

March 19, 2018



The next generation of NAKHE leaders (from left to right) Tony Rosselli (Conference Presenter, Hellison Interdisciplinary Grant Committee), Shelley Holder (Conference Presenter), Tim Baghurst (Conference Presenter, Vice President Elect), and Anthony Parish (Conference Presenter, Publications Committee). We are lucky to have vibrant new energy flowing into our ranks each year!

## A Message from President Betty Block

Spring is a time of renewal – a time when we see new growth springing up all around us, the cacophony of birdsong, and fragile plants breaking through rock to survive. Springtime is a time of regeneration and for me, reflection. It is a time to look back and remember how we got to where we are as professionals. It is a time to remember those people in our lives who boosted us up and helped us grow in the profession. As I remember my life as an elementary physical education teacher, varsity gymnastics coach, assistant professor to professor, I think of the nourishment and support I received from professional friends and colleagues. My work in professional societies like NAKHE sustained me throughout every stage of my career as a woman who had few role models at my home institutions.

Likeminded people from all over the country were there for me when I had no one to confide in. They boosted my confidence when I needed validation as a scholar. They understood my need for socializing with people who like to grow things. NAKHE is that kind of organization for me now. Her members nourish me, sustain me, and provide me with hope for the future.

As I look toward retirement I ask myself and senior members of NAKHE these questions:

*Have we prepared fertile ground for young professionals to plant seeds of research, service, and teaching?*

*Have we shone light on young professionals to grow in their own directions?*

*Have we built trellises of infrastructure upon which young professionals can reach their highest levels?*

*Do we nourish them with support and training when they need it?*

*Do young professionals feel comfortable calling on us for support and guidance when they need it?*

I would like to think that the answer to these questions is a resounding YES! Ron Feingold is diligently working with the Foundations Committee to provide fertile financial ground upon which future members can grow in their own ways. He is our history, our mentor, and our future. Jackie Lund and Ann Boyce are scholar leaders who constantly shine the light on young professionals so that they will grow into amazing scholars. Steve Estes is growing the NAKHE Leadership Institute infrastructure toward becoming the premier leader training site for the next generation of leaders. His succession planning on behalf of NAKHE is unparalleled. Sam Hodge, a mentor to many young scholars, leads the Nominations and Elections Committee. He is making certain that young professionals are provided with opportunities to grow into leadership positions. Leah Fiorentino, a champion for women, nourishes young members who need wise counsel and mentoring. Anna Frank is supporting the next generation of diversity warriors who will grow up through rocks and thrive. Douglas Hochstetler, senior editor of Quest, is giving young professionals fertile space to publish their ideas and grow their research. Camille O'Bryant is a trellis, a voice for us all. She is the conscience of NAKHE – our heart and soul. Many members stand on her shoulders and blossom.

These senior leaders are only a few that come immediately to mind, but there are many others who give tirelessly to the next generation every day. Thank you all for your service to NAKHE and to the young professionals who will one day take our places.

Happy Spring!

Betty

[betty.block@tamuc.edu](mailto:betty.block@tamuc.edu)



## 2018 Leadership Development Workshop

July 11-13, 2018

Flagstaff, AZ

Registration Is Open!

The NAKHE Leadership Institute fosters, promotes, and sustains mentoring and networking opportunities for professionals in higher education. We are committed to creating developmental leader training and professional growth opportunities for our members at every level. A new format of the workshop, including outdoor activity sessions, will allow for unconventional approaches to develop one's own leadership style with the hope of taking those leadership lessons back to our home campuses. So whether you are a seasoned professional researcher, a new or senior administrator, or assistant professor seeking tenure and promotion, we have a program for you!

[Learn more about the workshop here.](#)

[Register for the workshop here.](#)

Program leaders: [Lynda Ransdell](#), [Vanessa Fiaud](#), and [Gayle Wells](#)

## 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.](#)

## 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 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!  
Even small donations make a difference!

### 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](#)

[Harrison Interdisciplinary Research Grant](#)

**Contact** [Emily Wughalter](#)

[NAKHE Fellows](#)

**Contact** [Steve Estes](#)

### OPERA

Opportunities in  
Physical Education  
and Related Areas

OPERA (Opportunities in Physical Education and Related Areas) is a professional job posting service offered by NAKHE. Posting an advertisement on OPERA is free for NAKHE members. Job seekers can scroll through recent postings to browse current job openings at higher education institutions at [www.nakhe.org/opera](http://www.nakhe.org/opera).

### 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>**

## How I Became Part of the NAKHE Family

By [Jenna Lorusso](#)

Although I had long been an avid reader of NAKHE's commemorative lecture series published in *Quest*, my real engagement with NAKHE began in the summer of 2015. It was then that I sent an email to Betty Block inquiring whether I, a Canadian graduate student, could attend the NAKHE Leadership Development Workshop (LDW) she was organizing in Atlanta, Georgia. I was thrilled to receive a very prompt response that I was "very welcome" to attend.

Despite Betty's kind email, I was still a bit nervous to attend this international event on my own. However, I quickly learned my nerves were misplaced, because as soon as I arrived every attendee greeted me warmly. They seemed to all know each other and were in the midst of catching up, but they each kindly paused their conversations to get to know the somewhat lost-looking graduate student. Space does not permit me to list all the wonderful individuals whom I enjoyed learning with over the course of the very engaging LDW, but they all encouraged me to submit to present at the next NAKHE conference in San Diego in 2016.

Reflecting back, I was probably already "hooked" on NAKHE after this first LDW experience, but if there was any doubt in my future involvement, the deal was sealed after my first annual conference. I brought along my mentor and fellow Canadian, Dr. Nancy Francis to the 2016 conference, and we both left remarking that it was the most collegial scholarly meeting we'd ever been to and felt certain that we'd return – and we have!

Although it's only been three and half years since I first became a NAKHE member, I can't imagine my professional career without it. In addition to enjoying the subsequent annual conferences in Orlando and Phoenix in 2017 and 2018, I'm delighted that I've been welcomed to serve the organization as an associate editor for NAKHE's *International Journal of Kinesiology in Higher Education*, as a member of the Fearless Leaders Advisory Group to NAKHE's President, and as Chair of the NAKHE special committee for American-Canadian collaboration. These invitations to service are evidence of NAKHE's genuine commitment to their motto, "Where scholars come to lead."

While writing this piece I came to the realization that I am still in touch with each of the individuals I met at my first NAKHE event in 2015. Since then, I have enjoyed learning from their presentations at annual conferences, serving on their committees, and laughing together during socials. I am most certainly a better junior scholar and leader due to these various NAKHE members' mentorship, and I am truly grateful for it.



Jenna Lorusso with her mentor, Nancy Francis

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

## TECHNOLOGY TIPS



### Virtually Observing Teacher Candidates with Video Conferencing Software

By [Jennifer M. Krause](#), Technology Committee Member

Do you have field experience supervision responsibilities and yet experience challenges, such as lack of time or funding for travel? With advances in and availability of technology, observing teacher candidates can be convenient, save time and money, and still maintain high quality with the implementation of synchronous video conferencing (Krause, Douglas, Lynch, & Kesselring, 2018; O'Neil & Krause, 2017). Use the following equipment, set-up, and techniques to implement a successful session:

#### Equipment:

- Observer/Supervisor
  - Computer or tablet with video and microphone
  - Internet connection
  - Video conferencing software (e.g. Skype)
- Teacher Candidate (TC)
  - Computer or tablet with video camera capabilities
  - Bluetooth microphone connected to computer/tablet
  - Internet connection
  - Video conferencing software (e.g., Skype)

#### Procedure:

1. TC sets up computer/tablet in gym in a safe location with a wide viewing angle
2. TC connects microphone via Bluetooth to computer
3. TC and Supervisor connect via video conferencing software
4. Supervisor observes TC's lesson from any location with an internet connection

#### Considerations/Tips:

- Gain permission from school administration prior to observation
- Test out the internet connection in teaching space prior to lesson
- Add a wide-angle lens to the webcam/tablet (e.g., Aukey Ora) for better viewing
- Cover supervisor's webcam to reduce K-12 student distractions

Learn more about virtual observation through synchronous video conferencing:

Krause, J.M., Douglas, S., Lynch, B., & Kesselring, L. (2018). Let's get virtual: Observing physical education field experiences through synchronous video conferencing. *Strategies: A Journal for Physical and Sport Educators*, 31(1), 30-34.

O'Neil, K., Krause, J.M., & Douglas, S. (2017). University supervisor perceptions of live remote supervision in physical education teacher education training. *International Journal of Kinesiology in Higher Education*, 1(4), 113-125.

## OFFICER SPOTLIGHT President-Elect Tara Tietjen-Smith

By [Betty Block](#), President

As President of NAKHE, it is my pleasure to serve with an amazing group of professionals who make up the Board of Directors. This month, I would like to spotlight Tara Tietjen-Smith, President-Elect of NAKHE. She will assume office in Palm Springs 2020. Tara made her NAKHE debut at the summer Leader Development Workshop (LDW) at Georgia State University in 2011 and has been an active member ever since. I asked her what made her come back after that first LDW. She said, "I've met some of the greatest people in kinesiology-related fields as well as best friends and colleagues. I was able to find mentors that were a good fit for me at NAKHE."

Tara and I talked about how she has personally benefited from her NAKHE membership. She said, "I firmly believe that I have excelled at my career largely due to the mentorship and support from this organization." I checked Tara's vita and found that since 2011 she has won twelve prestigious awards across all levels of faculty responsibility - research, service, and teaching - and her publication record soared after joining. I hope that NAKHE in some small part did indeed contribute to her success!

Tara is currently a full-professor and the Head of the Department of Health and Human Performance at Texas A&M University-Commerce. As Head, she finds funding to bring as many faculty to the annual conference and the LDW who want to attend year-after-year. Her faculty present, are on NAKHE committees and are making a positive impact in NAKHE.

Some personal insights I have about Tara are these: Tara's leadership in higher education administration is notable. She attends to detail while having the ability to keep the overarching vision in sight. She proved her skill at administration when she managed the NAKHE Annual Conference in Orlando, Florida in 2017, impressing us all. Her ability to lead NAKHE LDW members in a strategic planning exercise ultimately resulted in a statement of strategic direction that strengthened and updated our strategic plan. This is evidence of her strength as a visionary leader. She also



Tara Tietjen-Smith and Steve Estes

came up with the idea that we place all of our leadership initiatives within an organizational structure called the Leadership Institute approved by the BOD in 2015. She was the co-creator of the Department Head Certification Training - a training she went on to take! "I am honored to have been a part of the first cohort of Department Head Certification Training graduates." Tara stated.

As a senior NAKHE member, I feel that our association is in great hands with our next generation of leaders! "I'm really excited about the future of NAKHE!" Tara said, "My main goal is to recruit and mentor the next generation of leaders." I have no doubt that she will do just that! I also have no doubt she will lead NAKHE with distinction as our next president.

Next month, I will spotlight Lynda Ransdell, Vice President.





## Something to Think About

By [Martha James-Hassan](#),  
Social Justice / Cultural  
Diversity Task Force Chair

Recently I had the opportunity to attend the NHL Stadium Series Hockey game between the Toronto Maple Leafs and the Washington Capitals. It was a wonderful spectacle that brought me back to my time in Minnesota, the Land of Hockey. The highlight of the game, for me however, was not the NHL game on the ice but meeting the members of the U.S. Women's Olympic Gold Medal Hockey Team. Such a group of bright and talented women! I even got to hold onto a medal...they are really heavy!

Beyond being the best of the best in women's hockey, this is also the revolutionary team that organized and threatened boycotting to earn compensation that is closer to equal to their male counter parts. While I express excitement, I must make a confession: In this Women's History Month message on behalf of the Social Justice and Diversity Committee, I was challenged when I previously wrote "bright and talented". I was challenged because I really wanted to write, "bright, talented and beautiful". The challenge is that these young women were that, too. They were beautiful. But, in today's world to include an adjective of beauty in describing an athlete is to minimize that athlete's ability and performance. As much as people might talk quietly about the physical attributes of male athletes, aesthetic beauty is neither a defining nor limiting factor for men. The question then arises, for athletes who are women, if we notice their beauty does it objectify them and/or distract from their accomplishments? And, on the other hand, if we do not notice their beauty, are we missing some part of noticing them as whole human beings?

Each and every one of these women were beautiful but as an #imperfectly for social justice when I write I want to shift the focus away from the superficially aesthetic perspective of female athletes to ensure society sees them as "athletes first". I am a woman in this dynamic time who observes the harmful effects of a limited binary perspective related to gender and

gender identity on individuals and society. I find myself asking, what is the right approach? Knight and Giulaino (2001) point out, through their extensive review of qualitative literature that media coverage of female athletes often focuses on attractiveness to the exclusion of athleticism. How then do we see and recognize athletes as complete human beings without marginalizing them through traditional gendered expectations? How do we as physical activity professionals interrupt typically accepted narratives in sports that serve as hegemonic devices to reproduce oppressive policies and practices?

I proudly serve an academic institution where our male athletes are the Bears and our female athletes are the Lady Bears. Perhaps when you see a bear in the woods, you ask yourself if the bear is male or female? I do not. In *Pedagogy of the Oppressed* Paulo Friere (1972) shares that in naming the world we make meaning, and through education we become more fully human. I therefore pause to wonder why we continue to use marginalizing practices in naming throughout education, but especially in sports to continue to remind spectators and competitors alike of the dichotomy of value placed on athletes? This dichotomy uplifts men as being "typical" and oppresses women as being "less than", "smaller" or "in service to". Are these judgements made because of their skill, talent, resiliency, accomplishment, or even their chosen sport, or because of their lived gender?

What purpose does it serve that the men's team is the Eagles yet the women are the Eaglettes? "In the realm of sport, as in many others, privileged groups use political, economic, and cultural resources to define societal norms and values and to reinforce and sustain their influence" (Sage, 1990, p.11). The suffix, "ette"—which according to dictionary.com symbolizes the diminutive or hypocoristic form of a word—literally means smaller or less than. Usage of this minimizing language in reference to female athletes is an intentional response to ensure that no matter how fierce, strong, or capable women can be, they still hold residency in a lane designed by society that is less than the one occupied by real athletes who get the privilege to be fully human; a.k.a. men. Our female identifying athletes are not less than anyone and by calling them a diminutive name or conditionalizing their title with a gendered adjective reinforces a societal norm that women as a whole are to be seen as "less than" their

male counterparts, regardless of talent, skill, or accomplishment.

So, as we wrap up African American History Month and begin Women's History Month, I do not want anyone to be less than they are. I want to challenge us to create a society that is able to embrace equity. I would love to live in a society where a beautiful athlete can be just that: beautiful and an athlete. When we live beyond limiting dualities that result from a narrowly defined binary of gender expectations; when women can be seen as athletes and as whole humans; when men can be seen as compassionate, giving, and strong; when individuals are empowered with the agency to define themselves, then we can move forward towards a more equitable society for everyone.

As Sage wrote, "Sport is such a pervasive activity in contemporary America that to ignore it is to overlook one of the most significant aspects of this society" (p.4, 1980). Because of the central role of sport in the United States it is a powerful tool to reproduce or re-write socially constructed narratives of privilege and oppression. Sport is a powerful tool and with great power comes great responsibility.

I call on all physical activity professionals: physical educators, exercise scientists, biomechanists, athletic trainers, sport psychologists, rehabilitation specialists, dancers, and others in kinesiology-related fields to learn to recognize the subtle and overt ways that sport and physical activity is used as a living tool to reinforce inequities. And when bias and inequity are recognized, there is a professional responsibility to take action to interrupt oppression. For too long heteronormative perspectives on women insulted them from danger of violating traditional gender roles as long as they were "pretty" enough to be objectified as women. Those who did not meet a fictional standard of beauty (read: white, thin, blonde, compliant, sweet, and smiley) were barred from mainstream press, commercial endorsements,

and being fully human. The progressive response to this biased treatment of female athletes over the years has been to sterilize their humanness from their athletic performance. Essentially, creating a "color blind" approach to ensure that gender is "unseen". Color blindness is often expressed by well-meaning people of privilege saying things like, "I don't see color, I only see a human being". While the person making the statement may have the best of intentions, what they are really saying is "In order to make myself comfortable, I don't see that person at all". If you do not see the color of someone's skin, have you really seen that person?

To paraphrase the words of the athlete and activist Arthur Ashe, you learn about equality in history and civics classes in school, but as you live and reflect on experiences you learn that life is not really like that. Life is not equal in promise or expectation for everyone. Perhaps one day, when society comes to terms with issues of gender and gender expression we will be able to move past a colorblind approach to female identifying athletes. Perhaps then we will be able to acknowledge the whole humanness, including beauty, of female athletes.

## REFERENCES

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