

NAKHE Newlster

Stay Updated with NAKHE!

September 2021



2022 NAKHE Conference Registration

Registration is now open for the 2022 NAKHE Annual Conference! The conference will be held at the Hyatt Regency Hotel from **January 5-8 in Phoenix, Arizona.**

The 2022 NAKHE Conference theme, *Embracing the Future: Navigating a Hybrid World*, will focus on how leaders can effectively utilize technology and creativity to lead during trying times. While we have all faced the COVID-19 pandemic this is not the only hard to deal with an issue facing higher education. Budget cuts, institutions dealing with natural disasters, national and local social unrest, political legislation that affects institutions, are all major factors that force leaders to do their most creative work for students, staff, faculty, and institutions. Using technology effectively to navigate during trying times is a must. Presentations will be grouped together with other related presentations for each session. The conference is scheduled to be face-to-face with 1 full virtual day of presentations. All face-to-face concurrent sessions will be available for virtual attendees via the Whova App. All named lectures and awards will be live-streamed for our virtual attendees. Face-to-face and online spots will be available for several types of presentations.

[Click here for more information on the 2022 conference](#)

NAKHE Fellow Spotlight: Dr. Betty Block

Dr. Betty Block was inducted as NAKHE Fellow #25 in 2018. Dr. Block is a former president of NAKHE and the 2019 Texas A&M System Regents Professor. She is a professor in the Department of Health and Human Performance at Texas A&M University-Commerce. She specialized in Embodiment and Dance Therapy and has published numerous articles in *Quest* including her recent publication entitled [Thirdspace Movement Concepts in Physical Education Teacher Education in Quest](#).

She has received many distinguish awards including National Association for Kinesiology in Higher Education Presidential Award, National Association for Kinesiology in Higher Education Amy Morris Homans Lecturer, NAKHE Distinguished Administrator Award, and Texas A & M University – Commerce Outstanding Department Head Award.

Dr. Block is an exceptional leader who is willing to take her time to mentor up-coming scholars and help them with their scholarly plans. She also leads several important initiatives for NAKHE including recent internationalization initiatives. NAKHE, as an organization, is fortunate to have Dr. Block as an important part of our community!



NAKHE Elections Begin October 1st

The 2021 NAKHE elections for the offices of President-elect and Vice President-elect of the association will run from Friday, October 1 through Thursday, October 30.

On October 1, an email message containing a unique ballot link with a random, secret access key will be emailed to **current** professional, emeritus, and student members. (Associate and concurrent members do not participate in NAKHE elections.) The email will come directly from a secure online voting website called "ElectionBuddy". The "From" name on emails to voters will be "ElectionBuddy Elections", not NAKHE.

Click [here](#) to find out more about this information!

The candidates for President-elect are:



Timothy Baghurst

Professor of Education and
Director of FSU COACH
Florida State University

[View Dr. Baghurst's](#)

[Biography](#)

[View Dr. Baghurst's Vita](#)



Daniel J. Burt

Associate Professor and
Associate Chair; Kinesiology
Graduate Program
Coordinator

Texas A&M University-
Kingsville

[View Dr. Burt's Biography](#)

[View Dr. Burt's Vita](#)

The candidates for Vice President-elect are:



Shelley L. Holden

Professor
Health, Kinesiology, and
Sport
University of South Alabama
[View Dr. Holden's Biography.](#)
[View Dr. Holden's Vita](#)



Harold Albert Riemer

Dean
Kinesiology and Health
Studies
University of Regina
[View Dean Riemer's
Biography.](#)
[View Dean Riemer's Vita](#)



Mike and Terry Metzler Distinguished Lecture

Friday, Oct. 15 | 11 a.m. | Register at bit.ly/MetzlerLecture2021



“How to Put the Youth Back in Youth Sports”

FEATURED SPEAKER: Tom Farrey
Executive Director of Project Play, Aspen Institute



Farrey to Speak at 3rd Annual Metzler Lecture

Tom Farrey, executive director of the Aspen Institute's Project Play, will be the featured speaker for the 3rd Annual Mike and Terry Metzler Distinguished Lecture, scheduled for Friday, Oct. 15, at 11 a.m. He will give a presentation entitled, "How to Put the Youth Back in Youth Sports."

Farrey, a former ESPN journalist and author of “Game On: The All-American Race to Make Champions of Our Children,” focuses his work on improving the U.S. youth sports system – in particular, increasing participation and expanding opportunities for recreational youth sport. Farrey serves as executive director of Project Play, an initiative that helps stakeholders build healthy communities. The initiative’s reports and data have shaped the national conversation about the value of sports for children and the gaps facing vulnerable populations, and hundreds of organizations have used Project Play’s framework to introduce new programs, partnerships and grant funding to their communities. In his presentation, Farrey will explain how youth sports became an industry designed by adults, for adults – and how we can put the voice and choice of children back into the delivery of activities. The purpose of the Metzler Distinguished Lecture, founded by Georgia State retired faculty members Mike and Terry Metzler, is to feature scholarship, research, policy and programs that promote physical activity for healthy living. The lecture will be held in a virtual format and registration is required. To register, visit <https://bit.ly/MetzlerLecture2021>.

by Claire Miller



Metzler Lecture 2021 Save the Date Flyer.pdf

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9.4 MB

NAKHE Featured Article

Exploring Ableism in Kinesiology Curriculum through Kinesiology Students' Experience: A Phenomenological Study

ABSTRACT
Ableism is an inconspicuous phenomenon within the allied health field which may play a role in the lack of quality care often observed for people with disabilities (PWD). Since individuals' general perceptions and attitudes toward people with disabilities develop in the early stages of their academic life, it is critical to examine the education of prospective allied healthcare practitioners, such as Kinesiology (KIN) students, to identify the roots of ableist ideas in an education system. The purpose of this study was to explore KIN students' experiences within their respective curriculum in relation to the topics of PWD and ableism. We employed a phenomenological qualitative design using semi-structured interviews based on Critical Disability Theory. Twenty KIN students were interviewed about their experiences regarding PWD and KIN education. Thematic analysis was used to analyze the interview data. The results revealed ableism within the KIN curriculum due to insufficient information and exposure to PWD. Our findings provide a significant contribution to academia by highlighting how an able-bodied curriculum can perpetuate ableist attitudes among KIN students. Subsequently, this study signifies the need to develop disability awareness in KIN education.

Featured Article

Exploring Ableism in Kinesiology Curriculum through Kinesiology Students' Experience: A Phenomenological Study by Narasaki-Jara, Carmona, Stillwell, Onofre, Brolsma, & Buenavista
<https://doi.org/10.1080/24711616.2020.1753602>

NAKHE Featured Article

Social Justice in Kinesiology, Health, and Disability

ABSTRACT
The current state of research in kinesiology scholarship is largely void of empirical research that counters deficit thinking from a social justice perspective. The purpose of this paper is to interrogate the social justice agenda in kinesiology, and to suggest directions for the future of social justice research in our fields. First, we offer clarification of social justice and discuss how researchers might challenge dominant (mis)notions/ discourses through critical interrogation of oppression and privilege, particularly in the United States (U.S.). We further suggest the utilization of a critical theoretical framework in conducting research and in challenging the prevalent deficit orientation of research engaging historically and contemporarily marginalized U.S. populations (e.g., people of color, women, and individuals with disabilities). Even more importantly, the lens through which the research is viewed must be adjusted to fully grasp the pertinent issues.

Featured Article

Social Justice in Kinesiology, Health, and Disability by Harrison, L., Azzarito, L., & Hodge, S.
<https://doi.org/10.1080/00336297.2021.1944231...>

NAKHE Featured Article

Differences of In-School Moderate to Vigorous Physical Activity among Fourth Grade Urban Youth

ABSTRACT
There is a clear and well-documented link between physical activity (PA) and health. However, many youth do not participate in the recommended levels of PA in order to gain health benefits. Given the health disparities among urban youth, specifically among African American youth, and mindful of the lack of data for Arab Americans, the purpose of this study was to determine if in-school PA levels differed between European American, African American and Arab American urban elementary school children. The pilot study consisted of a sample that included 266 (107 males; M age = 9.36) fourth grade students whose in-school PA data was collected using an ActiGraph GT3X+ for six school days. Results showed male students were more active than female students, while African American and European American students were more physically active than their Arab American counterparts. This study highlights the difference of in-school PA levels of urban-minority students and discusses how urban schools should be intervening with Comprehensive School Physical Activity Programs designed for urban youth in order to prevent the onset of disease in adulthood. Health and physical educators should consider creating programs that are culturally relevant in order to increase PA levels of all youth.

Featured Article

Differences of In-School Moderate to Vigorous Physical Activity among Fourth Grade Urban Youth. International Journal of Kinesiology in Higher Education by Centeio, Barcelona, Fahlman, Kulik, Shen, Garn, & McCaughtry.
<https://doi.org/10.1080/24711616.2020.1735974>



In memoriam: Dr. Samantha Rachel Roberts

It is with sadness that we share the news that Dr. Samantha Roberts passed away unexpectedly on September 19, 2021. Dr. Roberts was an Associate Professor in the Department of Health and Human Performance at Texas A&M University-Commerce. She was also an active member of NAKHE and the editor of the NAKHE Magazine.


She was born on November 16, 1976, in Catterick, North Yorkshire, England, UK, the daughter of John David Gorse and Susan Gorse. Click [here](#) to view Dr. Roberts' obituary.



NAKHE NEWSLETTER

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The purpose of the NAKHE Newsletter is to send updated information to NAKHE members and friends. Much of the information overlaps with our social media sites. If you have any questions and comments, feel free to reach out to NAKHE at info@nakhe.org.

 info@nakhe.org

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