

JUNE 2018

**SPECIAL
POINTS OF
INTEREST:**

- 2018 LDW
- Don Hellison
- 'Sweet' Technology
- Personal "ASK"
- Candidates
- 'I belong to NAKHE & here's why?'

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A Message from President Betty Block

The Department Head Certification Training (DHCT) and Leadership Development Workshop (LDW) are only a few days away and I am looking forward to participating in these two wonderfully interactive programs. NAKHE is hitting it out of the park with leader training activities led by top administrators and trainers from across the country. This year we welcome our second DHCT cohort. I look forward to following their progress through the program. They will be helped along the way by mentors who will guide

them through a year filled with trainings a leader project, and leader assessments that will help them assess their strengths and stretches. We at NAKHE take our leader trainings seriously and are continuously assessing our programs for efficacy. For example, we have had debriefings at the conclusion of each LDW for the last eight years and have engaged in quality enhancements and revisions that make our LDW one of the best leader development workshops around. This year, the LDW will be extraordinarily interactive and experiential. We are traveling to Flagstaff, NM and will take part in out-

door experiential activities that will test our leader skills and create bonds with each other that will translate into a stronger member base. If you have not already decided to attend our leader trainings, just go online at www.NAKHE.org and check out these two wonderful programs. Hope to see you in Flagstaff!

Betty

betty.block@tamuc.edu



Make plans now to attend the 2019 Annual Conference!

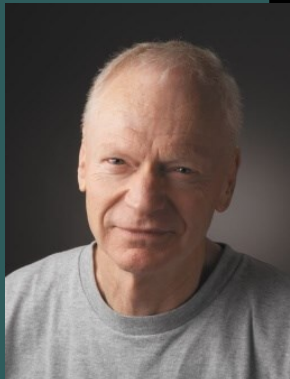
**2019 ANNUAL CONFERENCE
JANUARY 9-12
SAVANNAH, GEORGIA**



Best Practices in Kinesiology: Showcasing our Successes

Remembering Don Hellison

In the Words of Ron Feingold



Don Hellison
1938-2018

Don Hellison is considered the “father” of humanistic physical education and the development of social skills in physical education and sport. In the late 1960s into the 1970s humanistic education became a popular theme throughout all subject matter in schools. During this movement, the focus on students’ personal and social skills became as important, if not more important than a student’s academic achievements.

For a number of years, Don’s focus in the 70s was often challenged by researchers at conferences because of lack of scientific evidence and lacking in scholarship and research; however, Hellison persevered and expanded his model to include levels of responsibility, along with practical applications that physical educators could use in the gymnasium. As more and more evidence was presented, Don’s philosophy and beliefs became more widely accepted.

In the 1990’s, urban schools throughout the world were using the humanistic/social skills model in their physical education programs to cope with major social issues such as vandalism, teen pregnancy, drug use, and escalating dropout rates. In addition, his direction and beliefs were considered a new way of valuing Health, Physical Education and Sport. In New York, for example, it became the foundation of the new standards and at the national level, social skill development became paramount in the profession. As a result, of this important direction in the profession, Don was awarded the IOC President’s award from AIESEP and the Luther Gulick Award from AAHPERD, both considered the highest awards in their respective associations.

Don served on the faculty at Portland State University, where he began his work with underserved youth, and later, served as a professor, at the University of Illinois at Chicago, where he further expanded his work with underserved youth. It was at the University of Illinois that Don Hellison developed the Teaching for Personal and Social Responsibility model (TPSR) designed to help at-risk students better cope with the complexities of life. His model was centered on promoting self-control, responsibility, and creating a sense of self in students through physical education and sport related activities. By using sport and a humanistic approach, it

has been reported that he turned a number of these children’s lives around. As a result of his success in Chicago and Portland, he and his programs were often used as models for teaching and direction for others around the world. The new TPSR Association that Don founded brought together teachers and professors who used the model for teaching and research. It should be noted that the organization TPSR has recently named a scholarship for teachers after its founder, and NAKPE where Don pursued many leadership positions in the profession, recently named its new inter-disciplinary research projects in his name.

Don was a prolific writer and scholar. He began writing in 1973, his first book, *Humanistic Physical Education* until his last in 2015 on *Youth Leadership in Sport and Physical Education* with Tom Martinek. but most are unaware, that in 2016 he wrote a novel, “one dark and rainy night” with his new wife, (Judy) in 2016.

Lastly, although a national and international leader in the profession, with more than 200 presentations and articles, Don was most proud of his service in Vietnam as a marine. A military memorial service will be held soon.

Tom Martinek said it best...

In sum, Don has not wavered from his commitment to infuse a sense of personal and social responsibility in underserved youth. Because of this he has been unique to our field not only because of his work he has done with underserved youth, but because of his persistence and consistency. These two attributes serve as examples, to anyone who wants to make difference in the lives of young people. In a larger sense, these qualities remind us how one must continue to be engaged in a continual and mutual life-giving process of personal and social leadership in youth development. More importantly, we should be mindful of how lucky we are have had someone like Don Hellison, who has added depth, wisdom, and richness to our profession.

(In RICYDE Revista Internationl de Ciencias del Porte, 2008.Madrid Spain)

Millennial Teachers blending technologies for the Millennium Student

Understanding the use of technologies in the classroom

In order to effectively use blended technologies, a reflective exercise regarding teaching philosophies and potential educational technology bias should be undertaken. Perhaps the greatest obstacle confronting the majority of educators is transcending the teaching philosophies previously adopted, and considering potential ways that new educational technologies can achieve desired outcomes. Educators also need to be able to operate and understand the technologies they plan on implementing in order to deliver the content in a way that will benefit students. These are simply tools; no technology will ever be able to take the place of the educator's knowledge and commitment to disseminate the material at a level the students understand, but the educator needs to know how to use the tools properly. Keep in mind the fact that the initial setup will require an investment in time in order to create a successful outcome.

Blending the technologies: More isn't always better

The volume of information accessible today is greater than at any time in the past, and of course there will be even more available by the time you read this article. As we all know, quantity and quality are not synonymous – each brings its own challenges. Inadequate volume (quantity) was once a hurdle; now, as volume is no longer the constraint it once was, we have been forced to recognize that validity (quality) is even more important. By blending technologies we are able to disseminate a greater volume of

information using a variety of methods, but as educators we have a responsibility to ensure that the type of content, the sequence of access, and more importantly the validity of materials presented to the students are appropriate. Along with the greater "power" that comes from blending technologies effectively comes more responsibility. It's not just about "more" (that is the easy part now); it is about "more effective."

Final pieces of the educational technology puzzle

The authors' personal experiences with the above technologies, along with a classroom response system (CRS), GradeCam optical grading system, and Information Management (IM) database have transformed what could have been a static classroom setting into a dynamic, student-centric learning environment that reaches students of different learning abilities and styles.

System considerations

One of the main constraints we placed on the system was that it should be easy to implement at a basic level, with extensibility so that more enhanced functions could be explored as desired. At its most basic, each of the individual components of the system can be used by a technophobe with little or no training, while the expert user can take advantage of more sophisticated and unified functions. Further, an important consideration in terms of implementation is that we wanted to ensure that we followed UDL (Universal Design for Learning) principles to make our information relevant to the greatest

number of students possible. UDL is a framework for making curricula more inclusive. (Visit Cast.org for more information on UDL.)

The diagram below provides a graphical reference to demonstrate how the authors interconnect the technologies to create a "smart platform."

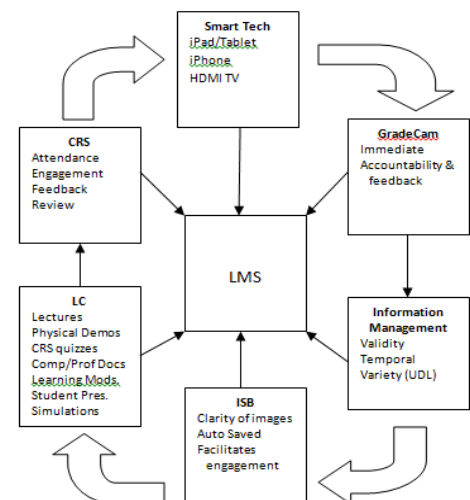
Conclusion

The utilization of the aforementioned technologies alone can greatly enhance the delivery of content in the classroom, online or a hybrid (mixed) environment. Successful blending of these technologies provides the educator with an all-in-one environment that can address different learning styles as well as put some measure of control of exposure to materials into the hands of the students. Ultimately, this blending of technologies gives us the ability to reach out to – and attract – potential students who, due to work, family obligations or mobility issues, are unable to attain a higher level of education in the conventional way. It also gives us an opportunity to provide a broader spectrum of students with access to higher levels of knowledge acquisition, retention, and comprehension, and at the same time enhance our image as educators.



Laura Sweet
Eastern Michigan University

This is the third 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.](#)



Clay Bolton

Marketing Chair

The Personal “Ask”

As we approach the decision making time for most professionals in our field (all disciplines in NAKHE), as to which conference to attend, which presentation to submit, which publication should I consider for this new research paper, we need to be strategic in our asking of seasoned as well as new professionals within a drive of our conference in Savannah, if they would like to attend. In the sales and the development world, “the ask” is critical. While the importance of the personal ask cannot be overstated, the relationship building that makes “the ask” possible is also crucial. In recent newsletters I have asked Steve Estes, Jesse Germain, Richard Oats, and Brian Culp some key questions as to how they got introduced to NAKHE, why they truly became involved and why they continue to stay involved. In each case someone involved with NAKHE took the time to make an introduction. Stated a slightly different way, they were not just casually mentioning the organization; rather, they made “the ask”!

Certainly social media, a web site, as well as various other forms of communication to a larger population are important; however, grass- roots, person to person marketing is one of the best ways to help grow our membership. In my humble opinion, I believe that our value as an organization lies within the power of our annual conference and in the strength of our meaningful relationships. If you are reading this piece I hope you will personally take some time to reflect on your entry way into the NAKHE family. How did you first hear about the group? Did you first get a personal invite and when did you agree to take the next step and come to a conference?

Ok, now to my strategy as your Marketing Chair. I have had a team helping me identify colleges and universities within a 500 mile driving radius of Savannah for the past several weeks. I am starting to reach out to each of those identifiable departments (some are Health, Public

Health, Health and Human Performance, some Kinesiology, some PE, Some Sport and Recreation Management, some Exercise Science, Pedagogy or a combination thereof) first by email and then by follow up phone calls and then initiating some personal invites via letter. This list of institutions certainly includes all of Georgia, South Carolina, North to Central Florida, Most of North Carolina, Alabama, and portions of southern Tennessee and the eastern edge of Mississippi.

What can you do? Well, first of all anyone, anywhere, can make “the ask” of a colleague within your department, your network, your state, or your region or beyond. Additionally, if you are a faculty or staff person at an institution within the 500 mile driving radius (or in close proximity), will you consider inviting two and bringing one with you to Savannah? Growing the family of NAKHE is important and the best way to do that is to show them who we are up close and personal.

So what is in it for them and what is in it for you? They get a chance to see our organization in full force with active presentations, keynote speakers, and plenty of social engagement. You get that feeling inside that you have helped a colleague spread their wings and grown their potential. For me, it was the summer of 2015 when Steve Estes walked into my office in my new environment at Texas A&M University-Commerce and told me all about NAKHE and explained why I should come meet “the family.” Steve took the time to make the introduction and then make “the ask!”

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INVITE 2

and

BRING 1 MORE

For your information...

SHAPE has now posted the 4th edition of the guidelines for undergraduate biomechanics courses.

Click on the Shape America logo for the new guidelines.



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?

Consider 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!

Nominations & Elections News

Final candidates for the positions of Vice President-Elect and Secretary are:



Candidate for Vice President-Elect
Dr E. Newton Jackson
University of North Florida



Candidate for Secretary
Dr Gayle Wells
Western Carolina University



Candidate for Vice President-Elect
Dr Jody Langdon
Georgia Southern University



Candidate for Secretary
Dr Emilia Zarco
Adelphi University

For more information on each candidate, please click on their names.

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
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
- 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.
- 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)

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INVITE 2
and
BRING 1 MORE

I belong to NAKHE & here's why!

with Brian Culp

Kennesaw State University

1. HOW DID YOU HEAR ABOUT

NAKHE? I first learned about NAKHE (at that time NAPEHE) while working on my doctorate at the University of Georgia from 2002-2005. My major professor and mentor, Dr. Rose Cheypator-Thomson, felt it would be a good idea to expand my professional horizons and interact with leading scholars in the profession. Truthfully, at first I was skeptical about joining professional organizations as I didn't see the value in it. After some research and talking to a few members at a state conference, it made sense. To date joining NAKHE has ended up being one of the best decisions I have ever made.

2. WHY DID YOU FIRST JOIN?

We take this for granted now, but in the early 2000's there were prominent organizations in our profession that had not even seriously included a commitment to diversity and equity in strategic planning or mission statements. So, in addition to the networking opportunities, NAKHE encouraged scholarship related to equity and justice. A commitment to leadership and recruiting younger members with new ideas didn't hurt either. I felt that my contributions were wanted.

3. WHY DO YOU COME BACK?

At my first NAKHE conference in San Diego Dr. Camille O'Bryant gave me a handwritten note regarding my presentation and invited me to get more involved with the organization in the future. I still have that note kept prominently among items I have that represent career accomplishments. The lesson there is that it's the little things and the people who matter. I've had the honor of being around many in NAKHE who know their craft, are well regarded as scholars, but are better people because they are approachable and eager to impart knowledge.

4. WHAT ARE YOUR EXPECTATIONS FROM MEMBERSHIP AND PARTICIPATION?

The expectations that I have for membership and participations are the same ones I would impose on myself. I think we have the responsibility of being aware of trends that impact our profession. I believe we have opportunities to be leaders at our institutions and in our communities. I also think that we have the ability to provide a model for what a well ran, progressive, impactful and fiscally responsible organization



should look like. Finally, I think membership should keep in mind that there is still much to learn from those who have paved the road for the opportunities we have now.

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

I would encourage individuals to be involved in because NAKHE needs their ideas, expertise and passion. Involvement in NAKHE can be a boost to your professional and personal life while providing opportunities for future outreach and growth. I think everyone in this organization has something to bring to the table.

National Association for Kinesiology in Higher Education

P.O. Box 397117 • Cambridge, MA 02139

www.nakhe.org

