

## BUSINESS NAME

## SPECIAL POINTS OF INTEREST:

- 2018 LDW
- 'Sweet' Technology
- Something to think about...
- Reminders
- 'I belong to NAKHE & here's why?'

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NEWSLETTER

## A Message from President Betty Block

I want to take the time this month to encourage you to explore the offerings of the NAKHE Leadership Institute (LI). I have been working with the Board of Directors and the Coordinator of the LI to create clearer deadlines and criteria for the LI offerings. I realize that for some of you this is frustrating, but as all of the new NAKHE initiatives are coming to fruition, we are learning that our original traditional guidelines are not the most advantageous way to go for our members. Please know that the Board of Directors have identified the issues and are revising the guidelines for the Hellison Interdisciplinary Grant, Leader Mentor Program, and Engaged Scholar Program so that they are as fair as possible. For example, concerning the Hellison Grant, we found

that some universities take up to 60% of grant money for overhead. We have worked on editing and revising the criteria so that our members can receive the full benefit of our grants. The deadline for the Hellison Grant is April 30<sup>th</sup>. I encourage you to go to [NAKHE.org](http://NAKHE.org) and review the guidelines and submission criteria. Next year, we should have all these issues ironed out and the LI initiatives will be good to go!

Another Leadership Institute initiative that I would like to highlight is this year's Leader Development Workshop. I am truly excited about the program we have planned for you! We will be gathering in Flagstaff, Arizona for a day and a half filled with classroom and adventure recreation activities that I am sure you will enjoy. Because of

Caduceus, the cost is minimal at \$40. Please join me in thanking Caduceus, our friend and valued partner, for sponsoring the LDW this year. You will play half the cost for the LDW because of their generous support!

Hope you are having a great end of the semester. Hang in, it will be over soon!

Betty  
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## 2018 Leadership Development Workshop

July 11-13, 2018

Flagstaff, AZ  
Registration Is Open!



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## 2018 Leadership Development Workshop

NAKHE will host its 9<sup>th</sup> Leader Development Workshop (LDW) in Flagstaff, Arizona, on the campus of Northern Arizona University. Hosted by [Dean Lynda Ransdell of NAU's College of Health and Human Services](#), this year's LDW will focus on using activity in the outdoors to help participants sharpen their leadership and team building skills for their kinesiology units.

Gayle Wells, Resa Chandler, and Tom Watterson of Western Carolina University; and Vanessa Fiaud of West Texas A&M will lead this year's LDW. Two outdoor events will highlight the activities: (1) a cache hunt around the NAU campus and outdoor facility that focuses on team building and leadership will be followed by (2) a ropes course experience that emphasizes creativity and initiative. The [2018 LDW Program](#) can be viewed at [https://drive.google.com/open?id=11h3soXa77zC251\\_dUaW7kQkvrALaNX2A](https://drive.google.com/open?id=11h3soXa77zC251_dUaW7kQkvrALaNX2A).

Many kinesiology faculty and administrators have had the opportunity to do field leader reaction courses, as well as high ropes, so they will be familiar with the possibilities that these experiences pro-

vide. The specific leadership outcome of this LDW will be a heightened sensitivity to leadership and team building techniques, and individual, team, and LDW assessments will be led by Resa Chandler. Moving into the outdoors for this LDW offers an opportunity to *do* leadership and team building, a nice addition to the usual seminar format we have used in past LDWs.

NAKHE members interested in participating in the 2018 LDW can register for the Workshop by going to the NAKHE Leadership Institute web page and clicking on Registration at <http://www.nakhe.org/leadership-development>. This year's fee is \$50 which includes a meal at the NAU Challenge Course, use of the course itself, and use NAU indoor facilities. Registration, hotel information, location, dates, and other information is available on the web site.

The 2018 LDW is sponsored by Caduceus Publishing (<http://www.caduceuspublishing.com/>). Caduceus' help in offsetting facility costs and meals helps maintain the goal of keeping the NAKHE LDW an affordable, interactive event in the best traditions of NAKHE – Thank You Caduceus Publishing!

## Millennial Teachers blending technologies for the Millennium Student



A major trend in recent educational literature suggests the need for some educators to consider shifting their mindset from continuing to work in a traditional “teaching” environment to creating an enhanced, pedagogy-driven, technology-supported “learning” atmosphere. This paradigm change has been suggested partly in response to educators’ awareness of the embrace of social media and smart technologies by the millennium student. A 2012 EDUCAUSE Center for Analysis and Research (ECAR) study investigated the perceived value of technology in education of undergraduate students from a stratified random sample taken from 184 US-based institutions. The ECAR data revealed that 70% of undergraduate students prefer instructors who include smart boards, lecture capture and digital course materials contained within a learning management system to

those who retain the conventional lecture and demonstration alone.

The study further noted that 75% of undergraduate students responded that blended technologies along with traditional lecture and demonstration enhanced their academic outcomes. In addition, 74% of students agreed that technology aids in their preparation for future academic requirements, whereas 63% of students concluded that the utilization of technology will prepare them for their future professional endeavors. One challenge facing some educators is that in order to satisfy students, they may need to evolve their teaching philosophy and biases regarding “digital tools.” It is the purpose of this article to examine the aforementioned technology preferences of undergraduate students from the perspective of the authors who have successfully blended multiple educational technologies over the past 5 years.

A course management system (CMS) is a software application that manages multiple aspects of classroom process. Educators

benefit from a CMS’s ability to serve as a central repository for course records, documentation, ancillary materials and other content. The CMS also functions as a networked environment that allows students to interact with the material, the educator and one another. It serves as an efficient venue for storing educational materials, as content developed by the educator and deemed appropriate is able to be brought forward from semester to semester effortlessly. This is critical to the ideology of “learning over time” as the educator can deliver past and present material within a class or between classes. As a result of easy, user-selectable access, the educator has the ability to provide relevant material and resources in multiple ways, to address a broad range of learning styles. The students also benefit from the CMS since they have access to each lesson’s materials at any time – prior to, during, and after classroom activities. Finally, the CMS provides a convenient web-based resource that can provide immediate feedback on testing, grading and homework assignments in any location with internet access.



Laura Sweet  
Eastern Michigan University

*This is the first in a series of three articles on using blended technologies in the classroom*

### Get Ready for the LDW! Get the NAKHE App!

NAKHE has an official mobile app for our Annual Conference and the Leadership Institute. It will provide you with the latest updates about our event, keeping you informed and connected. Use this app to access resources, network with other attendees, and share your experiences at our event. The NAKHE App works with Android devices, iPhones, iPads, Macs, tablets, and Windows computers! [Download the app here.](#)

### CALL FOR NOMINATIONS

[Distinguished Service, Scholar, and Administrator Awards](#)  
[Hally Beth Poindexter Young Scholar Award](#)  
[Joanna Davenport Graduate Student Poster Award](#)  
Contact [Andy Shim](#), Awards Chair

[Engaged Scholar Program](#)  
Contact [Tyler Johnson](#)

[Leadership Mentor Program](#)  
Contact [Steve Estes](#)

[Hellison Interdisciplinary Research Grant](#)  
Contact [Emily Wughalter](#)

[NAKHE Fellows](#)  
Contact [Steve Estes](#)

# Something to think about...



[Martha James-Hassan](#),

Social Justice /  
Cultural Diversity  
Task Force Chair

A few years ago I coined the term #ImperfectAlly as a hashtag on Twitter to support professionals who were newer to the world of critically examining social justice, identity, and advocacy. My hope in creating this tag was to encourage individuals to join in discourse even if they may not have all the “right” language. After all, the point of discourse is having the robust and honest conversations to inform; not marginalizing those who are #ConscientiouslyIgnorant. Further, #CulturalFluency is a reiterative life-long journey which means that each one of us—no matter our personal or tribal history, identities, or education—has areas of ignorance or incomplete information. Therefore, just as raising a child takes a village so does raising the collective consciousness of a country. For this month’s column I am embracing the value of the village and sharing with you an exceptional blog recently posted by Shrehan Lynch, doctoral candidate at the University of Alabama. I hope that you enjoy her message:

I have been meaning to write this blog for quite a long time and I feel it is needed after reading several practitioner journals that have been released this month. I have tried to keep it short in the hope you will want to investigate more independently. Firstly, I want to acknowledge that until a year or two ago I have been guilty of encouraging high physical activity levels and adopting models based practices at times in my own work and in my own practice as a teacher. I am advocating here for an **education of the physical** including all aspects of the physical: physical activity, socially critical actors in communities, body types, relationships, critiques of the obesity ideology, history of sport/activity, ableism... the list goes on but essentially anything physically related. This change in what I advocate for has come from an increasing wealth of personal reading (see below for some suggested reading on where my ideas have amalgamated from) and specifically realizing and acknowledging that, **physical education has moved on from preparing students for military action** and secondly, access to **physical activity outside of school is not equal** with not all students having the same resources to partake in movement, so we shouldn’t treat it as such.

What am I talking about? You may be thinking! Well, currently in physical education we privilege a sport and/or health-based curricular. Let’s unpack examples of these curriculum options: sports based units (basketball, tennis, volleyball, soccer) and health-based units (health-related exercise/fitness, the mile run). Such curricular has been said to focus on individual responsibility rather

than the collective cohort. In my time working in Alabama and from my teaching experiences in England, I am yet to see a large group of individuals deviating from the above, and I have taught many of these, models based practices for multi-activity, sport education and skill themed approaches. Such formal curricula models have underlying issues that we take for granted. For example, in a study by Parker & Curtner-Smith (2012) sport education taught by pre-service teachers to middle school students perpetuated hegemonic masculinity and reinforced masculine bias and sexism within their classes. I’ve seen this myself in sport education units whilst in student teacher observations. Most notably I have seen girls completely disregarded in their role choices and sometimes not given a role at all. I have also been privy to witness two students with a disability completely segregated from a class sport education unit, wandering around the room for an hour. What impact is such a curriculum having on these students? What message is it sending? Now I am not saying all sport education units are bad but what I am suggesting here is when have you considered **if your curriculum is elitist? Racist? Sexist? Ableist? Classist? Or even healthist?** In turn, some students are put an advantage over others and this perpetuates an unequal system that occurs in society. Have we considered that focusing on just physical activity minutes/health based curricular and sport based curricular might preserve some of the above that seem to be prevalent sociocultural issues in our society?

How can we move forward?

- **Self-reflect** on your practice, being filmed helps with this and putting yourself in

## Continued...

a vulnerable position whereby you can look back at the footage and see how (potentially) you may have segregated groups within your lesson or provided feedback to the same students repeatedly and ignored some students.

- **Investigate your social identity**, are you a male, heterosexual, able, well versed sporty individual? If so, how does this influence your practice and how/ what you teach? What biases do you have? How do you recognize your privilege in your class and attempt to disrupt it?

Ask students what they like about the activities offered and **co-construct** a curriculum **with** them rather than **for** them (see [@EimearEnright](#) for more information on this approach).

Take a **sociocritical approach** when adopting a

**models based practice** (see [@DillonLandi](#) paper below). Rather than focus on a sport and health curricular adopt adventure education (see [@AdventureEdGuy](#) for some ideas), cooperative learning (see [@VGoodyear](#) Vlogs), and cultural studies models (read paper below by [@Derghill56](#) and Gary Kinchin). These models focus on students using teamwork, taking responsibility and ownership of the task at hand and demonstrating a critical approach to **their movement experience**.

Lastly, remember your job in higher education is not apolitical, you are responsible for making the world a fairer place beginning with the confines of your teaching space.

## Make plans now to attend the 2019 Annual Conference!

**2019 ANNUAL CONFERENCE**  
**JANUARY 9-12**  
 SAVANNAH, GEORGIA



*Best Practices in Kinesiology: Showcasing our Successes*

<http://www.nakhe.org/conferences>

## Please Donate to NAKHE

Are you enjoying your NAKHE membership?

Is NAKHE helping you grow professionally?

If so, please consider donating to NAKHE. Donations are used to finance worthwhile NAKHE projects like the Engaged Scholar Program and the Leadership Mentor Program. Able to give more? Con-

sider sponsoring an event. You can make a donation to Friends of NAKHE or sponsor an event at <https://nakhe.wildapricot.org/>

If you have any questions, please contact [Ron Feingold](#), the NAKHE Foundations Committee Chair.



Your contribution will help NAKHE thrive and grow!

# NAKHE Fellows Nominations

A NAKHE Fellow is one of the acknowledged leaders in the field of kinesiology who has the added distinction of providing outstanding service to NAKHE through a variety of contributions. All nominations recommended by the NAKHE Fellows Committee are approved by the NAKHE Board of Directors. Notification of Fellow designation will be made in Fall 2018.

- Deadline for NAKHE Fellows nomination is 1 June 2018 for the Class of 2019
- For more information, visit <http://www.nakhe.org/awards#NAKHEFellows>
- Fellows nominations and supporting materials are to be sent to: Steve Estes, Fellow #12  
Email: [steven.estetes@mts.edu](mailto:steven.estetes@mts.edu)  
Phone: 615.898.2906

## Leadership Mentor Program (LMP)

The suggested format for the LMP experience is a one-week (five day) visit by an aspiring kinesiology administrator to the campus of an experienced kinesiology administrator (department chair or higher-level university administrator). The desired outcome is an increased level of awareness and understanding of the position and the job requirements of a kinesiology administrator on the part of the protégé. Individual grants will be funded up to \$1,500 per LMP team.

2018 LMP recipients were Beth Hersman (Wright State University), working with Tara Tietjen-Smith (Texas A&M University Commerce); and Brigg Johnson (Missouri Western State University), working with Richard Oates (University of North Georgia).

- Deadline for LMP application is 15 March 2019
- LMP teams will present at an annual NAKHE conference, discussing the nature of the shadow experience and what was learned
- Information regarding LMP applications can be had by contacting:  
Jesse Germain  
Email: [jesse.germain@usma.edu](mailto:jesse.germain@usma.edu)  
Phone: 845.938.5326
- Grant Amounts: The award shall be granted as one award to two individuals (mentee and mentor). The total amount awarded for the grant is \$1500, the majority of which will fund the travel and housing costs for the mentee. Funds not used for travel or housing can be used as additional stipends. Only 2 grants may be awarded in a given year. Suggested budget guidelines are below; reimbursement to the mentee will be provided by the NAKHE Executive Director up to the limit of \$1,500.
- For more information, visit <http://www.nakhe.org/leadership-development#LeaderMentor>



# Hellison Interdisciplinary Research Grant (IRGP)

**Purpose:** The IRGP administrators are calling for original interdisciplinary research proposals from collaborative researchers whose primary line of research is published either inside the field of kinesiology as sub-disciplines or kinesiology researchers collaborating with researchers outside the field of kinesiology. Up to 3 Awards of up to \$5,000 (direct funds only, no indirect funds are provided) are given each year. Applications for the 2018 period are closed, and awards will be announced by 1 June 2018.

- **Deadline:** Applications for the IRGP are due 15 March 2019
- Requests for information and applications should be sent to Emily Wughalter, Committee Chair, at [emily.wughalter@sjsu.edu](mailto:emily.wughalter@sjsu.edu)
- Principal Investigator must have been a member of NAKHE for at least one full year at the time of the application, is an associate professor in the field of kinesiology, has demonstrated research capabilities and focus as evidenced by presenting research and published papers in professional/academic journals.
- Projects are to be completed within two years unless approved by the selection committee.
- PIs will present their research at an annual NAKHE conference, and will submit their research for publication.
- For more information, visit <http://www.nakhe.org/leadership-development#HellisonGrant>

## Engaged Scholar Program (ESP)

- Applications for the 2019 ESP are due 15 March 2019. Applications for the 2018 ESP are closed.
- Notification of financial awards and ESP dyad couplings will be made by 1 June 2018.
- Information on the ESP can be had by following this link: <http://www.nakhe.org/leadership-development#EngagedScholar>
- Additional information can be had by contacting Tyler Johnson at [tylerjohnson6@boisestate.edu](mailto:tylerjohnson6@boisestate.edu).
- Past ESP Award Winners:
  - Nhu Nguyen - Metropolitan University of Denver (2015) – Mentor: Lynda Ransdell (Northern Arizona University)
  - Takahiro Sato - Kent State University (2015) – Mentor: Sam Hodge (The Ohio State University)
  - Tyler Johnson - Boise State University (2015) – Mentor: Scott Kretchmar (Pennsylvania State University)
  - Susan Bertlesen - Metropolitan University of Denver (2016) – Mentor: Chuck Corbin (Arizona State University)
  - Jody Langdon - Georgia Southern University (2017) – Mentor: Brian Culp (Kennesaw State University)

2019 ANNUAL CONFERENCE

JANUARY 9-12

SAVANNAH, GEORGIA



INVITE 2

and

BRING 1 MORE

# I belong to NAKHE & here's why!

with Jesse Germain,

United States Military Academy at West Point



## 1. HOW DID YOU HEAR ABOUT

**NAKHE:** Back in 2009 Dr. Dennis Docheff, a professional colleague and friend, invited me to write a paper on Leadership for a special issue of Quest. At the time the organization was called the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE). I wrote a paper entitled PHYSICAL PROGRAM LEADERSHIP: FROM KINESIOLOGY IN THE CLASSROOM TO FITNESS TRAINING IN THE FIELD, which was published in Quest in 2010.

**2. WHY DID YOU FIRST JOIN:** Dr. Steve Estes, one of NAKHE's most influential and long-standing leaders, took me under his wing at my first conference with the organization in 2010. We collaborated on a number of things and I quickly decided that NAKHE (with leader/scholars like Dr. Estes) was an organization with which I wanted to associate myself. Dr. Estes remains a mentor and valued friend to this day.

**3. WHY DO YOU COME BACK:** The extraordinary people of NAKHE, plain and simple. Far too many to identify

by name, the men and women of NAKHE are some of the most professionally impressive and personally likeable colleagues with whom I have ever worked. They welcomed me (and ultimately some of my students) so warmly, and I continue to learn from them at every workshop and conference I attend.

## 4. WHAT ARE YOUR EXPECTATIONS FROM MEMBERSHIP AND PARTICIPATION:

Folks in NAKHE, from the most senior administrators to the incredible young emerging leaders in the organization, continue to raise my expectations every time I have the privilege of interacting and working with them. I see membership and participation with the organization as a gateway to substantive professional development, regardless of one's age or academic rank. This organization, one where "Scholars Learn to Lead", always provides opportunities for candid discussion on all topics related to our field, from pedagogy, to administrative leadership, to diversity, scholarship, and strategic planning. Regardless of the year, our annual workshops

and conferences offer everyone an opportunity to develop and grow.

## 5. WHAT CAN YOU SAY TO OTHERS ABOUT WHY THEY SHOULD BECOME INVOLVED:

NAKHE is a professional organization that is an exemplar for diversity of people, diversity of thought, and diversity of culture. Join us and I assure you that you will accelerate your path toward meeting your potential.

## 6. CLOSING MESSAGE:

NAKHE is simply the best professional organization with which I have ever been affiliated over more than 3 decades of professional service to the country and our discipline. I have unlimited respect and affection for the great men and women of NAKHE, and I am richer because of my relationships with them.

National Association for Kinesiology in Higher Education

P.O. Box 397117 • Cambridge, MA 02139

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

