *Scopus* from 2009 to 2011 as extracted by *SCImago Journal and Country Rank*, and Skew is the third moment of the citation distribution.

There was a moderate positive correlation ( $r = 0.58$ ,  $P < 0.01$ ) between %Uncited and T50-20%. There was naturally a strong positive association ( $r = 0.99$ ,  $P < 0.01$ ) between T50Cites and CRT50. Most of the associations between these citation variables were not statistically significant or could not be described with correlations because of non-linearity or heteroscedasticity (Table 2). The skew of top 50 citations for each journal was not associated with any other variable.

### Discussion

Data from the present study supported the hypothesis that top citations to Kinesiology journals indexed in GS show positive skews that could bias many citation metrics for these journals. All 100 journals had positive skews, so the citation distributions to articles were heavily influenced by a small percentage of articles from that journal. These results confirmed the skewed citation distributions of Kinesiology journals reported by Knudson (2015a). Citation rates had a positive skew and the median CRT50 (5.0 citations/year) agreed well with the median citation rate (5.2 citations/year) reported for the top 30 citations of 100 Kinesiology journals (Knudson, 2015a).

Median data indicate that about 40% of the citations to the top 50 cited articles come from the top 20% of the top 50 citations in these journals. In addition, about another 40 percent of the articles published by these journals from 2009 to 2011 were not cited over a three year

Table 2. Correlations of Citation Metrics from 100 Kinesiology Journals

	CRT50	T50-20%	%Uncited	Skew
T50Cites	<b>0.99*</b>	-0.47 $\zeta$	-0.65 $\zeta$	0.10
CRT50		-0.46 $\gamma$	-0.64 $\gamma$	0.10
T50-20%			<b>0.58*</b>	0.21
%Uncited				-0.10

Note: See Table 1 Note and text for abbreviations. Significant ( $p < 0.01$ ) linear associations indicated in **bold** and the symbol \*. The symbols  $\zeta$  and  $\gamma$  indicate the correlation coefficients should not be considered accurate given the non-linearity or heteroscedasticity of the scatterplot of these variables, respectively.

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## Evidence of Citation Bias in Kinesiology-Related Journals, *continued*

period in journals indexed by the largest, controlled database (*Scopus*). There was a weak positive correlation ( $r^2 = 34\%$ ) between these two indicators of citation bias in Kinesiology journals (%Uncited and T50-20%). These new data on high rates of uncited articles in Kinesiology journals supports previous observations of uncited articles in 60 Kinesiology journals (Knudson, 2013a).

These high rates of skewed citation distributions and uncited articles in Kinesiology journals support the hypothesis that many journal metrics based on citations for these journals will not be accurate descriptors of the majority of articles published in that journal. This hypothesis is also supported by the positions of numerous scholars and editors from other disciplines warning about the dangers of uncritical use of journal citation metrics like the IF to evaluate journals and articles (Adler & Harzing, 2009; Brumback, 2012; Cameron, 2005; Editorial, 2005; Kosmulski, 2012; Kurmis, 2003; MacRoberts & MackRoberts, 1989; Opthof, Coronel, & Piper, 2004; Seglen, 1997; Starbuck, 2005), as well as the San Francisco Declaration on Research Assessment (<http://am.ascb.org/dora/>) that has been signed by over 12,000 scholars and 500 scholarly organizations as of February 2015. There is clearly growing recognition that citation metrics like the IF are widely misused as surrogate measures of journals and scholarship, however there is less agreement on solutions to this warped reward system.

A variety of solutions have been proposed to the ranking and impact factor mania have been proposed including reforms in funding and tenure/promotion procedures, deemphasizing journal rankings and elite/luxury journals, improvements in bibliometrics and altmetrics, and the return of individual scholars to core scientific values (Adler & Harzing, 2009; Casadevall & Fang, 2014). Casadevall and Fang (2014) note that only if individual scientists emphasize qualitative evaluation of research quality, advancement of knowledge in their field, and service to society in evaluating research will IF abuse decline. The influence of journals and research is multi-dimensional and cannot be measured in a single metric. West & Rich (2012) hypothesize there are three dimensions of journal influence: rigor, impact, and prestige. Several current bibliometric variables correlate well with the impact and prestige factors for Kinesiology journals (Knudson, 2013b). Additional research exploring improvements in bibliometrics and qualitative confirmation of these data by Kinesiology scholars could be useful support data for a multi-dimensional evaluation of journals in the field. Improved knowledge of journal dimensions of influence should not be used by faculty as short-cuts to evaluate individual research articles or scholars. Even article-level bibliometrics or altmetrics need to be interpreted with care, and used only as a supplement to the critical evaluation of the quality of the individual scholarly articles themselves. Judging articles by the cover or IF of the journal they are published in is not supported by the research and does not improve the field.

Limitations of this study include the typical inaccuracies in the indexing of citations to articles, journal coverage of the databases searched, and investigator error in searching the GS database. Since there is no agreed upon canon of Kinesiology-related journals (Knudson, 2015b), there is also potential bias in any sample of journals selected from this diverse field. Given the study used the largest number of Kinesiology journals ( $N = 100$ ) and top cited articles ( $N = 10$ ) of any study to date, as well as the agreement of several results with previous research argue that these limitations do not pose a threat to the results. The journals studied were clearly biased in that only English language Kinesiology journals were studied even though there are many non-English journals related to Kinesiology.

It was concluded the top 50 citations to 100 English-language Kinesiology journals indexed in GS showed skewed citation distributions and high rates of uncited articles in *Scopus*. These observations supported the hypothesis of citation bias in Kinesiology journals and call into question journal metrics based on citations for these journals. Most citation-based metrics will not be representative of the majority of articles published in these Kinesiology journals over the same time period.

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## Evidence of Citation Bias in Kinesiology-Related Journals, *continued*

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# Using Social Media to Market Your Kinesiology Program

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## PEER REVIEWED ARTICLE

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Social media has risen to become so common place that people living in the same household use it to communicate with each other throughout the day; sharing text, pictures, videos, and articles of interest. Currently it is impacting how we interact with each other and the world around us, especially as that interaction becomes more global. According to ComScore (2012), it is estimated that one out of every five minutes spent online is through the use of a social media outlet. It is believed that 47% of all adults use at least one social media site (Hampton, Goulet, Rainie, & Purcell, 2011). Neilsen (2011) reported that for adults who rated themselves as active internet users, four out of every five visit networking and blog related sites. There is increasing successful use of social network sites by the business sector, and there is an increased use with younger generations. The potential to increase the communication lines between higher education programs, specifically kinesiology programs, and their potential students seems like a worthwhile endeavor (Boyd, 2008). Many universities are putting pressure on retention rates. This requires that administrators of kinesiology programs focus not just on keeping their current students, but recruiting students who will be engaged in the program. The purpose of this paper is to discuss the use of social media, and its ability to market a kinesiology program in higher education.

Past research has demonstrated social networking's potential for both educational and marketing purposes (Augustsson, 2010; Kim, Jeong, & Lee, 2010). When looking at marketing in higher education, social media has been identified as a potential tool to fill the void in marketing communication, allowing students to additionally sift through the information a program provides to get to information the student wants, and may be an extremely powerful tool as universities try to reach and retain students (Helgesen, 2008; Hemsley-Brown & Oplatka, 2006). It is worth noting that the current consumers of higher education (i.e. kinesiology students) are in the age group that is more reliant on peer-to-peer communication and recommendations than the traditional media and marketing streams offered by businesses and universities. This is important since there has been an increased distrust in the traditional forms of marketing and a reduced reliance on expert opinion by consumers (Thomas, 2007). This has been noticed by major companies as well as specific businesses like Amazon, who removed their expert book reviewers due to sales being driven more by consumer recommendations (Cukier & Mayer-Schonberger, 2013).

## What Is Social Media Used For?

Outside of the typical and expected social uses of social network sites, there has been an interesting development of other uses that may shed light on social media's importance to higher education's program recruitment. Additional uses of social media include:

- Assessing and talking about purchases (e.g. reasons why current students and faculty enjoy your program,
- Discussing news and entertainment (e.g. updates on event changes or new department news),
- Sharing and accessing reviews (e.g. class recommendations or feedback on events),
- Interaction with companies and organizations (Newman, Peck, Harris, & Wilhide, 2013).

*(continued)*



## Using Social Media to Market Your Kinesiology Program, *continued*

As mentioned earlier, kinesiology students are becoming more and more involved with educating themselves on other opinions besides the “expert” who used to be weighted so heavily. This means the billboard catching titles about rankings from US News and World Report and Forbes may be losing their value with the current generation of traditional college students. Engagement through social media will allow a university program to be able to connect current and future students into being part of the university’s developing community as they begin their college years, but may also serve as a way for universities and their programs to gauge their brand value and marketing reach (e.g. is anyone even discussing the Get Fit night hosted by the kinesiology department?). Most websites (including the universities) are able to track geographical locations of views; services can also be provided by certain companies like Facebook for fees, and sometimes even for free for educational uses. It may also allow university programs to evaluate things they do well, as well as things that are done poorly that students actually care about. This allows for corrections and improvement to occur at the university, department or program level.

### Moving Traditional Marketing to More Engagement

The traditional 4 P’s of marketing (Product, Price, Place, and Promotion) is a model designed to create a packaged item (e.g. in the brochure is the mission statement, key elements of the program, potential jobs, and then pictures of happy kinesiology students). This is for the consumer to end up desiring the product (Masteralexis, Barr, & Hums, 2015). However, it is not necessarily considerate of the consumers’ actual needs or wants, but instead attempts to dictate those needs and wants. Lauterborn (1990) noted that we should be recreating this model to better fit the needs of the consumers. That marketing should be designed specifically to their actual wants and needs. This is not referring to the content in the classroom, but the way we package and sell our kinesiology departments. Instead, the emphasis needs to shift towards student engagement. This is especially important when we are considering that students are typically looking at a school to spend their next four to five years, and our program often wants to build a sense of community with the student. His model encourages this engagement by transferring the 4 P’s into the 4 C’s.

- Product, becomes Consumer (e.g. what is the kinesiology department going to give to the student besides a degree?).
- Price, becomes Cost (e.g. what is required, where am I going to work? What else am I getting besides classes?).
- Place, becomes Convenience (e.g. where can students go to ask questions about the department outside of normal office hours? Is there a place to talk about the kinesiology field outside of class?).
- Promotion, becomes Communication (e.g. do the faculty and peers get to know the student?) (Lauterborn, 1990).

### *The Consumer*

Focusing on what potential students are looking for by engaging them in social media allows the program, department or college to decide how it represents itself. Instead of putting together a nice package to showcase the program, which often is the same showcase of the program given to upper administration, the program can pinpoint the areas that students want to see the most and develop a way to feature them specifically. Many students are becoming interested in success stories and jobs that graduates obtain after they graduate from the program they are with, rather than the latest equipment that was purchased and placed in the lab.

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## Using Social Media to Market Your Kinesiology Program, *continued*

### *The Cost*

With the increased exposure and research ability provided by the internet and new technology, more of the kinesiology program's opportunities are able to be considered than the traditional program brochure and campus visit. With the rising cost of tuition at many institutions, the student attending a specific school solely to have it named on their resume are becoming few, and potential students are looking beyond what is listed in the program's brochure. The additional insider content a potential student might see through social media engagement with the kinesiology program might give them insights into what is in the heart of the program and what might be gained by attending. This is beyond the brief summary provided by the brochure and staff in admissions (e.g. sport management students working at a NFL game). This allows current students and faculty to also talk and engage potential students over topics the potential students find interesting (Newman, Peck, Harris, & Wilhide, 2013).

### *The Convenience*

Customers tend to be busy with many things when considering a serious decision, and that means the more time they have to engage and consider an item, the more surety of their purchase. In American society, consumer value is placed on the ability to make decisions and evaluate things on our own time, and have the flexibility to complete the tasks. By opening up a way for students to see inside your kinesiology department, or a specific program with social networking sites, you give them that chance to watch and discover more about the program. Additionally this allows them to also do it at their own pace. This does not remove the value of having the time to come in and meet with a program coordinator or faculty member, but it does allow the potential student to interact with the program and ask additional or follow up questions. It can also allow them to ask many basic questions before a visit so that specifics can be inquired in person (e.g. "what percentage of students graduate the program?" can lead to the specifics of where alumni are currently working).

### *The Communication*

This is the crux of the discussion in using social media for marketing. The need for communication to exist between the kinesiology department and the public it serves is paramount in the development and creation of value. This leads to the emphasis and development of relationships between the program and alumni, current students and potential students. The strength and quality of the relationship that is built has a positive correlation on long-term consumer loyalty (McAlexander & Koenig, 2001). This means that current students who are engaged with the kinesiology program are more likely to stay, boosting retention rates, as well as finding ways to give back to the department after they graduate (e.g. guest speaking, allowing current students to intern, or providing financial gifts for needed equipment).

### **Who Needs to Be Engaged?**

Identifying who needs to be included in your department's outreach is important when building that sense of community and promotion. Most of this article is directed towards meeting the needs of potential students, and for getting them excited about the department and its programs. However, their ability to see interaction among those already involved with the department will go a long way to demonstrating that there is an interaction and a sense of community with your program. A study by the Pew Research Center (Newman, Peck, Harris, & Wilhide, 2013) noted with the traditional, American, college-age crowd (ages 18–33), over 83% used one or multiple social networking sites. This isn't unique to the US though, according to a study in the Netherlands (Newman, Peck, Harris, & Wilhide, 2013), 91% of youth ages 16–25 were active on social networking sites in the Netherlands.

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## Using Social Media to Market Your Kinesiology Program, *continued*

### Recommendations and Tips for Using Social Media

#### *Be Relevant*

Post information on what is going on in the kinesiology program and have it updated often. This could be about clubs that are in your program, honor societies, special events, or awards/acknowledgements won by professors or students. Keep up on topics that are current in the field, and be willing to report or comment on them. Graduates of the program may be willing to stay in contact and involved if there is information that is relevant to their profession. This could involve pedagogical theories to or new legislation in the field.

#### *Have Original Content*

It is fine to retweet or repost relevant content about the field, and in fact reposting things that your majors submit or comment on related to the profession may help keep others involved, but don't forget to have originality as well. This is what will help separate your program from others. This could simply be reporting things that are going on in your program, but more importantly could involve your professors reporting on their expertise. Social media provides a wonderful opportunity for specialty fields, and areas of study to be explored and shared with all. This further develops interest in special fields, and also strengthens the uniqueness of your department's brand. Professors with very specific areas of study are becoming more and more acknowledged through their use of social media outreach like Twitter. It may also encourage your faculty to progressively stay on top of their research topics if they have items of report or interest. This also provides the kinesiology program with an easy method to demonstrate their faculty's contributions to their fields, as well as providing the upper university administration an additional way to find ways to market the program by picking up posts that are social items released by the department. It is worth noting however that there is a current debate over the topic of research findings and social media, and currently it is frowned upon to release findings before they can be professionally presented. This is mostly due to the lack of peer reviewing that occurs for professional presentation, and in the past the media has picked up the social media results and reported them without validation or peer-reviewing occurring.

#### *Be a Little Flashy*

Although the field of academia tends to have a stereotype of being dry and staunchly boring, most of those in their respective fields believe that their respective profession is exciting and very enjoyable. This excitement needs to pour out even more when looking at the marketing capabilities for your program. Students need to feel the drive their own professors and program staff have for the field. This benefits the students by showing them that the faculty are more than just in-class instructors that teach a class. This can be done with a host of pictures (most commonly using Instagram) or short videos (called Vines for Twitter). Faculty can demonstrate and taking pride in their work with students, labs or research, and especially any service learning projects.

#### *Have One Dedicated Individual Handling the Account*

This is very important due to the need to provide consistency for the face of the program. This may be a faculty member, staff member, or a graduate student, but it needs to be someone who has the drive and energy to consistently enjoy being on social media and is trustworthy enough to use good judgment. Even professional organizations and businesses are occasionally suffering backlash from a poor release on social media. A great example being the Gatorade/LeBron James Twitter issue during Game 1 of the 2014 NBA Finals when Gatorade's twitter account stated that LeBron, personally sponsored by Poweraid, wouldn't be cramping if he was on Gatoraid ... but since Gatoraid is the official sponsor of the NBA that is what he

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## Using Social Media to Market Your Kinesiology Program, *continued*

was actually drinking at the game, and it was noted and mocked by many NBA fans via social media. Therefore, it requires someone who can not only control their own posts, but watch and control the amount of interaction with others, and discern when a friend request or reposting another's statement may be a risk for the department's reputation.

### Conclusion

The growing reality is that incoming and potential students overwhelmingly use social media, and besides conversing to each other about their everyday lives, they are also sharing their evaluations about their experiences with the kinesiology program. In ignoring this, a department or program may be missing out from the conversation, and that may place the program at an extreme disadvantage in terms of recruitment, retention rates, and the sense of community that higher education claims to hold so dear. The first step can easily be to sit down and talk to other faculty, as well as graduate and undergraduate students, on what would be of interest to them and decide who carefully uses social media often enough to run an official account(s). Designing templates and having policies for basic social media releases and setting a system up for monitoring is highly encouraged. It is recommended for an administrator to create an account on which ever social media platforms are used by the department to check and monitor social media releases as they occur.

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# Type and Frequency of Feedback Comments Delivered by a Graduate Student Physical Education Teacher

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## Introduction

Feedback is a broad topic that encompasses much human interaction. The ability to provide clear and concise interpretations of a human's actions, as a means of promoting beneficial change, anchors at the center of defining positive, constructive feedback. Recognizing the language that surrounds this broad topic is the key to unlocking societal divides and organizational barriers, releasing the tools necessary to unite, prosper, and educate others as to their full potential. This paper seeks to parallel the varying aspects of feedback, as it binds or fractures language that can inspire greatness or debilitate potential.

The family tree of feedback terminology is rooted in examining how dyadic responses are initiated and evaluated. Society, organizational structures, education, outdoor education, and specifically physical education are defined by the ability of leaders to provide clear instruction and evaluation. Several types of feedback will be examined in this paper as the concept and associated practices relate to divisions in society, work environments, and all types of education. The intention of the research was to expose parallels in how feedback affects instruction and interpretation of information by a pre-professional physical educator, and to highlight commonalities for the purpose of professional enrichment. Each of these various types of feedback has directed purpose intended to affect, or effect, the state of the recipient. Some feedback is given in support, some to inspire change, and some to commend current actions. The researcher hypothesized that feedback, when examined closely would increase in frequency with calculated responses over a defined eight week period. A second hypothesis centered on changes in feedback type and target. Finally, a hypothesis was tested to determine if there were changes in feedback comments provided to male and female students over time.

## Literature Review

Feedback as the subject of countless studies has been identified as one of the top ten influences on learning, (Skipper & Douglas, 2012). Developing the skills necessary to communicate and provide positive, constructive feedback to an intended audience is an inherent leadership quality. As stated by Sutton, Hornsey and Douglas (2012), "... feedback is generally taken quite seriously because it has implications for a variety of personal and interpersonal outcomes and helps people navigate life more successfully" (p. 2). People are dependent upon accurate and timely feedback as a measure of personal status; without feedback knowledge of needed personal change or adaption would not exist. The ability to provide clear, concise feedback is critical to effective teaching-learning exchanges. Understanding how accurate, timely feedback can positively affect achievement of outcome objectives is a basic teaching function (Cogerino, Bois, & Amorose, 2007). As such, teachers provide feedback across educational domains not only to reinforce learning and correct student errors, but also to modify behaviors.

Focusing specifically on physical education, it is important to clearly define how instructional methods vary from those utilized in a traditional classroom, with the major difference noted as student engagement in physical activity. Not only is feedback intended for motor skill performance but also as a means to mitigate physical injury. Student participation in developing motor skills increases potential opportunities for injury. This potential for injury challenges

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## Feedback by a Graduate Student Phys Ed Teacher, *continued*

physical education teachers to understand the various forms of feedback, and how each type of feedback plays an important role in the success and safety of student participants.

Type and rate of feedback should vary according to the age of the student. In the development of motor skills, higher rates of augmented feedback should be given to younger students, ages 6–13, as compared to post-skill demonstration corrective feedback provided to an older age group (Goh, Kantak, & Sullivan, 2012). This is reflected in the fact that older students have time to make cognitive corrections prior to receiving feedback.

Augmented feedback techniques have been reported as most effective during physical activity (Tan, 1996). This is specific interaction between the teacher and student during the activity or skill and should initiate skill or behavior adaption, positively altering the performance outcome. Research indicates that within a 30-minute period, physical educators should provide 30–60 feedback statements to maximize their effectiveness (Tan, 1996).

### Methods

For this quantitative case study, results for the eight weeks of data collection included a focus on frequency of type of feedback delivered in a class setting. A graduate student enrolled in a student teaching internship at an elementary school in a rural setting collected data during the eight week assignment. Data were collected via audio and video devices and analyzed over an eight week period. A minimum of three class sessions were recorded each day, four days per week for the specified eight week period of time which resulted in 96 coded teaching episodes. Both rate and type of feedback were calculated and reported through descriptive techniques.

The student intern identified feedback was given to a group or an individual, and to either male or female students. The term feedback was narrowed down and classified into specific categories. These individual feedback categories were operationally defined as, positive (Pos), negative (Neg), objective performance (ObjP), augmented (Aug), corrective skill (CS), corrective behavior (CB), and congruent (Con). Abstract praise (AP), and concrete praise (CP) are linguistic variations that have tremendous impact on child mastery-oriented skill development. The student intern also sought to identify and code the ratio of abstract praise to concrete praise. Data was then analyzed by the student intern by counting the number of recorded feedback responses. Every time the student intern responded with a defined feedback type it was indicated in the corresponding box within the chart.

### Results

Identifying the mode on a weekly basis allowed the researcher to compare feedback comments from week to week and identify shifts in feedback type over the eight week internship. Variables including type of activity, grade level, and class size were considered when coding feedback comments. Trends in responses showed little variance in week one; however, when compared to comments of week eight significant variations in rate and frequency were identified. Operational definitions allowed for coding consistency for feedback type positive, negative, objective positive, augmented, CS, CB, AP, and CP (see Table 1).

Additional variables included the direction of the feedback (individual, groups, or full class) as well as a coding for gender of the feedback target. Limited research is available regarding male/female students in an elementary setting. Through the use of the frequency table, the investigator was able to see which independent variables initiated the most feedback responses. Once each feedback response was coded a percentage could be assigned that indicated rates of feedback given to groups/individuals and toward males/females.

With respect to direction of feedback comments, results indicated individual feedback was more commonly given. The target of the feedback comments to the full class (20.3%) was

(continued)

## Feedback by a Graduate Student Phys Ed Teacher, *continued*

Table 1. Feedback Comments – Types/Frequencies

Week	1	2	3	4	5	6	7	8	% of Total
Obj	30	84	96	126	81	120	51	50	33
Aug	0	8	4	62	82	7	44	55	13.5
Con	9	7	20	46	52	78	54	72	17.4
CS	0	10	0	44	138	85	64	81	21.8
AP	0	0	1	6	34	66	45	53	10.6
CP	10	0	2	7	40	13	0	0	0.04

Note: Obj = Objective; Aug = Augmented; Con = Constructive; CS = Corrective Skill; AP = Abstract Praise; CP = Concrete Praise.

used less often when compared to individual students (79.7%) (see Figure 1). The direction of feedback comments were tallied on a weekly basis, allowing the student intern to see trends in direction of stated feedback comments. When the data were analyzed based on intended target classification of male/female, a more even distribution of comments was noted, 50.7% were male specific and 49.3% were female specific (see Figure 2). Data were re-coded for in-

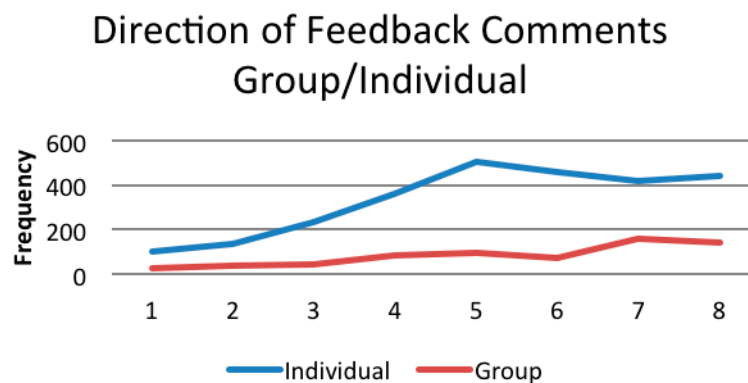


Figure 1. Intended Target of Feedback (Individual/Group).  
Comparison of group/individual directed feedback comments over time.

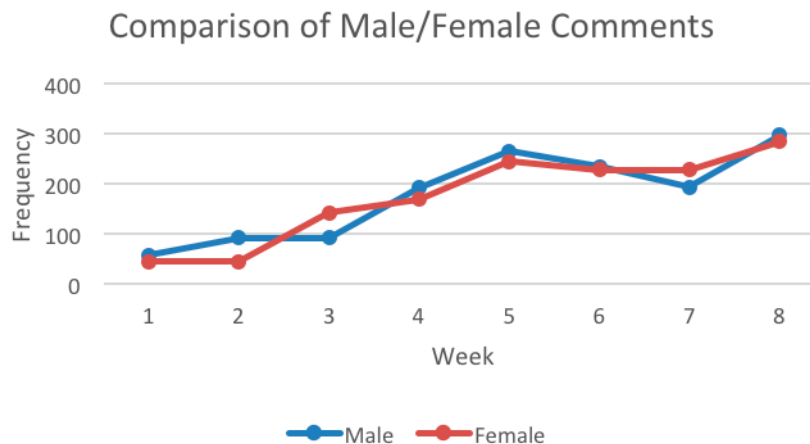


Figure 2. Intended Target of Feedback (Male/Female).  
Comparison of male/female directed feedback comments over time.

(continued)

## Feedback by a Graduate Student Phys Ed Teacher, *continued*

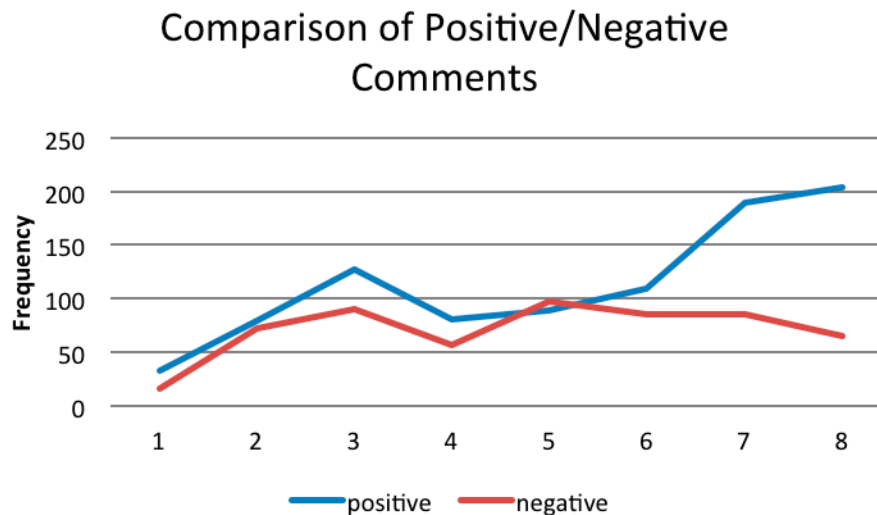


Figure 3. Comparison of Positive/Negative Comments.  
Comparison of positive/negative feedback comments over time.

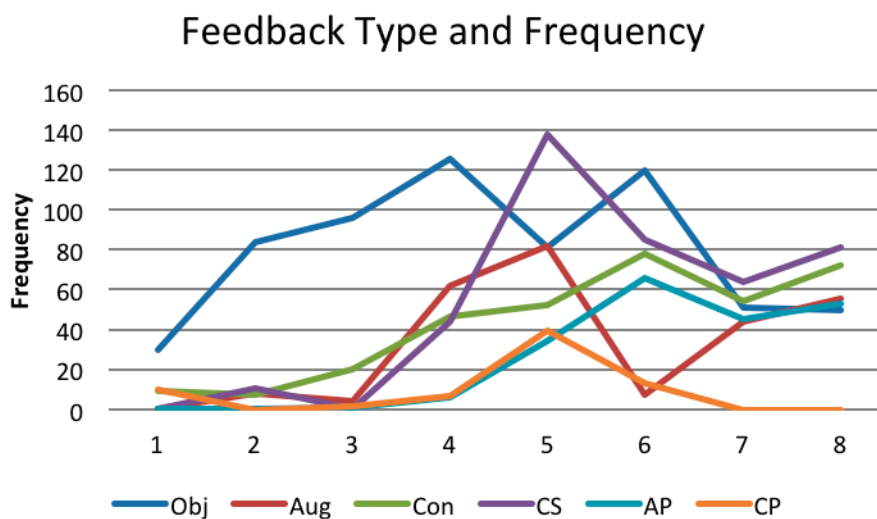


Figure 4. Changes in Feedback Type.  
Changes in feedback type over 8 week student teaching internship placement.

tent (negative/corrective or positive), overall 61.7% were positive and 38.3% were coded as negative/corrective (see Figure 3). Figure 4 displays the changes in type and intent (positive/negative) over the eight week internship period.

## Discussion

Feedback is the salient interaction that is a critical common component of communication in every aspect of society. This study was designed to gauge how feedback responses of a graduate physical education student intern changed over an eight week period. The researcher hypothesized that feedback, when examined closely would increase in frequency with calculated responses over a defined eight week period. A second hypothesis centered on changes in

(continued)

## Feedback by a Graduate Student Phys Ed Teacher, *continued*

feedback type and target. Finally a hypothesis was tested to determine if there were changes in feedback comments provided to male and female students over time.

Through video recordings of class sessions the student intern was able to view, identify, and code the type and frequency of feedback comments to students. The results suggest that as the student intern became comfortable in the environment and developed a relationship with the students that feedback type and frequency would change over the specified eight week time period. At the outset, the student intern provided generic responses to students that were objective and not related to correcting student performance. By the mid-point there was a sharp increase in augmented feedback comments which is noted as the most effective form of feedback for physical education instruction (Tan, 1996).

The ratios of positive to negative/corrective behavior comments changed over the eight week period (see Figure 3). The data suggests that in the initial stages the student intern provided more negative/corrective behavior comments and in the final stages a more controlled environment with a higher degree of positive feedback comments. Finally, the data displayed in Table 1 suggests that the student intern was able to vary the type of feedback that was provided to students in different settings and to different skill levels. Lee, Keh, and McGill (1993) noted the importance of providing feedback to both high-skilled and low-skilled students to more effectively encourage skill development. During the initial stage there was limited change in types of feedback and the student intern relied on comments directed at objective performance. Over time, as the student intern adjusted to the classroom, the type of feedback comments delivered became more controlled and specific in type and direction.

The data suggest the student intern's feedback techniques improved over the eight week period; changes in frequency, type, and direction are indicative of initial gains in professional behaviors. This could be an indication of an increase in the student intern's confidence level, a change in the teacher-student relationship, or a change in the student intern's ability to provide calculated responses to meet the needs of the students. With continued development of professional behaviors, the student intern will be able to more effectively control the rate of feedback comments and the type of feedback to students thereby establishing an atmosphere conducive to meet the diversified needs of students in the physical education setting.

### Impact on the Field of Kinesiology

One of the most important skills for pre-service Pre-K–12 teachers to develop is the ability to build on the knowledge that students bring into classrooms, particularly that knowledge which is shaped by their family, community, and cultures. Interactions between teachers and students in physical education are affected by such variables as verbal behaviors, perceived differences in physical ability, teaching styles and strategies, as well as class management. When these variables are affected by whether a student is a female or a male, the interactions become gendered interactions. One obstacle in developing a democratic classroom is ensuring that male and female students are treated equitably. There is general agreement in the literature that socialization affects how teachers interact with students (Rohrkemper, 1984). This study suggests that by raising awareness of the type and frequency of feedback during student teaching placements, early interventions may be considered before the student teacher enters the workplace in a fulltime capacity.

Becoming a reflective teacher means looking at what personal behaviors in the classroom, reflecting on those behaviors, and assessing the outcomes—a process of self-observation and self-evaluation. The systematic collection of audio and video data provides pre-service, as well as in-service teachers, with information about what really goes on in the classroom; and analysis and self-reflection provides the opportunity for pre-service teachers to identify and explore personal practices and underlying beliefs. Resultant changes in professional behaviors and teaching schemata can then be guided by university-based or school-based mentors.

*(continued)*

## Feedback by a Graduate Student Phys Ed Teacher, *continued*

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Planned research activities as noted in this study provide a mechanism for reflective teaching and reflective practice in a format that can be replicated in later years.

Providing effective feedback requires much practice and continued reflection to become part of the in-service teacher's repertoire. Effective feedback also requires the ability to develop an appropriate and positive classroom climate, and the ability to deal with the complexities of multiple judgments. In addition, a deep understanding of the subject matter is required to efficiently connect the task to scientific concepts. As teachers gain more experience they are able to devote time and thoughts to feedback when they automate many other tasks in the classroom and thereby provide rich learning opportunities for all students. This approach increases the amount of teacher time and resources that can be reallocated for responsive and appropriate feedback (Hattie & Jaeger, 1998).

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## 2015 Leader Development Workshop

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*Steve Estes, 2014–2016 NAKHE President*

*Betty Block, 2015 Leader Development Workshop Coordinator*

The 2015 Leader Development Workshop (LDW) will be held once again in Atlanta, Georgia, July 9–10, at Georgia State University (GSU) and will be hosted by the Department of Kinesiology and Health. This will be the sixth meeting of the LDW, an event that was the brainchild of the NAKHE Future Directions Committee in 2008. While it was thought at the time that a “summer seminar” would be of interest to NAKHE members, those who developed the idea had no idea that the LDW would become one of the central features of NAKHE in such a short period of time.

In 2008 the Future Directions Committee (FDC) was composed of Joy DeSensi, Leah Fiorentino, Alison Wrynn, Steve Estes, and Bob Pangrazi. The usual topics of the FDC were discussed – the 2010 NAKHE theme (we did *Good To Great*, based on the best selling organizational management book by Jim Collin), liaison with the new sister organization American Kinesiology Association, the restructuring of the NAKHE Board (which occurred), and some NAKHE management suggestions. The idea for a summer event for NAKHE members was suggested by Leah Fiorentino and Alison Wrynn, and from the FDC Minutes one is able to understand much about how the LDW was born:

**Action Item – Regional Summer Seminars:** NAKPEHE (our name at the time) members could sponsor these at a particular university, to be held at the other end of the country from the conference. ... NAKPEHE should not use a conference center – use a university. Should be cheap. Need to have the name of the organization and a department (Example: NAKPEHE sponsors in partnership with Arizona State University). Suggested that the president get behind this idea and authorize it.... Example topic: ethics. Still another: Millennial students. Not paying for speakers, etc. This is a *cheap* conference, but of very high quality because of the intimacy and the flexibility of topics. ... A seminar monograph could come out of this effort. Could be peer reviewed. People would go to the seminar to be in *the one room* that has a topic they like.

It is interesting in hindsight to see how closely the LDW adhered to this FDC idea. The LDW is held on the campus of Georgia State University, located in one of the nation’s largest cities with an international airline hub. Public transportation is available from the airport to the GSU campus, and the Department of Kinesiology and Health provides meeting facilities for free and inexpensive housing (\$35/night) at residence hall facilities. Registration is free to NAKHE members. Local restaurants are used, all within walking distance of the campus. The sessions last a day and half, beginning on Thursday morning and finishing at noon on Friday. NAKHE members have come from the west coast on red-eye flights, stayed for a couple nights at the campus, and returned home for less than \$400 for the entire event!

The FDC did not suggest a specific topic; rather it wanted an event to be held in the summer so that NAKHE members could meet and gather in *one room* so that members could take advantage of what NAKHE does so well: mentor, network, and communicate. The topic that came to be the focus of the “regional summer seminar” was leadership, perhaps influenced by one of the central themes of Jim Collins’ book *Good To Great* – the Level 5 leader who Collins argues is central to transforming a good organization into a great one.

At the time these authors were interested in the issue of leadership in higher education. Steve was in the process of editing a special issue of *Quest* that focused on leadership (Volume 62, Issue 3), and Betty wrote one of the articles for this issue. These two suggested that the first “summer seminar” focus on the issue of leadership in kinesiology, and the rest, as they say, is

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## 2015 Leader Development Workshop, *continued*

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history. What was anticipated to be a single theme of a series of summer seminars became the focus of all NAKHE summer seminars. The reason for this continuing overarching theme of leadership became clear several years later when one of the LDW themes was strategic planning. More on that in a moment.

The first LDW was general in nature. Topics included the changing nature of higher education, led by Betty Block; middle management and leadership, led by Jesse Germain; women in leadership, led by Leah Fiorentino; and a summary of leadership issues in kinesiology led by Steve Estes. The question was asked, “Is the LDW worth your time and money?” The answer was a resounding “Yes,” and suggestions were put forward to improve the quality of the summer seminar. In particular it was suggested that the attending NAKHE members be divided into two very general categories: “senior” leaders and “emerging” leaders. The former’s role is to mentor the latter, and the LDW would become the place where NAKHE members who are interested in assuming administrator roles in kinesiology and the university at large would be able to begin discussing how to go about gaining such a position, and how to do it well. In short, the tagline “Where Scholars Learn To Lead” became the implicit mission of the summer seminar, and this mission became one of NAKHE’s primary missions as a scholarly organization.

The 2011 LDW was run much like the 2010 seminar, with sessions on intercollegiate athletics led by David Claxton, funding kinesiology departments led by Steve Estes, and back by popular demand was a focused session on women in leadership led by Leah Fiorentino. Once again the LDW wrapped up with a reflection of what we could do better, and the suggestion was made to have each LDW focus on a particular theme. It was decided that the 2012 LDW would focus on strategic planning. NAKHE member Jesse Germain, Deputy Department Head at the United States Military Academy and trained in strategic planning by the Army, was tasked with planning the LDW with coordinator Steve Estes.

2012 was a landmark year for the LDW as the sessions there changed NAKHE in important ways. Jesse Germain provided the “big picture” of strategic planning and what can be accomplished with it. This was then followed with one of the most important sessions in NAKHE’s history. Tara Tietjen-Smith led the participants in a strategic planning *exercise* called “Practical Strategic Planning.” What Tara decided to do was to develop a strategic plan for the one Association that all of the members attending had in common: NAKHE. What came out of this session was a draft mission statement for NAKHE:

NAKHE is devoted to promoting leadership through mentoring and networking among administrators, faculty, and students inclusive of disciplinary and institutional affiliation. Our diverse membership works together to create progressive partnerships, scholarly papers, and projects. We seek to foster continuity and focus as a premier voice for kinesiology.

Naturally all of the workshop participants liked this mission statement – we wrote it! What we did not anticipate was that this exercise was so inclusive, so well reasoned, and so consistent with what NAKHE members do and how we think that it very quickly became confused with NAKHE’s *real* mission statement: “The mission of NAKHE is to foster leadership in kinesiology administration and policy as it relates to teaching, scholarship and service in higher education.” Such was the confusion (people were actually talking about our mission statement – now *that’s* unusual!) that it was decided at the NAKHE Board of Directors meeting at our annual conference to label the LDW draft mission statement as a “Statement of Direction.” It was further decided that NAKHE would have a *real* strategic planning session at some point in the near future to review and update our existing mission statement. Now *that’s* what we call a great presentation by Tara Tietjen-Smith and Jesse Germain!

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## 2015 Leader Development Workshop, *continued*

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The 2013 LDW had the theme of “The Characteristics of the Kinesiology Leader.” By this time the LDW had both the implicit and explicit mission of training emerging leaders for administrator roles, and sessions by Steve Estes (on leader development and the Myers-Briggs personality inventory), Gwen Weatherford (on leader “fit”), and Karen Greenockle (on emotional intelligence) provided opportunities for members to try on various leader and administrator roles.

The efforts begun in 2012 on strategic planning came to fruition in 2014. Once again Tara Tietjen-Smith held sessions on strategic planning, but this time it was for real. The outcome would be a strategic plan that NAKHE would follow for the foreseeable future, and Tara and the members did not disappoint. The NAKHE Strategic Plan, now available on our website at [http://files.www.nakhe.org/administrative/NAKHE\\_Strategic\\_Plan.pdf](http://files.www.nakhe.org/administrative/NAKHE_Strategic_Plan.pdf), makes explicit many of the activities that were implicit in the LDWs all along: faculty development, an opportunity for members to come together and network, and a focus on the scholarship of leadership. Specific sessions at the 2014 LDW focused on the power of a brand (Damon Andrew), the use of social media as a branding mechanism (Jody Langdon), and developing a personal brand (Bruce Lund). Gwen Weatherford led a session on marketing NAKHE’s brand, and out of this came the current NAKHE tagline: “Where Scholars Come To Lead.” This tagline, proposed and discussed via NAKHE’s LinkedIn site, was announced at Board of Director meetings in 2014 and at the 2015 National Conference in Clearwater Beach, Florida. As one of the most important items in the Strategic Plan and of our branding was the announcement of the NAKHE Fellow, an acknowledgement of the successful and sustained career of our outstanding NAKHE members, three of whom have been regular participants as senior leaders at the NAKHE LDWs: Ron Feingold, NAKHE Fellow #3, and Leah Fiorentino, NAKHE Fellow #7, and Mike Metzler, NAKHE Fellow #8.

If you like the above story then we can only suggest that you participate in the 2015 NAKHE LDW. The theme this year is *politics*. The topics will be:

- Big P vs. Little P: What leaders should know about the political process
- Faculty Politics: Turning around the culture of faculty politics: junior v. senior faculty, tenure/promotion, department politics
- University Politics: Inserting ourselves into policy-making: intercollegiate athletics, faculty senate, and unions
- Lobbying Constituencies: Political activism to get things done

Led by senior leader Betty Block, this session promises to be as interesting as the previous sessions. Information on the 2015 LDW can be found at <http://www.nakhe.org/leadership-development>. Come join your NAKHE colleagues – if you are an emerging leader, a senior leader, or somewhere in between then there is a place for you! ■

## **NAKHE Announcements**

### **NAKHE Foundation Memorial Fund**

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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](mailto:clsmoore@mit.edu)

Make checks payable to: NAKHE Foundation Memorial Fund.

### **Funding for NAKHE Special Projects**

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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](mailto:mbuck@bsu.edu)

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## Announcements, *continued*

### 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*:

<b>Copy to Editor</b>	<b>Published</b>
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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](mailto:editor.chronicle@nakhe.org)

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## Announcements, *continued*

### 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](http://www.nakhe.org)

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Check no more than three.

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## Announcements, *continued*

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(continued)

## Announcements, *continued*

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