

MAY 2018

SPECIAL  
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NEWSLETTER

## A Message from President Betty Block

Happy end of the semester! There are few greater feelings than to have all papers marked, grades posted, and a couple of days off to regroup for the next round of students and classes. As I look forward to summer and teaching accelerated courses, I am reminded of the time when I was a university student. I try to recall how nervous I was to meet new professors and learn new material. I remember how diligently I organized my life around the coursework demands that I knew would come. There are students out there right now wondering about you and what kind of professor you will be to them. I hope that you remember three things when you go back into the classroom. First, remember that every student brings past experiences into the learning experience. Find out what those experiences are and try to connect them to the course content. Second, let your students know that you trust they will demonstrate integrity during the learning process. Back up your words with actions that demonstrate that you trust them. Many students have thanked me for trusting in them and for giving

them the freedom to demonstrate integrity and honesty with their classmates and me. Honing those skills will serve them well as professionals. Give them a safe space to practice them. Third, do not be afraid to stretch yourself by listening to your students and innovators in the field. Try new teaching strategies, new approaches to traditional material, and innovative content. Don't think that just because things have worked in the past they will work with the next class. Students are respectful. They will accept what you offer. Offer them the most cutting-edge content and approaches to learning as you can.

NAKHE programs and publications offer the cutting-edge content and delivery strategies that you need to become the best professor you can be. Our conference programs are filled with a wealth of innovative techniques and strategies that will serve you well. Our doctoral student members never cease to amaze me with their enthusiasm and

forward-thinking ideas. Our presenters are top notch teachers who build upon their own successes and the ideas of others. NAKHE's conference format gives plenty of time for conversation and debate in a friendly and safe environment. *Quest* articles provide the best interdisciplinary perspectives in the field. *The International Journal for Kinesiology in Higher Education* gives young professionals a platform to publish innovative research and leadership ideas.

Thanks to all of you who are contemplating presenting in Savannah at our 2019 conference! Go online today, check out the theme, and share your successes with the rest of us. Also, think of sharing your work in *Quest* and the *International Journal*. That way, your ideas and discoveries will go out to a world-wide market.

I look forward to learning from all of you.

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

provide. 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

An interactive smart board (ISB) can be used as an ancillary presentation surface for overhead projector display and provides additional capabilities similar to those of a whiteboard, only digitally. The educator can use it to create drawings, append projected images, and highlight projected material much more clearly than with dry-erase whiteboards (which can be afflicted with shadow-like residue from previous drawings). ISBs allow educators to display videos, animation or web based material integrated with lecture based presentation, then switch to drawing mode to provide enhanced instruction or input from students. This allows the educator to reach out to students with a variety of learning styles, and creates an environment that encourages interaction. In addition, the educator can blend theory with "real world" scenarios by appending news stories with written notes or images.

The ISB also has the ability to record all pre-arranged and improvised interactions for immediate replay, thus eliminating the need to re-draw sequential events. These recordings can be made available for later digital distribution. Specifically, they can be recalled during non-classroom practical learning sessions via podcast downloads using iPad or other devices. The recording function frees students from excessive note-taking

in class, allowing them to focus on materials and concepts as they are being presented. Accessing the recordings later allows them to see the material, apply the material, and evaluate the material in a "Learning Over Time" format.

Lecture capture (LC) systems provide a broad range of features, from simple video recordings to optional live streaming of lectures, presentations and demonstrations. The recordings avert the time constraints inherent in live classes while the live streaming feature eliminates geographic barriers. LC systems automatically synchronize and upload user-selected components of recordings (video camera, PowerPoint, etc.) to a local hard drive or web-based cloud storage for easy access. Some LC systems are flexible and allow integration of a variety of ancillary video inputs (via USB) for situations in which multiple frames of reference are valuable, such as close-up video images or ISB input. An additional feature is the ability to associate relevant materials such as PDF documents to recordings.

In some settings, LC systems are used to disseminate entire courses on-line. In addition, archived recordings can be made to be serially accessible on-demand

across semesters through any web-browser capable platform. RSS (Rich Site Summary) feeds of recordings are also available, which allows students to download podcasts in either audio or video format for portability.

LC can be used to provide student interaction via five options:

- immediate - in-class, where Q&A are recorded
- immediate - broadcasted streams allow remote viewer interaction via text input
- delayed - using threaded discussions as part of a CMS (student-student engagement)
- delayed - using notes feature integrated into system (notes can be added any time)
- delayed - during following class periods (viewed in class)

More importantly, with a LC system the students can identify specific time points in a lecture where they had difficulty understanding material and view those sections repeatedly. Lecture or topic-specific supplemental materials can be made available through attached files. Multiple concurrent video streams can be viewed in relation to each other via hyperlinks that appear at contextually-appropriate times during playback.



Laura Sweet  
Eastern Michigan University

*This is the second 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!

### 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](#)



Martha James-  
Hassan,

Social Justice /  
Cultural Diversity  
Task Force Chair

# This I Believe.....

This I Believe was a popular radio series hosted by Edward R. Murrow in the 1950's. The series featured brief recordings of individuals recounting their guiding principles, profound memories, and ways of being. In many ways, This I Believe was TED before he could talk. The original invitation distributed in the 1950's read like this:

***This invites you to make a very great contribution: nothing less than a statement of your personal beliefs, of the values which rule your thought and action. Your essay should be about three minutes in length when read loud, written in a style as you yourself speak, and total no more than 500 words*** (NPR.org).

While not by Edward R. Murrow, recently, an invitation was extended to me to craft my own This I Believe and then share it aloud along with other members of a group of influential leaders in our community. I struggled with drafting my essay. Everything from selecting a topic, identifying and naming associated core beliefs, and writing with brevity were all challenges. Wasn't it French mathematician and philosopher Blaise Pascal who was first quoted as saying, "If I had more time I would have written a shorter letter"? Anyway, after what seemed like endless drafts, changes in direction, and looming failure I started listening to examples both from the '50s as well as essays from a modern revival of the project. I was paralyzed and could not produce anything worth sharing. Then I listened to the powerful words of Martha Graham in her essay titled, An Athlete of God (NPR.org). In this work she shares how she perceives The Dancer when she states, "We have all walked the high wire of circumstance at times. We recognize the gravity of pull of the earth as he does. And, the smile is there because he is practicing living at that instant of danger; he does not choose to fall". I took her words to heart and decided not to fail. The result is the essay below. I hope you enjoy.

Make your body as straight as possible. Now, bend half your body. You may be asking, "What was that about"? I asked you to do that so that I could further ask

you how old you were when you knew what it meant to make your body as straight as possible? How about bending your body? Could a one or two year old do that? What about half? When did you learn what half of your body was?

Do you know that in public schools in the U.S. fractions are not introduced to young people until second or third grade? This exercise is a metaphor. A metaphor used to illustrate the fact that there is an immense amount of information within our bodies: things that for most of us just know without ever being formally taught. Things that only make sense to learners if they can experience them through movement. The body, through play—the work of childhood—is an essential tool for learning.

If we continue to ask children to leave their bodies at the door when they enter school we will NEVER move the needle on closing the economic and ethnically predictable disparity in academic achievement. Further, if we do not examine the reasons why we privilege intellectual endeavors over physical pursuits we will never be able to fully address institutional oppression and racist behavior that plagues our society.

Consider the implications of messages that a learner will grow up to be stuck "digging ditches" if they cannot conform to intellectual expectations of the indoctrinating mechanism of capitalism that is schooling in America. Translation: in America we believe that physical labor makes a person less-than those who successfully matriculate the process of creating a docile body. This is further complicated by skin-tone bias within Black and Brown communities that is a dot-to-dot-connection between the perception that engaging in outdoor pursuits and/or physical activity, equates with the history of forced labor in fields and contemporary station as residing in a lower-class status.

In schools when I work with teachers to infuse movement into classroom or content area teaching, the most common resistance I get is, "if I let them start moving I may not be able to get them to stop". My response, "Now that we have identified that you are

## Continued...

afraid of your students the real work to be an excellent educator can begin”.

The challenge is that teacher fears, apprehensions, and low expectations are supported by an institutional fear of the potential power of young people. The Arts and physical education are often the first things cut in urban schools citing the convenient truth that budgets are tight, however, when seen in the light-of-day it is in those classes in which students learn to control their bodies, their breath, and their imagination. And, as a society we have decided that we can't have that, especially in urban communities of color! For if the young people can control their breath, bodies, and imaginations they can dissent. America values Black and Brown bodies so long as they are either on the court or in it. So, we remove authentic beauty and movement from their education, disengaging them from their very beings.

Consider what the Civil Rights, Women's Rights, or Popular Front Movement would have been without movement? Martha Graham said, "Movement never lies. It is a barometer telling the state of the soul's weather to all who can read it". But we are afraid of that kind of literacy...afraid of what young women and men might become if they actually could put voice and motion to their resistance instead of succumbing to their so called resilience by returning day after day to the bleak potential of the streets, hallways, and hideaways of their forecasted near-existence. We must make a rich and robust well-rounded education rooted in the goal of developing Agency and efficacy in physical education and the Arts a priority if we are truly going to make a difference for the future of our country. This is what I believe.

[https://www.npr.org/thisibelieve/orig\\_invitation.html](https://www.npr.org/thisibelieve/orig_invitation.html)

<https://thisibelieve.org/essay/16583/>

## 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@mtsu.edu](mailto:steven.estetes@mtsu.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

# Officer Spotlight



**Tim Baghurst**  
Vice President-Elect

I just spent a wonderful few days in Palm Springs with the Future Directions Committee (FDC). The Miramonte Indian Wells Resort and Spa is absolutely beautiful – an oasis in the desert. I cannot wait for you all to see it in 2020! I enjoyed spending time with old friends, Brian Culp, Richard Oates, Carrie Sampson-Moore, and the man that will lead our 2020 conference, Timothy Baghurst. The FDC is arguably the most important committee to NAKHE. The people on this committee set the tone and direction of the association and serve as stewards of the strategic planning process. Timothy is a key member of this committee because as vice president-elect he is the person responsible for the conference. I am spotlighting Timothy this month because he is my new favorite NAKHE member!

The more I get to know Tim the more I like him. He is the epitome of a leader. I was amazed at every turn at how knowledgeable and engaged he was in the process of the committee's work and his own responsibilities as vice president-elect. I was curious about Tim because I did not know him like I know other members so I spent a great deal of time

observing and questioning him. He is a relatively young member (although everyone seems young to me now!) who takes our motto, Where Scholars Come to Lead, seriously. He is serious, intellectual, creative, and relational – just the qualities we need in our leaders.

Timothy has an undergraduate degree in Sports Science from the University of Chichester, England and a Masters in Sport and Exercise Psychology from Bangor University, Wales. He has an additional Masters in Kinesiology from Midwestern State University and a PHD in Kinesiology from the University of Arkansas where he taught and served as the nutritional counselor for the Arkansas Razorbacks. Timothy is a leader in every aspect of his professional life. He has written four books to-date and is an established scholar. He started the first coaching education program in the state of Oklahoma at his home institution, Oklahoma State University where he is in the process of going up for promotion to professor. On top of all that, he runs a consultancy business called GOAT Sports Performance where he assists athletes, coaches, athletic directors, and others improve their performance outcomes in the areas of sport nutrition, sport and exercise psychology, strength and conditioning, and sports administration.

I asked Timothy why he decided to run for a NAKHE office, especially the vice-presidential office which is a really tough role to take on. He said, "I have been fortunate to have served many different organizations in many different capacities. However, what I have never been able to do is really lead. I was a contributor, sure, but this was an opportunity to use what I have learned over the past decade to be a decision maker. That excited me!" I can report to the membership that Timothy is already leading us to an unforgettable conference in 2020. You will be hearing from him in a couple of months about the conference theme, fresh perspectives on traditional practices, and member perks that go along with being in the Palm Springs area. Stay tuned!

We are indeed lucky that Timothy has brought his excitement and leadership skills



to NAKHE. He said, “NAKHE is the organization I wished I had known about when I was a graduate student. It inspires me to be better than I am. I am grateful to have been given opportunities to become involved and to lead. I have ample opportunities to learn in training or through the many mentors within the organization. What NAKHE has given me makes me want to give back so that it continues to grow and thrive.”

His goals for his vice-presidency are to have a successful 2020 conference, and to introduce as many people to NAKHE as possible. He invited three new people to the 2019 conference, and one of them sent him a text this week that read: “Thanks for introducing me to this great organization!” He hopes that “we can all encourage our graduate students and colleagues to become not just members of NAKHE, but future leaders”. Timothy sets an amazing example for our future leaders and, I would argue, he is going

to raise the bar for them as well.

Timothy enjoys being part of NAKHE’s “vibrant community of professionals.” He hopes that “we will continue networking and establishing opportunities to collaborate and grow our disciplines. We have terrific leadership, and there is tremendous opportunity for growth,” he said. Timothy is excited to see what the next few years bring. So am I. I am confident in the future of NAKHE with members like Timothy who believe in our mission and are not afraid to jump right into time-consuming leader roles. If you have not met Timothy yet, seek him out and get to know him. He’ll become your new favorite NAKHE member too!

Happy May!

Betty



2019 ANNUAL CONFERENCE  
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 SAVANNAH, GEORGIA

INVITE 2  
 and  
 BRING 1 MORE

**NAKHE**  
 National Association for Kinesiology in Higher Education  
 Leadership Institute

*Where Scholars Come to Lead*

# I belong to NAKHE & here's why!

with Richard Oates

University of North Georgia, Gainesville Campus

## 1. HOW DID YOU HEAR ABOUT

**NAKHE:** In the late 1980's, I was a doctoral student at the University of Georgia and my major professor, Dr. Wilma Harrington, was an active NAKHE member. Dr. Harrington required my doctoral seminar group to read previous Amy Morris Homans and Dudley Sargent Lectures (the Delphine Hanna Lecture wasn't initiated until 1992). Those lectures were the basis of professional discussions throughout my doctoral studies.

**2. WHY DID YOU FIRST JOIN:** Dr. Harrington served as NAKHE's Vice President and was coordinator of the 1992 NAKHE Conference. She suggested I submit a presentation proposal based on my dissertation prospectus. The proposal was accepted so I joined NAKHE, because that was one of the stipulations of presenting at the conference.

**3. WHY DO YOU COME BACK:** I come back because NAKHE became my professional home. When I presented my dissertation prospectus at the 1992 conference, I was a nervous doctoral student making my

first presentation at a national conference. I looked into the audience and saw several distinguished scholars (some of which were heavily referenced in my research) and the authors of most of the books and articles I had read throughout my undergraduate and graduate programs. After I finished my presentation, several scholars approached me, encouraged me, and provided much needed direction and support to complete my research. They were actually interested in what I was doing and wanted to help. This is why I come back. NAKHE members cared about me as a professional and provided me the opportunity to grow personally and professionally.

**4. WHAT ARE YOUR EXPECTATIONS FROM MEMBERSHIP AND PARTICIPATION:** My expectations are quite simple. Be an active member in the organization outside the annual conference. Get involved in committee work, share ideas and perspectives (even when you aren't asked). Be a positive influence on the professional and personal lives of others.



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

**INVOLVED:** Getting involved in NAKHE creates a professional network that can be used to increase the effectiveness of your professional life. NAKHE promotes and develops leaders within our profession. One leadership skill I always stress to my students and faculty is that effective leaders **KNOW** and **USE** their resources. Involvement in NAKHE will expand your knowledge and provide you pathways to use that knowledge to be a better teacher, a better researcher, and a better colleague.

National Association for Kinesiology in Higher Education

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