

NAKPEHE ANNUAL CONFERENCE



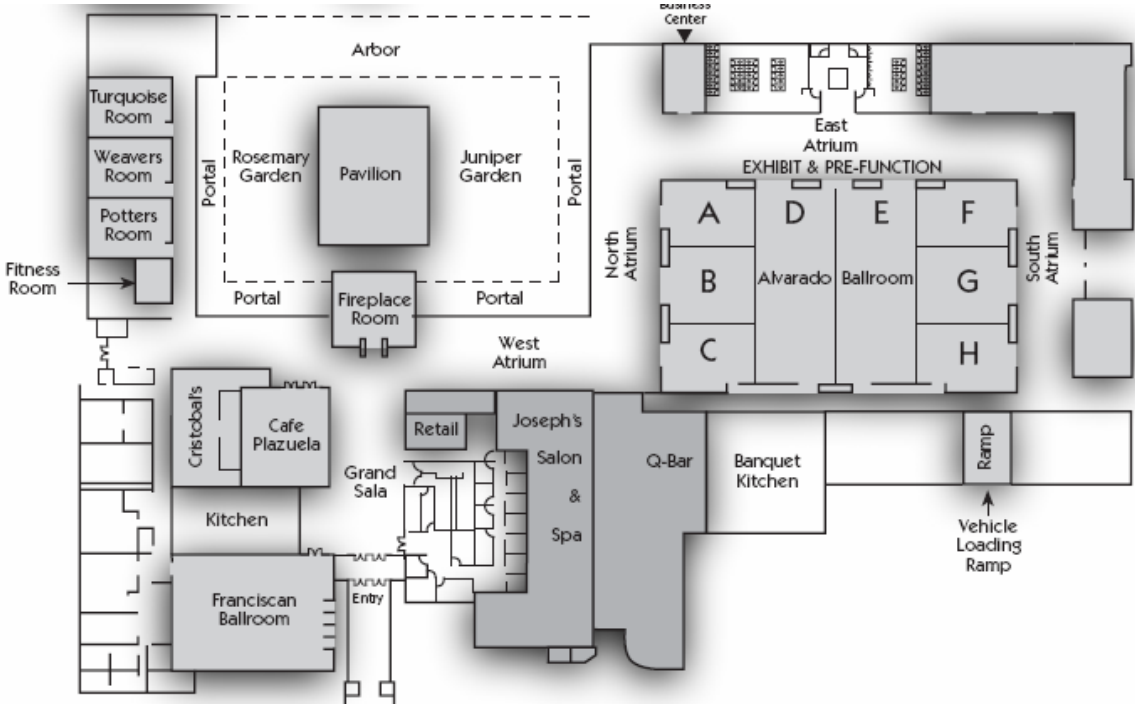
Developing Leadership for the Profession

**National Association for Kinesiology and
Physical Education in Higher Education**

January 2-5, 2008

Sheraton Old Town
Albuquerque, New Mexico

Map of Hotel



Hotel Albuquerque
At Old Town

800 Rio Grande Blvd., NM
Albuquerque, NM 87104
800.237.2133

Greetings



I am pleased to welcome you to the 2008 conference of the National Association for Kinesiology and Physical Education in Higher Education. Albuquerque is a new site for us, and on behalf of the Board of Directors, I hope you will enjoy both the conference and the culture that Albuquerque has to offer.

Our theme this year is “Developing Leadership for the Profession.” The theme coincides with our new, more focused mission of NAKPEHE, which is to emphasize leadership-- both as the profession and for our varied roles within that profession. The theme was developed by the Future Directions Committee and has been very ably implemented by vice-president Jimmy Ishee, with the extraordinary assistance of Vanessa Fiaud.

Each year, I look forward to this conference and to the opportunity to see and engage with colleagues who share an interest in looking beyond our individual disciplines and institutions to the increasingly important contributions that kinesiology and physical education can make to our communities, our nation, and the world. Many of the significant challenges we face can be positively impacted through our scholarship and practice related to physical activity, as well as through the popular culture activities of play, game, dance, sport, and exercise.

It is my hope that you will find professional enrichment through the presentations and informal discussions among colleagues and that those of you who are attending for the first time will come to understand why many of us return year after year. I look forward to seeing each of you in the next few days as well as seeing you next year in Sarasota.

Jan Rintala
President, NAKPEHE

WELCOME TO NEW MEXICO



I would like to welcome you to Albuquerque, New Mexico and the 2008 annual conference of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE).

This year's conference will address the theme "Developing Leadership for the Profession."

This conference is an excellent opportunity for you to meet NAKPEHE members from all over the country and create an opportunity for networking and collaboration. As always, NAKPEHE extends a warm welcome to all our colleagues who share our interest in improving leadership in kinesiology and physical education in higher education.

I would like to thank our presenters and lecturers for their efforts in making this an exciting and educational conference experience. I look forward to what promises to be a most stimulating and enjoyable conference.

A handwritten signature in black ink, appearing to read "J. Ishee", written on a light-colored background.

Jimmy H. Ishee
Vice-President, NAKPEHE

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Program at a Glance

Wednesday, January 2	Thursday, January 3	Friday, January 4	Saturday, January 5
		7:00 – 8:15 AM Past-Presidents Breakfast (Invitation only)	7:00 – 8:00 AM NAKPEHE Business meeting Breakfast Buffet
	8:15 AM – 12:00 PM Concurrent Sessions	8:15 AM – 12:00 PM Concurrent Sessions	8:00-11:00AM Concurrent Sessions
			11:15 - 12:15 PM Hally Beth Poindexter Young Scholar Presentation
			12:15 – 2:30 PM AMY MORRIS HOMANS LECTURE Dr. Marilyn Buck, Ball State University Luncheon and NAKPEHE Awards
			12:30 – 2:00 PM DUDLEY SARGENT LECTURE Dr. Mel Finkenberg, Stephen F. Austin State University Luncheon
4:00 – 10:00 PM NAKPEHE Board Meeting NAKPEHE President Jan Rintala Presiding	1:15 – 5:30 PM Concurrent Sessions	2:45 – 5:15 PM Concurrent Sessions	2:15 – 5:15 PM NAKPEHE Board Meeting
	5:30 – 6:00 PM Poster Session	5:30 – 6:30 PM <i>Quest</i> Editorial Board Meeting/ Committee meetings	
	6:45 – 8:00 PM DELPHINE HANNA LECTURE Dr. Ann Boyce, University of Virginia		
	8:00 – 9:00 PM Reception & Welcome New Members		

NAKPEHE officers

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Northern Illinois University



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2008 NAKPEHE

Conference Program

Sheraton Old Town
Albuquerque, New Mexico

January 2-5, 2008

Wednesday, January 2

4:00 - 7:00 PM	Conference Registration	<u>North Atrium</u>
4:00 – 10:00 PM	NAKPEHE Board Meeting NAKPEHE President Jan Rintala	<u>Fireplace Room</u>

Thursday, January 3

8:00 AM – 5:30 PM **Conference Registration** North Atrium

8:00 AM – 12:00 PM **Concurrent Sessions**

Alvarado A Moderator: Steve Estes

- 8:15 - 8:40am The three foundation pillars of leadership in physical education.
Timothy Mirtz, University of South Dakota, & Leon Greene, University of Kansas
- 8:45 - 9:10am Taking the Bait: On Leadership and Kinesiology.
Douglas McLaughlin, California State University - Northridge
- 9:15 - 9:40am Leadership in Kinesiology: The Importance of Achievement Motivation and Motivational Climate.
Shane Frehlich, California State University - Northridge
- 9:45 - 10:10am A Template for Leadership: It's S.I.M.P.L.E.
Dennis Docheff, University of Central Missouri

Alvarado B Moderator: Samuel Hodge

- 8:15 - 8:40am Creating Experiential Learning Opportunities with Local Police and Fire Departments.
Jason Winkle, Indiana State University
- 8:45 - 9:10am Adapted Physical Educators and School Counselors Overcoming Barriers to Fostering the Successful Inclusion of Students with Disabilities: A Collaborative Approach.
Daniel Webb & Tammy Webb, North Carolina Agricultural and Technical State University
- 9:15 - 9:40am Using SWOT Analysis for Adapted Physical Education Program Evaluation.
Amy Sidwell, West Virginia University
- 9:45 - 10:10am Leadership in Technology: Coordinating a Fitness & Wellness Basic Studies Course.
Cara Sidman, University of North Carolina at Wilmington

BREAK

Alvarado A Moderator: Steve Estes

- 10:30 - 10:55am Understanding a Leadership Mindset: Are Qualities Innate or Learned?
Melissa Chase, Miami University
- 11:00 - 11:25am The Leadership Challenge: Assessing Faculty in the 4th Domain – Dispositions.
Richard Oates, North Georgia College & State University, Ann Boyce, University of Virginia, Leah Holland Fiorentino, Armstrong Atlantic State University, & Jacki Lund, Georgia State University

11:30 - 11:55am The New Face in Leadership: Emotional Intelligence.
Karen Greenockle, University of Tennessee - Martin

Alvarado B Moderator: Samuel Hodge

10:30 - 10:55am Designing Effective Assessment/Evaluation Tools for Sport Management Internships.
Glenn Miller, Baylor University, & John Miller, Texas Tech University

11:00 - 11:25am Online Courses in the Higher Education Curriculum.
Jack Kern & Paul Calleja, University of Arkansas

11:30 - 11:55am Be SMART and Connect: The Development of a Youth Fitness and Nutrition Program.
Glenna G. Bower, University of Southern Indiana, Vic Chamness, Evansville-Vanderburgh School Corporation, Debbie Grace, Happy House Daycare Center, & Vicki Nelson, Lampion Center

12:00 – 1:00PM

Lunch Break

1:00 – 5:30 PM

Concurrent Sessions

Alvarado D Moderator: Bill Forbes

1:15 - 1:40pm Guiding Quality Improvement: Academic Leadership, Academic Audit, and Strategic Alignment.
Jeff Briggs, Fort Hays State University

1:45 - 2:10pm Using Leadership to Build Consensus in Times of Accountability.
Carol Wood, Salisbury University

2:15 - 2:40pm Affecting Change through Leadership: Introspection and Talent.
Brian Hickey, Florida A&M University

2:45 - 3:10pm Analyzing Historical Perspectives of Leadership Models: Case Study on Leadership of Parks and Recreation Professionals.
Patrick Wempe, Lynn Leggett, Don Peterson, Henderson State University & Bill Stobart, Pittsburgh State University

Alvarado E Moderator: Mel Finkenberg

1:15 - 1:40pm Assaults on Sports Officials: Are the Zebras Endangered?
Todd Seidler, University of New Mexico, John Miller, Texas Tech University, & David Scott, University of New Mexico

1:45 - 2:10pm Dads, You Do Matter: Female Athletes' Experiences of Their Fathers' Involvement in Their Sport Experiences.
Tanya Prewitt, University of Tennessee

2:15 - 2:40pm Sport for Life: A Model for International/Intercultural Infusion.
Ashleigh Huffman & Joy DeSensi, University of Tennessee

2:45 - 3:10pm Teaching Coaches to be Philosophy Driven Leaders: A Case Study.
Cathy Klein, University of New Mexico

BREAK

Alvarado D Moderator: Bill Forbes

3:30 - 3:55 pm Basic Stuff: Developing Leadership for the Profession a Quarter Century Ago.
Paul Trilling, University of Wisconsin - Oshkosh

4:00 - 4:25pm Back To The Future: Leadership, Tradition and Authority in a Post-Critical Age.
Andrew Hawkins, West Virginia University

4:30 - 4:55pm The Social Construction of Leadership: Analyzing Discursive Practices.
Janene Grodesky & Trey Morgan, Northern Kentucky University

5:00 - 5:25pm A Quantitative Study of Administrative Leadership Styles in University Physical Education Departments.
Todd Farmer, Wayne State College

Alvarado E Moderator: Mel Finkenberg

3:30 - 3:55 pm But I Love my Coach! Providing Leadership and Managing Risks against Sexual Abuse in Young Athletes.
John Miller, Texas Tech University, Todd Seidler, & David Scott, University of New Mexico

- 4:00 - 4:25pm Five Downs for the "Big Red": Developing Ethical Leadership in Sport.
Douglas Hochstetler, Penn State University, Lehigh Valley
- 4:30 - 4:55pm The Motivational Readiness to Change Leisure Time Physical Activity Behavior of Mississippi Community College Students.
Phillip Crenshaw, East Central Community College, & Brett Holt, Mississippi State University
- 5:00 - 5:25pm Is TQM a Viable Model for Leadership in University Kinesiology Departments?
Brian Sather, Eastern Oregon University

5:30 – 6:00 PM **Poster Session** North Atrium

6:45 – 8:00 PM **Delphine Hanna Lecture** Alvarado D

Dr. Ann Boyce, Associate Professor,
University of Virginia
"The Next Generation: Our Legacy, Their Future"

8:00 – 9:00 PM **Reception/ Welcome New Members** Franciscan
Light hors d'oeuvres provided

Friday, January 4

7:00 – 8:00 AM **Past-Presidents Breakfast** Fireplace Room
(Invitation only)

8:00 AM – 4:00 PM **Conference Registration** North Atrium

8:15 – 12:00 PM **Concurrent Sessions**

Alvarado A Moderator: Steve Estes

- 8:15 - 8:40am Administering Graduate Programs in Kinesiology: Part I.
Alison Wrynn, CSU Long Beach, Betty Block, & Steve Estes Missouri, Western State University
- 8:45 - 9:10am Administering Graduate Programs in Kinesiology: Part II.
Alison Wrynn, CSU Long Beach, Betty Block, & Steve Estes Missouri, Western State University
- 9:15 - 9:40am Creating a Departmental Culture of Balance in the State Comprehensive University: Chair and Faculty Perspectives.
Gibson Darden, Colleen McGlone, Coastal Carolina University, David Claxton, Western Carolina University & Kathleen Stanton-Nichols, Indiana University Purdue University Indianapolis
- 9:45 - 10:10am Strategies for Recruiting Future Leaders in Kinesiology: An Empirical Based Approach.
Trey Morgan & Janene Grodesky, Northern Kentucky University

Alvarado B Moderator: Samuel Hodge

- 8:15 - 8:40am Searching for the Perfect Leader in Higher Education.
Steven Frierman, Hofstra University & Brian Lyons, Southern Utah University
- 8:45 - 9:10am Leadership in the Eyes of the Untenured World.
Steven Frierman, Hofstra University & Brian Lyons, Southern Utah University
- 9:15 - 9:40am Leadership without Power: Being the Difference.
Melinda Campbell, Meredith College
- 9:45 - 10:10am Developing Minority Women for Leadership Roles in the Profession.
Melissa Noland, Florida State University

BREAK

Alvarado A Moderator: Steve Estes

- 10:30 - 10:55am Tips for Young Professionals – Perspectives of Experienced Chairs.
Mel Finkenberg, Stephen F. Austin State University, and Ginny Overdorf, William Patterson University

- 11:00 - 11:25am Demonstration of Academic Excellence and Pre-Service Teacher Leadership Skills through a Portfolio Process.
Robert McKethan & Michael Kernodle, Appalachian State University
- 11:30 - 11:55am The Role of The Chair in Enhancing Leadership Opportunities for Departmental Faculty.
Charlie Goehl, Elmhurst College

Alvarado B Moderator: Samuel Hodge

- 10:30 - 10:55am Leading from the Front: Servant-Leadership Lessons from Warrior Cultures.
Jason Winkle, Indiana State University
- 11:00 - 11:25am What We Need to Know About Effective Leadership Without Entitlement.
Allen Jackson, Chadron State College, & Larry McDaniel, Dakota State University
- 11:30 - 11:55am Leadership When You Are Not In-Charge.
Gordon Schmidt, William Paterson University of New Jersey

12:15 – 2:30 PM

Amy Morris Homans Lecture

Alvarado D

Dr. Marilyn M. Buck, Associate Provost and Dean,
Ball State University
“The Dash”
Luncheon and NAKPEHE Awards

2:45 – 5:40 PM

Concurrent Sessions

Alvarado A Moderator: Bill Forbes

- 2:45 - 3:10pm You Can Have It All: A Masters Degree and Teaching Certification.
Glenn Miller & Karen Fredenburg, Baylor University
- 3:15 - 3:40pm Physical Education Teacher Education Majors’ Motivations for Physical Activity by Gender.
Wenhao Liu, Slippery Rock University
- 3:45 - 4:10pm The PETE Curriculum Content for K-12 Health-Related Physical Education.
Gloria E Napper-Owen & Huiping Sheng, University of New Mexico
- 4:15 - 4:40pm Teaching Overweight Students in Physical Education.
Josh Trout, California State University-Chico, & David Kahan, San Diego State University
- 4:45 - 5:10pm Using the New Employee Development Integrated System to Understand, Shape, and Strengthen Field Experiences in Sports Administration Academic Programs.
John Barnes, University of New Mexico
- 5:15 - 5:40pm Physical Activity Amount and Pattern of Physical Education Teacher Education Majors.
Wenhao Liu, Slippery Rock University

Alvarado B Moderator: Camille O’Bryant

- 2:45 - 3:10pm Role of Leadership in Student Athlete/Faculty Mentorship & Student Achievement Recommendations.
Patrick Wempe, Lynn Leggett, Don Peterson, Henderson State University & Bill Stobart, Pittsburgh State University
- 3:15 - 3:40pm Developing Future Leaders through Graduate Teaching Assistantships.
Don Rainey, T. Renee Rainey, & Stacia Miller, Texas State University
- 3:45 - 4:10pm The Long Jump to Educational Leadership: A Doctoral Student's Perspective.
Jason Langley & Sean Bulger, West Virginia University
- 4:15 - 4:40pm Shedding my Uniqueness and Culture at the School Gate has Drastically Affected by Academic Performance in America: Immigrant and Refugee Students Perceptions & Implications for School Leaders.
Jerono Rotich, North Carolina A & T State University
- 4:45 - 5:10pm The Challenges to Leadership for the International Graduate Student.
Vanessa Fiaud, Texas Woman’s University

5:30 – 6:30 PM ***Quest* Editorial Board Meeting** TBD

5:30 – 6:30 PM **Committee Meetings** TBD

Saturday, January 5

8:00 AM – 12:00 PM **Conference Registration** North Atrium

7:00 – 8:00 AM **NAKPEHE Business Meeting** Franciscan
Breakfast Buffet – *ALL MEMBERS INVITED*

8:00 – 11:00 AM **Concurrent Sessions**

Alvarado A Moderator: Camille O'Bryant

8:00 - 8:25am Modern Student Behavior and its Impact on Developing Leadership for the Profession.
Bill Stobart, Pittsburg State University, Don Peterson, Patrick Wempe, & Lynn Leggett, Henderson State University

8:30 - 8:55am Teaching Ethical Leadership.
Carla Murgia, Delaware State University

9:00 - 9:25am Talking the Talk, Walking the Walk: Role Modeling and Ethical Decision Making in Professional Preparation Physical Educators and Exercise Scientists.

9:30 - 9:55am Students Cheat Because Professors are Letting Them Cheat, Knowingly or Unknowingly.
Katherine Pebworth, Lincoln Memorial University

10:00 - 10:25am A Question of Ethics: How to Make the Right Call.
Roy Wohl & Ross Friesen, Washburn University

10:30 - 10:55am Ethical Dilemmas of Professionals Faced by Developing Leaders.
Bill Stobart, Pittsburg State University, Don Peterson, Patrick Wempe, & Lynn Leggett, Henderson State University

Alvarado B Moderator: Carrie Moore

8:00 - 8:25am Leadership through Service-Learning Experiences.
Kathleen Stanton-Nichols, Indiana University Purdue University Indianapolis

8:30 - 8:55am Developing Student Leadership through Physical Education Majors Clubs.
Brian Hickey, E. Newton Jackson, Florida A&M University, & Rachel Austin, Howard University

9:00 - 9:25am Leadership Development through Volunteerism.
Susan McGowen, University of New Mexico

9:30 - 9:55am Transformational Leadership via Campfires: An Interscholastic Soccer Team's Experience.
Nathan Martin & Cathy Klein, University of New Mexico

10:00 - 10:25am Student Learning and Capstone Courses: Assessing Reflection, Integration, and Transition.
Sean Bulger & Amy Sidwell, West Virginia University,

10:30 - 10:55am The Impact of Teaching Style and Methods on Motivational Climate and Self Efficacy.
Park Lockwood, Washburn University

11:15 - 12:15 PM	Hally Beth Poindexter Young Scholar Presentation	<u>Alvarado E</u>
12:30 – 2:00 PM	Dudley Sargent Lecture Dr. Mel Finkenberg, Chair Stephen F. Austin State University “Future Choices, Future Trends in Technology in Kinesiology & Physical Education” Luncheon	<u>Alvarado D</u>
2:15 – 5:15 PM	NAKPEHE Board Meeting NAKPEHE President	<u>Fireplace Room</u>

General Session Abstracts

Using the New Employee Development Integrated System to Understand, Shape, and Strengthen Field Experiences in Sports Administration Academic Programs

John Barnes, University of New Mexico

Most young and relatively inexperienced college graduates find themselves thrust into a new personal and professional lifestyle with little or no information, perspective, or role modeling; it is insightful in that new employee socialization remains a critical, yet still unresolved, issue for HRD (Shintaku 2004, p. 25). Of key concern to an employer in the sport setting is how newcomer learning and socialization impact employee outcomes. These outcomes may include job performance, job satisfaction, organizational commitment, and employee turnover (Adkins, 1995). Holton (1996) reviewed human resource development research related to socialization as a mechanism for the development of a new taxonomy of the learning tasks that new employees must undertake in order to perform their jobs optimally and develop properly into committed and satisfied employees. Among the findings of previous research on new employees were: The turnover of new employees is related to organizational development processes in the first year of an employee's tenure; Socialization is essentially a learning and change process for new employees; Without cultural understanding, a new employee may be ineffective even though technically competent at their task. From these findings, Holton developed a theoretical new employee learning taxonomy that included four content domains of new employee learning: *individual, people, organization, and work task*. This taxonomy provides a framework for the planning of employee training programs, facilitation of new employee development, and creating an organizational culture that fosters the development of long-term, productive employees. Holton's integration of each of the elements of the taxonomy into the areas of employee orientation, job training, and workplace activities (*New Employee Development Integrated System*), provides a mechanism for understanding employee outcomes, including those in administrative positions in sport. Those employees who learn in each of the domains as they progress from their pre-professional (academic) preparation, through field experiences, and organizational socialization, may be expected to develop into productive, satisfied, and committed employees. Holton's (1996) *New Employee Development Integrated System* offers the theoretical foundation for this presentation. The purpose of this presentation is to discuss how field experiences, in particular, those experiences in sport administration / management academic preparation programs that include mentoring, are key to the melding of theory and practice through internship experiences as a critical precursor to a future sport management career (Southall, Nagel, LeGrande, & Han, 2003). Of critical importance is to include what Williams, Matthews, & Baugh (2004) term the four key elements to necessary to fully utilize the field experiences as a learning tool:

1. Learning is most complete if it occurs in the place where knowledge resides;
2. Learning is an active process that occurs by engaging in daily work activity using conceptual skills/tools in the community of practice;
3. Mentors are key to moving interns from the periphery of practice to central activities;
4. Reflective dialog is critical: Self-reflection & storytelling (p. 59).

Be SMART and Connect: The Development of a Youth Fitness and Nutrition Program

Glenna G. Bower, University of Southern Indiana

Do gifted athletes make great coaches? Do excellent teachers become high-performing department chairs? Not necessarily. The keys to effective student and faculty development include the ability to lead and execute. While some people emerge as natural leaders with keen ability to develop others, inspire continuous improvement and new ideas, and rally support for projects, most leaders are developed. The challenge for many organizations and communities is identifying and developing needed leaders.

The goal of this session is to assist others in replicating the success of a diverse group brought together by a regional leadership initiative and their subsequent development of the SMART Youth Fitness and Nutrition DVD. This project reached more than 500 children in the local school corporation and required involvement from community leaders, students (college/grade school), and faculty. The DVD includes components of aerobic fitness, flexibility, muscular strength/endurance (NASPE, 2005) and nutrition (Katz, 2005). The long-term benefit for the region from this project includes a more robust work force, reduced health care costs for regional organizations, and positive quality of life indicators needed for economic development, as well as project replication throughout the region. Discussion will center on leadership tools and techniques, as well as the process used by Connect with Southern Indiana to help participants systematically approach regional weaknesses and issues using critical thinking skills. Leadership concepts include team building, interpersonal relations, social networking, stakeholder analysis and development of project support. These concepts become reality when discussion shifts to how one team applied the skills to develop the SMART Youth Fitness and Nutrition DVD, and how others can do the same. Connect with Southern Indiana, a regional development program, focuses on identifying, selecting, and developing emerging leaders or potential leaders, with a core goal of honing critical thinking skills resulting in long-term benefits for the region. This program, sponsored by the University of Southern Indiana and funded by a grant from Lilly Endowment, reviews applications from self-nominated individuals, in the pursuit of candidates that will improve the quality of life in the region. The selected participants commit to attending ten days over six months to focus on leadership awareness building and skill building. The final session showcases the projects selected by participants, designed to highlight not only the results of the projects, but more importantly, how participants achieved the results—project execution through effective leadership.

Guiding Quality Improvement: Academic Leadership, Academic Audit, and Strategic Alignment.

Jeff Briggs, Fort Hays State University

The purpose of the proposed program is to share the processes by which one institution made coordinated effort to enhance academic leadership, ensure curricular alignment and student learning outcomes, and improve alliance of strategic planning themes and initiatives. Affecting quality improvement at the departmental level is a substantial challenge facing higher education administration. Cultural change, which quality improvement requires, must be orchestrated through effective planning, thorough communication, and visionary leadership. When institutions of higher education actually accomplish significant cultural evolution, it is generally an artifact of three variables: preparation/planning, timing, and motivation. In the case of Fort Hays State University (FHSU), these factors provided a rich environment for a successful four-year quality improvement effort:

- Year of Academic Leadership (2004-2005),
- Year of the Department 1: Audit (2005-2006),
- Year of the Department 2: Audit (2006-2007), and
- Year of Strategic Alignment (2007-2008).

The four-year commitment sought to transform the academic cultural environment through mastery of the following objectives:

1. Provide a common knowledge base for academic leaders,
2. Position department leadership and faculty to work intensively on a limited scope quality improvement project - an academic audit (Massy, 2003),
3. Support the continuing operation through timely knowledge sharing and regular reporting/feedback,
4. Enlarge the agenda to include horizontally and vertically aligned department/college goals.

Leading academic departments requires an enhanced skill set that in many cases require years of on-the-job experience to master. Even within the structure explored here, each of the three different institutional focal points exposes the need for meaningful professional development in the chair's rank. In the year of access, chairs were most effective if they participated with an eagerness to learn broader aspects of the organization and adapt to information presented. In this phase, the key was for chairs to inform themselves in preparation for implementing their portion of a larger structured change initiative. In the year of academic audit, chairs needed advanced learning in the area of building vision, clarification of resources, possibly mediating conflict, inspiring consensus, as well as codifying and sharing abstract ideas like learner outcomes and assessment practice. Finally, the year of alignment calls upon chairs to assimilate and present results to peers, cooperate with peers, share best practice, evaluate and react to unanticipated problems related to curriculum change, and facilitate faculty learning about curriculum changes and assessment.

Student Learning and Capstone Courses: Assessing Reflection, Integration, and Transition

Sean Bulger & Amy Sidwell, West Virginia University

Graduating seniors are confronted by a considerable number of professional, emotional, social, and financial pressures as they transition to post-college life (Gardner & Van der Veer, 1997). For example, recent college graduates must make important decisions related to a wide range of the following transitional challenges:

1. Searching for and starting a full-time job;
2. Relocating to a different city and/or geographic region;
3. Managing personal finances and repaying outstanding debt;
4. Applying knowledge, skills, and abilities within an actual work setting;
5. Continuing professional development beyond the baccalaureate degree; and
6. Establishing professional relationships with new colleagues.

Academic programs on college and university campus share some measure of responsibility in preparing graduating seniors to meet these significant transitional challenges and many others (Gardner & Van der Veer, 1997). Accordingly, the relationship between an academic program and its recent graduates is in part dependent on how effectively students' transitional needs are addressed during the senior year experience. Many academic programs have developed senior seminars and capstone courses that serve as the focal point of the senior year experience in response to this concern (Henscheid, 2000). These courses are often conceptualized as integrative, credit-bearing experiences, offered in the latter stages of the program of study, which are designed to help students make better sense of the undergraduate experience (Gardner & Van der Veer, 1997). Following the completion of a capstone course, students should be able to: (a) integrate and bring closure to the undergraduate curriculum; (b) reflect on the significance of the college experience; and (c) transition to post-college life in successful manner (Cuseo, 1997). In the interest of facilitating high rates of student achievement related to these important learning outcomes, capstone courses have been found to incorporate a range of instructional formats and assessment strategies including portfolio development, alumni networking, leadership training, service learning, educational travel, oral presentations, major individual/group projects, comprehensive exams, and so forth (Henscheid, 2000). The purpose of this presentation is to provide a conceptual framework for assessing student learning during capstone courses and to describe a variety of discipline-specific strategies for measuring integration, reflection, and readiness for transition. The assessment strategies include field tested examples from several different colleges/universities and academic programs in teacher education, exercise science, sport management, and movement studies.

Leadership without Power: Being the Difference

Melinda Campbell, Meredith College

Each one of us can improve our institutions and enhance our own careers. Genuine leadership is shown through everyday actions and the way we influence the lives of those around us. This session focuses on ways to act with purpose, care about and listen to others, and create a legacy of accomplishment and contribution in everything we do. Based on the work of Max Depree, legendary chairman emeritus of Herman Miller, Inc., this interactive session focuses on building a team where everyone leads, where the message is to act from a sense of opportunity rather than obligation, and where everyday “*beliefs precede practice.*” In institutions of higher education, little or no time is spent deliberating on daily practices that make us successful. We thrive on results, not process; rely on numbers rather than the diversity of people’s gifts and talents and skills. Join an interesting thought provoking session on ways to be more aware of the multiple opportunities to lead with purpose through the efforts of others. Grapple with the balance between factual approaches to leadership, management and organizational design and the so-called soft side of developing people and organizational culture within an increasingly diversified society. Construct your own model for understanding and reconsider the scope of your own personal contributions in leadership. Audience participation is requested during this session.

Understanding a Leadership Mindset: Are Qualities Innate or Learned?

Melissa Chase, Miami University

The purpose of this presentation will be to examine whether the mindset of successful leaders are the result of qualities that are innate or learned. Specifically, the theoretical perspectives from Dweck's view of two mindsets (Dweck, 2006) and Bandura's conception of ability (Bandura, 1997) will be considered. Dweck's research for the past twenty years has demonstrated that how people view their abilities profoundly affects the way they live their lives. Her research has examined how two mindsets (e.g., a fixed mindset or growth mindset) affect leadership, accomplishments, and motivation. Specifically, if people believe that their abilities are fixed or unchangeable, they tend to believe they either have what it takes to succeed or they don't. A fixed mindset affects people's effort because they believe that those who have the ability don't have to work hard and things come easily to them. When they do encounter failure, they tend to give up or only seek out opportunities where there is no risk of failure. People with a growth mindset think just the opposite. They believe that their ability is changeable and that they can improve with effort. Failure is not threatening to them because that is a part of learning and working hard to accomplish something. Bandura and colleagues' research in conception of ability has produced similar results. When targeting specific leadership behaviors, they found that one's conception of ability (e.g., innate or learned) affected their decision-making and ability to motivate others. Using a theory to practice approach, my presentation will provide examples of successful leadership mindsets from a sport, physical education, and business context. While theoretical evidence provides support for successful leadership being learned or of a growth mindset, popular opinion often points to examples of "born leaders". This presentation will guide the audience through the debate so that they may draw their own conclusions whether a leadership mindset and the qualities needed to lead are innate or learned.

The Motivational Readiness to Change Leisure Time Physical Activity Behavior of Mississippi Community College Students

Phillip Crenshaw, East Central Community College, & Brett Holt, Mississippi State University

The stages of motivational readiness to change leisure time physical activity behavior of students from two Mississippi community colleges were investigated. The Stages of Motivational Readiness to Change (SMRC) model postulates that behavior change is a longitudinal process described by five stages that assess an individual's motivational level relative to changing leisure time physical activity behavior. That is, individuals are positioned in one of the following five stages at any given point in time: (a) precontemplation (i.e., no intention to change); (b) contemplation (i.e., considering a change); (c) preparation (i.e., small changes already made toward an ultimate behavior goal); (d) action (i.e., a desired behavior has been adopted); or (e) maintenance (i.e., working to prevent a relapse). The Physical Activity Stages of Change Questionnaire (PASQ) was used for data collection in this study. The results revealed 35% were completely sedentary (precontemplation, contemplation) and 64.9% were participating in occasional or regular leisure time physical activity (preparation, action, maintenance). To examine the dependency of stage position upon ethnicity, gender, age, and income, the chi-square test of independence was performed. Findings indicated stage position to be independent of ethnicity, but dependent upon the remaining independent variables. This study's conclusions indicated that stage-matched interventions are necessary to increase and maintain individual leisure time physical activity behavior.

Creating a Departmental Culture of Balance in the State Comprehensive University: Chair and Faculty Perspectives

Gibson Darden, Colleen McGlone, Coastal Carolina University, David Claxton, Western Carolina University & Kathleen Stanton-Nichols, Indiana University Purdue University Indianapolis

People completing doctoral degrees most commonly end up at a state comprehensive university (SCU). However, they most often train and are prepared to work in a research I university, where the emphasis is on maintaining a high level of research and scholarship. The core activities at the state comprehensive university are maintaining a high level of teaching and regional service (Henderson, 2007). The mixed messages doctoral students receive during their training about the importance and role of teaching, service, and scholarship predisposes the SCU to specific challenges regarding faculty balance of teaching, service, scholarship. For example, few doctoral students are trained in areas of advising or community service/outreach, areas in which the SCU holds high expectations. Further, some have characterized SCUs as distinctly “greedy” institutions that places high demands on employees (Wright, et al., 2004). The SCU desires the teaching emphasis of the liberal arts combined with the emphasis of research of the major university. The mixed messages during faculty training and the multiple and high workplace demands of the SCU can lead to significant role conflict among faculty and within a unit. In fact, some research has shown that faculty members at SCU’s are less happy with their jobs than are those in other academic settings (Henderson, 2007). This panel dialogue explores this situation within the typical HPER or Kinesiology department at a state comprehensive university. Current department chairs (2) and faculty members (2) working at the SCU offer context and strategies to help faculty and departments achieve more success in creating a culture of balance. Panel members will discuss what a culture of balance looks and feels like within a department, the visible and hidden constraints facing departments, and the role of faculty and administrators in helping to create the optimal culture of balance. Specific initiatives and efforts from both perspectives (chair and faculty) will be presented and evaluated in an attempt to help kinesiology departments create and maintain a happier and productive culture of professional balance in the SCU.

A Template for Leadership: It's S.I.M.P.L.E.

Dennis Docheff, University of Central Missouri

Are leaders born or can people learn to lead? Is there a connection between academic excellence and leadership? Is leadership impacted by ethical dilemmas? Can one lead without a title? Each of these questions is addressed by providing an overview of what it takes to be an effective leader.

This session provides attendees with twelve steps to providing successful leadership for others. The acronym, S.I.M.P.L.E., is used twice to demonstrate elements in developing a leadership plan. The following concepts will be addressed:

Scholarship adds credibility – leaders can use scholarly activity to establish one's authority and/or content expertise

Identify needs – leaders solve problems begins with seeking out troublesome items and then follow through

Mentoring others softly – leaders offer help and assistance to others, even if it isn't always asked for

Preparation and planning – leaders are organized and ready for action; it doesn't "just happen"

Life-long learning – leaders are never done learning; consistent personal growth enhances impact on others

Example is everything – leaders make things happen; anyone can complain or make recommendations, but leaders make things work

Service for others – leaders are more effective if there is a constant display of servanthood and stewardship

Imitate the best – leaders let others see them at their best; their worst example is their best example

Mix and mingle – leaders network with others, creating a better understanding of people and needs around them

Push gently – leaders provide others with encouragement and support; sometimes they must even offer a nudge

Love and passion – leaders have a passion for their work; loving their work and other people cause them to lead

Elevate others – leaders like to see people succeed; they put others above themselves, recognizing the efforts of others

These twelve elements establish the potential for leadership. Each item listed above is discussed, providing examples for the audience to emulate. In addition to the presentation of material, attendees are asked to investigate their leadership potential by examining their current leader status; they are asked to create a plan for developing a stronger leadership role. Participants are encouraged to add to the presentation with examples from their experience. The large group presentation also includes time for small group sharing in order to personalize the concepts provided. Those who attend are asked to make a commitment to developing a leadership plan.

A Quantitative Study of Administrative Leadership Styles in University Physical Education Departments

Todd Farmer, Wayne State College

Without effective leadership at the university level, physical education programs may diminish, resulting in continued public health problems, obesity, and continued increase in the public costs of medical care. With the enactment of the Federal No Child Left Behind Act (NCLB) of 2001, numerous health and physical education programs have been reduced or eliminated in order to divert funding to the core of subjects of math, reading, and writing. The increase in public awareness of obesity, health issues, and the costs of sedentary living will be examined as well as reasons why leadership effectiveness at the university physical education administrator level is important. In this presentation the potential health consequences of sedentary living will be examined as well as the influence and importance of effective physical education leadership to improve the health and well being of young people. Also in this presentation two leadership styles will be examined, transformational and transactional. The leadership styles of university physical education administrators and physical education administrators' leadership qualities, as perceived by their staff, in universities across the United States will be presented. The results of research may have profound implications not only for the field of physical education but for the training and development of teachers in general. Colleges and universities should make a concerted effort to recruit and train individuals in a manner that is consistent with the constructs of a transformational leadership style; doing so, will give future physical education administrators the tools that are needed to ensure the success of physical education programs, and as a result, improve the quality of public health.

The Challenges to Leadership for the International Graduate Student

Vanessa Fiaud, Texas Woman's University

A growing number of international students attend graduate schools in the United States. As diverse as the reasons for their choices are, those students are part of the collegiate scene and face some very particular challenges as they progress through their studies. According to the Council of Graduate Schools research report (2007), U.S. institutions sustained a 1% increase in the enrollment of international students in 2006 with a 14% increase in the international students at the graduate level. About half of the international student population currently in U.S. universities is attending graduate school (Council of Graduate Schools research report, 2007). While many will return to their country after graduation, there are a substantial number of students who will seek employment in the United States. For those individuals, the imposed restrictions provide additional challenges their ability to compete with Americans students when the time comes for employment search. During their studies, international students often face cultural issues which may be somewhat ameliorated by rapid adaptation in order to succeed though this may threaten their cultural identity. The international student's academic experience is closely related to the social and psychological experiences (Poyrazli, 2005). As many employment positions require specific skills and experiences, the international students often find themselves lacking one or the other. The opportunities available to students are frequently not explained to the student early enough in the process to allow for mindful, advance planning. Additionally, many faculty members are not familiar with the restrictions of international students and too often the international student does not communicate their needs as well. The importance of mentorship for international graduate students is especially critical for their successful transition into the American marketplace and may differ from the mentoring needs of American students.

The goal of this presentation is to inform faculty members as well as administrators of the differences in mentoring needs of international graduate students. This presentation will concentrate on the challenges faced by international students during their studies and their employment quest. The various cultural and legal issues will be discussed with an emphasis on the opportunities available. Several components of the international graduate experience such as the language proficiency and the monetary demands will be addressed. All concerned visa types (H1-B, F-1, M-1 and J-1) and restrictions for each kind will be addressed. The possibilities for students to receive some additional training through Optional Practical Training (OPT) and Curricular Practical Training (CPT) and other avenues will be explained.

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Tips for Young Professionals – Perspectives of Experienced Chairs

Mel Finkenberg, Stephen F. Austin State University, and Ginny Overdorf, William Patterson University

There is a current trend to eliminate doctoral programs in pedagogy in our profession. It is predominant in the west, but could move across the country. This trend creates challenges for kinesiology programs that house teacher certification programs in physical education. At the same time, it creates rich opportunities for those completing doctoral programs in pedagogy, but they must be cautious not to abuse these opportunities. This presentation will examine some of the issues related to this trend from the perspective of administrators who have experienced the consequences of it. It will focus on tips as well as pitfalls to be avoided.

Leadership in Kinesiology: The Importance of Achievement Motivation and Motivational Climate

Shane Frehlich, California State University - Northridge

Perhaps no other psychological construct is more fundamental to human behavior than that of motivation. Motivation weaves through the fabric of every aspect of our lives, including those associated with movement. Many of the key questions for both researchers and practitioners in our field deal with the notion of motivation, including “why are some athletes motivated to work hard, yet others are not?”, “how can I best motivate students in my physical education class”, “why don’t people exercise more often?”, and “why do people drop out of exercise/rehabilitation programs at such an alarming rate?” For administrators and faculty within the discipline of kinesiology, key questions include “how can I best motivate my colleagues to work together to achieve departmental goals?” and “what type of work will make me be a difference-maker at my institution?” In recent years, one particular form of motivation, termed *achievement motivation*, has been a topic of interest for many within kinesiology. Achievement motivation is often defined as the drive to achieve task success and the ability to persist in the face of failure. One of the main tenets of achievement motivation theory is that people are motivated to demonstrate high ability, or conversely to avoid demonstrating low ability, in achievement contexts (e.g., a sporting contest, a physical education class, or pursuit of retention, tenure and promotion). In addition, it is posited that individuals tend to set one of two different types of goals for themselves in such achievement contexts; task-oriented goals, in which the performer sets goals that are self-referenced and focused on improving their own previous performance (typically through increased effort); or ego-oriented goals, in which the performer sets goals that are referenced to the performance of others and are associated with outperforming their competition (e.g., beating others). While it is true that the types of goals the performer sets for oneself strongly influences his or her motivation level, recent evidence suggests that the motivational climate of the achievement context also profoundly influences the motivation level and performance of the individual. Specifically, it has been suggested that a mastery (or task-involving) motivational climate is created when the leader (coach, teacher, fitness professional, administrator) emphasizes effort and self-referenced improvement, while a performance (or ego-involving) motivational climate is created when the leader emphasizes performance outcome and constantly encourages individuals to compare their performance to the performance of others. The purpose of this presentation is to review some of the scientific evidence associated with the important role that both achievement motivation and motivational climate play in the behaviors of those in kinesiology-related achievement contexts. In particular, the research suggests that a key method of enhancing the motivation levels of our students, athletes, and clients is through the development of a mastery (or task-involving) motivational climate. Finally, the presentation will involve an interactive discussion of how motivational climate research can be used by administrators and faculty to better motivate their students, staff, and peers.

Searching for the Perfect Leader in Higher Education

Steven Frierman, Hofstra University & Brian Lyons, Southern Utah University

Is leadership like personality, a unique blend of characteristics that make a person unique? Are leaders born, made, or a combination of both? Is there one type of leadership style that is more effective in higher education than another? What are the pros and cons of being a leader in the academic world? Explore these questions along with some possible answers as you participate in a guided debate among peers with the possibility of discovering what makes for a successful leader in higher education.

Leadership in the Eyes of the Untenured World

Steven Frierman, Hofstra University & Brian Lyons, Southern Utah University

Just as in sport, higher education holds two categories of leaders: formal and informal. The formal leader is usually appointed and holds a position with a given title along with a set of identified responsibilities. In sport, formal leaders are called team captains, managers and coaches while in higher education formal leaders are more commonly referred to as program coordinators, departmental chairpersons, deans, provosts and presidents. The informal leader carries no structured set of responsibilities and has not been appointed to this leadership role by his/her superiors. Nevertheless, the informal leader is often well respected by his/her peers and is often looked to for guidance, advice, and support. Are informal leaders as commonplace in higher education as they are in sport? Which type of leadership is most welcome in the eyes of the untenured faculty? How do formal leaders in higher education feel about the roles of informal leaders in the same department, school, or university? This presentation will discuss the roles of informal vs. leaders and explore the strengths and limitations of each in higher education.

The Role of The Chair in Enhancing Leadership Opportunities for Departmental Faculty

Charlie Goehl, Elmhurst College

At Elmhurst College, Faculty leadership opportunities are available to all. Whether it is in a traditional faculty role or a faculty administrative track, a faculty member may be a leader in many ways.

Elmhurst College is a school of 3,100 students located 20 Miles West of Chicago. Elmhurst has 22 academic departments, and offers both undergraduate and graduate degrees. There are 118 full-time faculty positions. The Department of Kinesiology offers majors in Physical Education, Exercise Science, and a Health Education minor. The presentation will speak to all the opportunities that faculty in the Department of Kinesiology have to enhance their leadership skills. Opportunities are available throughout the College, Department and in Coaching.

Departmental

Majors Club
 Assessment Accreditations
 Major and Course Development
 Assessment and Curriculum Review
 Mentoring of Student Research
 Developing Student Teaching/Clinical Sites
 Advising Majors
 Mentoring of Faculty

Coaching

Clinics
 Conference and National Committee's
 Kids' Camps
 Community Relations-Speakers Bureau
 Recruiting

College-Based

Committees and Councils
 Collaborative Teaching and Research
 Advisory Committees
 Service-Learning
 International Travel
 Faculty Forums
 Faculty Mentoring
 Assessment
 Faculty Athlete Representatives
 Faculty Fitness
 Honors Program
 Division Chair

The New Face in Leadership: Emotional Intelligence

Karen Greenockle, University of Tennessee - Martin

In the new millennium we are witnessing the shifts in the global economy, competition, and human resource needs as predicted by David Dunning (2000). According to Dunning, the leader of today must have more than a vision that inspires others but be able to execute it successfully to ensure the vision becomes a reality. This requires management skills of multitasking and overseeing the many processes necessary to complete projects and tasks. This emphasis on execution requires a reliance on teamwork and cooperation unseating the traditional top-down leadership approach. Success with this new paradigm hinges on interpersonal relationships or the skills of what Goleman (1995) has popularized as “emotional intelligence”. Studies of close to 500 organizations worldwide, reviewed by Goleman in his book, *Working with Emotional Intelligence* (1998), indicate that people who score highest on emotional intelligence or EQ measures rise to the top of corporations. What he describes as “star” employees were shown to possess more interpersonal skills and confidence than “regular” employees who receive less glowing performance reviews. Supportive of such findings is a growing body of research on leadership, that purports success takes more than the traditional cognitive intelligence, but requires developing emotional intelligence skills which lead to more effective relational communication, mentoring, conflict resolution and team-building strategies. In essence emotional intelligence “defines how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results” (Bradberry and Greaves, 2003). Leadership in academia is not much different from what we see in business. However, in academia leadership positions more often than not, require more than managing/leading a department or college, there is the added and often conflicting responsibilities of teaching and scholarly productivity. Being pulled in equally important and demanding directions can result in emotional havoc, social dissonance, and decreased productivity. Therefore, understanding the concept of emotional intelligence and its role in becoming a more effective leader becomes paramount for those of us in academic leadership positions. The purpose of this presentation is to first examine the relationship between leadership of execution and emotional intelligence skills as explained by Dunning. The relationship between IQ and EQ will be identified followed by the components of the emotional intelligence model. Because development of EQ skills begins with identifying one’s own emotional make-up and perceptions of the actions of others strategies for developing an emotional quotient (EQ) that maximizes one’s own leadership potential will also be included.

The Social Construction of Leadership: Analyzing Discursive Practices

Janene Grodesky, & Trey Morgan, Northern Kentucky University

Numerous researchers and scholars in health, physical education, and related fields have studied leadership and offered definitions or conceptual frameworks in order to provide a set of guiding principles for the profession. However, there has been little study considering the *discourse* of leadership – specifically, the social construction of the meaning of leadership via words and images which circulate through our professional communications (e.g., newsletters). Based on the work of Allan, Gordon, and Iverson (2006) who analyzed leadership items from *The Chronicle of Higher Education*, the purpose of this study was to employ a focused examination of language, text, and meaning of the discourses that shape the predominant images of leadership. A grounded theoretical framework guided the inquiry (Creswell, 1998). This framework generated a discursive set of themes relating to leadership from relevant associations such as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), the American College of Sports Medicine (ACSM) and the National Athletic Training Association (NATA). These organizations are the most dominant and influential professional organizations in the respective fields of health and physical education, fitness, and athletic training. The words and images found in these associations can contribute to shaping dominant discourses, and in turn, influence beliefs about leadership. As in Allan et al. (2006), four themes emerged: Autonomy, relatedness, gender (particularly masculinity), and professionalism. It is important to be aware of how dominant discourses contribute to producing particular leader perceptions about leadership, and power modalities (Foucault, 1978). Based on these findings, the implications for developing professionals, strategies for discursive practices among current professionals, and directions for future research will be discussed.

Back To The Future: Leadership, Tradition and Authority in a Post-Critical Age

Andrew Hawkins, West Virginia University

Modern and post-modern world views have engendered suspicion regarding the value of authority and tradition. A rejection of the role of authority has pervaded both natural and social sciences, and this rejection has influenced most of the cultural institutions informed by these disciplines. Post-modern thinkers often acknowledge the role of tradition but in so doing they usually deny any truly authoritative role for them. Seeing traditions as essentially equivalent ideologies, with no one tradition able to exert genuine truth claims, post-modernists have adopted a relativistic framework for them; no one tradition prevails, or ought to. Various traditions are valued for enlarging our appreciation for others' perspectives, but the notion that any particular tradition might carry imperatives for our enterprises or institutions is anathema. Such attitudes have important implications for the development of leadership within our professional societies and our cultural institutions. Afraid of "authoritarianism," and unsure of which traditions might be valuable in generating principles to guide practice, organizations like NAKPEHE struggle even to define leadership, much less to develop it. Michael Polanyi (1891-1976) recognized the roots of this struggle as an epistemological crisis. He viewed the modernist, objectivist approach to the generation of scientific knowledge as at best a false understanding of science, and at worst, a dangerous development responsible for many of the socio-political crises of the 20th Century. Post-modernism, in his view, proffered an equally inadequate epistemology, largely indistinguishable from technology, focused on achieving pragmatic material progress, and lacking in a concern for discovering reality. In his theory of personal knowledge, Polanyi demonstrated convincingly that the most significant aspects of knowing are rooted in a characteristic "from-to" relation which he described in terms of "subsidiary-focal awareness." Such knowing is personal, tacit, committed, responsible and fiduciary. Polanyi's theory of knowing, however, was objective in that the knower asserts a relation which is both real and true. It was not "objectivist" in the sense of a detachment of the knower from that which is known. On the contrary, the knower is said to "indwell" the various epistemic tools and capacities in order to discover a dimension of reality outside of ourselves. Polanyi finds important roles for both authority and tradition in his theory of knowing. Knowers rely on (i.e., indwell) frameworks for their discoveries of the world. Such frameworks are provided in particular traditions which are taken for granted, and which provide tools for exploration. Indeed, a certain submission to authority is thus implicit, an authority without which little progress would be made. Polanyi's explorations took him to the world of apprenticeship in which prospective artisans and craftsmen submitted to experts, acquiring the essential knowledge of the craft, usually implicitly and tacitly. Leadership for Polanyi thus develops through tradition and submission to authority, rooted in an epistemology which aims at truth but is deeply personal as the knower indwells these dimensions as the tools of discovery. This paper will explore Polanyi's use of tradition and authority for the development of leadership and expertise in our profession.

Developing Student Leadership through Physical Education Majors Clubs

Brian Hickey, E. Newton Jackson, Florida A&M University, & Rachel Austin, Howard University

The purpose of this presentation is to discuss how Physical Education Majors Clubs can provide physical education majors the opportunity develop their leadership skills. Leadership development is a critical aspect of the collegiate educational process. Central to the human condition, it is a skill that needs to be learned and practiced (Komives, Lucas & McMahon, 1998; Wren 1995). Through various activities, perspectives and experiences, the college years provide an opportunity for students to develop into leaders (Astin, 1993). Unfortunately, a relatively small amount of attention is devoted to the development of student leadership within the curricula and the fostering of this critical element of success becomes a secondary function of colleges and universities (Cress, Astin, Zimmerman-Oster & Burkhardt, 2001). Notwithstanding, under the glare of accountability, institutions must prepare their graduates to deal with crucial societal issues. Consequently, it is critical that students develop knowledge and strategies honed through experiences to enhance their leadership capabilities (Cress et al., 2001). To this end, Physical Education Major's Clubs provide students with such an opportunity. Students involved in extracurricular Physical Education Majors Clubs may be exposed to both academic and interpersonal activities. Opportunities such as these have been shown to positively impact student development (Pace, 1990). Students involved in initiatives such as these exhibit higher levels of educational attainment and stronger personal values than those students who do not take advantage of such opportunities (Cress et al., 2001). This presentation will discuss the mission, leadership structure and activities of Physical Education Majors Clubs at Florida A&M University and Howard University. Central to this discussion will be how these clubs provide opportunities for service, experiential activities and active learning; three keys identified by Cress et al (2001) as elements that directly impact student development.

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Affecting Change through Leadership: Introspection and Talent

Brian Hickey, Florida A&M University

The purpose of this presentation is to discuss how positive change may be affected via the application of key leadership principles. Specifically it will center on how introspection and talent play central roles in the design and implementation of action plans. The identification of motive and its associated introspection are key ingredients in the leadership process. Positive change may be guided by the answers given to seven key questions (Maxwell, 2007). Machiavellian in nature, these questions address the process by which the product results. Within the context of education, they serve as critical benchmarks for those who are entrusted with developing the future of our society. These seven key questions are as follows:

1. Am I investing in myself? - This is a personal growth question.
2. Am I Genuinely Interested In Others? - This is a motive question.
3. Am I Doing What I Love and Loving What I Do? - This is a passion question.
4. Am I Investing My Time with the Right People? - This is a relationship question.
5. Am I Helping and Serving Others? - This is a mission question.
6. Am I Taking Care of Today? - This is a success question.
7. Am I Taking Time To Think? - This is a leadership question.

In some circles, leadership may be viewed as a talent (Sorcher & Brant, 2002). In the times of Julius Caesar, a talent was a measure of money. In the vernacular of learning theory, talent may imply an ability or skill. When viewed in the context of human capital, talent is closely associated with potential. The common thread that links these three points is the ability to make something happen. However at some point, talent must be put to use and something must be done. This is the only way that beliefs become works and goals morph into reality. In essence, the world cares not about how much you know, but rather is interested in what good you do with your knowledge. Our actions are what communities are built upon. In turn these actions are founded upon prioritization, time management, commitment, sacrifice and perseverance. Consequently, the decision to act and lead positively creates a ripple effect that lasts for generations.

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Five Downs for the “Big Red”: Developing Ethical Leadership in Sport

Douglas Hochstetler, Penn State University, Lehigh Valley

In contemporary sport, organizations such as Major League Baseball and the National Collegiate Athletic Association have developed programs to encourage and award sportsmanship on the part of players, coaches, and spectators. These efforts are a result of a perceived decline in ethical behavior at sporting events. Recently, in the sport philosophy literature, Sessions (2004), as well as Stephens & Feezell (2004) address this topic. Sessions contends that honor is an integral aspect of sportsmanship, best developed through close relationships. Stephens & Feezell identify the qualities of the Stoic sportsman and the tenets of participating in this manner. The purpose of my presentation is to examine the notions of sportsmanship and the sportsman from both a philosophical and historical perspective. I will use a specific intercollegiate sport setting – Cornell University – to address the topic. In particular, I focus on the 1940 American football contest, the “Fifth Down” game between Cornell and Dartmouth, which Sperber (1998) argued was an exemplary display of sportsmanship, representing the “classical ideal of intercollegiate athletics.” To gain a sense of the ethos with respect to sportsmanship and the sportsman, I examine the impact of graduate manager Romeyn Berry, coach Carl Snavely, and the Cornell administration. My goal is to use this historical example to better illustrate the development of ethical leadership and decision-making. How have individuals helped shape ethical behavior and attitudes through modeling, education, as well as policy? To what extent does this historical example represent honor and/or Stoicism? Finally, I hope this historical illustration provides insights into addressing issues of sportsmanship and ethical leadership for intercollegiate athletic settings in the 21st century.

Sport for Life: A Model for International/Intercultural Infusion

Ashleigh Huffman & Joy DeSensi, University of Tennessee

As the world becomes progressively more globalized, the need for international knowledge and an international curriculum in higher education is evident. Students who are prepared to face global challenges and are culturally competent are better suited for an increasingly diversified classroom and work force. As students are asked to become leaders in the world of higher education, greater emphasis should be placed on international endeavors and research. Sport and exercise, two of the most universal principles, are perfect fields in which to embrace this global change. International sport initiatives are a way to engage in global topics and allow for practical application of sport ideals. The purpose of this paper is to present the international initiative, Sport for Life Peace Camp held in Netanya, Israel, July 2006, which utilized the power of sport to unite Palestinian and Israeli girls ages 12-17. Sport for Life (SFL), an all-girls sports camp was created for three primary reasons: (a) to promote sport and physical activity, (b) to empower girls through sport, and (c) to encourage communication and solidarity between the historically divided regions of Israel and Palestine. SFL combined the politics of today's world with sport in order to bring about positive social change. SFL provided not only fertile soil for future research, but it also provided an opportunity for practical application. Sport endeavors like Sport for Life can allow multiple programs of study (e.g. sport management, sport sociology, and sport psychology) to work together for a common goal. In addition, humanitarian sport initiatives are a great way to unite academic and athletic departments because both can be valuable for making an international sports camp possible. As universities continue to emphasize diversity and international curricula or infusion, participation and/or coordination of an international sports camp could be a very valuable personal and professional endeavor. By recognizing the power of sport and using it to make a difference, students and faculty alike can become leaders in the future of our profession. A secondary purpose of this paper is to offer a discussion of the concept of "infusion" as defined by Josef Mestenhauser (2003), which is the principal method of internationalization in higher education. Infusion is most applicable to the international/ intercultural concerns as noted in the SFL Peace Camp. Enriching higher education courses with international/intercultural content, Mestenhauser purports that the cumulative effect will be an impressive and inclusive education. Attempts at infusion have been initiated, but not necessarily successful according to Mestenhauser, because faculty have not adequately interrogated their disciplines' assumption about the universality of knowledge versus the belief that culture itself defines knowledge in important ways. This paper will explore the infusion process at the University of Tennessee and how the Sport for Life Peace Camp has provided an applied model for international/intercultural sport exchanges. Three students from the same university were involved in Sport for Life, each from a different discipline: sport sociology, sport management, and sport psychology. Each student used theoretical knowledge from each of the respective disciplines to create a unique applied sport experience.

What We Need to Know About Effective Leadership Without Entitlement

Allen Jackson, Chadron State College, & Larry McDaniel, Dakota State University

As educators we need to be aware of our overall effect on the learner. In Higher Education the educational process is much more than just presenting a specific discipline to a group of learners. We are responsible for the development of our countries future leaders. Leadership is much more than entitlement, it is an ongoing responsibility to the students we serve to present ourselves as leaders. Effective leadership comes from a variety of sources. Some people receive degrees which recognize them as trained professionals in the field of administration while others have acquired a high level confidence in their ability to work with and transform the lives of those they serve. A basic understanding of the supervisory behavioral continuum, consisting of 10 separate behaviors, is important in assisting one to develop the skills of effective leadership. The supervisory behavioral continuum plays a vital role in the decision-making process. Included in these behaviors are listening, clarifying, encouraging, reflecting, presenting, problem-solving, negotiating, directing, standardizing, and reinforcing. Each behavior is clustered into the subgroups of directive, directive informational, collaborative, and nondirective. To be an effective leader one must have the ability to engage in all aspects of this continuum which gives the instructor a method to deal effectively with everyday issues occurring in the classroom. As professionals we strive to offer learning experiences aimed at problem solving, and seeking workable solutions satisfactory to everyone. There are many skills involved in ones ability to lead, some taught, some acquired. As educators we need to know that groups function more effectively when leadership is shared among all members. Most students are habituated to being in classes where the instructor assumes the dominant role of class leader. Students must also be given ownership and encouraged to assume an authoritative role in the decision making process. This can be best accomplished by providing encouragement and guidance in how to best take on different roles. When teachers neglect leadership and do not provide leadership themselves or invite students to take on leadership roles, students themselves may elect to play informal leadership roles in the classroom in an effort to pull the group together. To initiate this type of skill training into the learning environment is an essential part of the overall educational experience. To be more effective in the classroom the instructor must have the knowledge about knowing when and with whom to engage. Although one may have a preference or supervisory philosophy which indicates a personal preference to supervision and instruction, the supervisory continuum is fundamental to the overall success of passing the role of leadership on to the next generation of learners. Our presentation is in the appropriate use of this continuum.

Online Courses in the Higher Education Curriculum

Jack Kern & Paul Calleja, University of Arkansas

The delivery of courses through online means has increased at a steady rate in recent years. Completing required coursework via online lessons seems well accepted in many fields of study. Technological advances have allowed videotaped lectures, classroom discussions, and other 'in-class' activities to be incorporated into online lessons. However, an online course in the physical education curriculum tends to draw an immediate caution flag. How can a class that conventionally involves activity be taught in an online fashion? In a time when internet classes are in demand, our profession would seem well served to find ways to meet the needs of our changing student population. This presentation would examine some of the concerns, challenges, and successes while transforming traditional undergraduate or graduate level courses into online classes.

Teaching Coaches to be Philosophy Driven Leaders: A Case Study

Cathy Klein, University of New Mexico

Integrating leadership and philosophy into coaching education provides reflective opportunities for learners to explore both leadership and current coaching issues in a creative manner. Teaching coaches the importance of developing a coaching philosophy is especially important in today's win at all costs environment. Philosophy centered coaching education uses real life challenges and a variety of teaching opportunities to facilitate and explore leadership. In this project, learners will discover how to; 1) Use the internet and other multimedia as tools to research and define a coaching philosophy, 2) Identify illustrations, episodes, and contradictions of fair play, sportsmanship and character in a competitive sporting environment, and 3) Develop and implement a coaching philosophy into a current leadership setting. This presentation introduces a teaching project that allows the learner to reflect and examine real life examples that challenge their current coaching philosophy. This hands-on session will identify potential barriers and demonstrate implementation with actual student projects. Students initially develop a coaching philosophy and then explore opportunities to reflect and implement this philosophy into current coaching challenges. Practical strategies presented will be helpful to educators wishing to gain insight into creative student centered lessons that will hopefully culminate with students development of a comprehensive coaching philosophy.

Talking the Talk, Walking the Walk: Role Modeling and Ethical Decision Making in Professional Preparation Physical Educators and Exercise Scientists.

Shawn Ladda, Lisa Toscano, & William Merriman, Manhattan College

What should we be teaching? In developing leaders in the profession, what is the responsibility of professional preparation faculty in fostering ethics? The presenters will first identify important areas (i.e. drugs, relationships with students, professional development, etc) and provide a brief explanation of each area related to ethical teachings. Examples will then be provided on how each area is addressed in course work and the program in order to develop ethical leaders in the profession. Specific examples will be given from various courses such as care and prevention of athletic injuries, teaching methods courses, and organization and administration.

The Long Jump to Educational Leadership: A Doctoral Student's Perspective

Jason Langley & Sean Bulger, West Virginia University

Academic preparation for a career as a member of the professoriate is synonymous with the long jump. A successful leap requires an athlete to build momentum by taking the basic foundational steps of the run-up, transitioning to the take-off, and then flying until landing firmly on the ground. Likewise, a doctoral student's preparation begins by starting to build momentum during a baccalaureate program, transitioning into the more independent flight of a master's degree, and finishing with a doctoral program that will land them an assistant professorship. From a doctoral student perspective, this terminal step is the most challenging and includes a distinct change in trajectory. The primary goal of doctoral degree granting universities is to graduate future academicians who demonstrate an in-depth knowledge base and technical competencies related to their particular area of study. Depending on the academic discipline, this is achieved in a variety of ways as the student prepares for the basic tenants of an academic position at any institution of higher education: (1) teaching, (2) research, (3) service, and (4) advising/mentoring. Individual disciplines and programs address these areas with various degrees of formality and success. For example, doctoral students are afforded teaching opportunities within their academic discipline as either a teaching assistant or as an "experiential" requirement. However, formal training in course design, delivery, and assessment are frequently limited to receiving a copy of the syllabus from a previous semester and being given a key to the audio-visual closet. In addition, research productivity may be restricted to the agenda of a faculty advisor which may limit opportunities for independent scholarship. Lastly, chances to engage in service and advising can be unrealistic given the considerable emphasis placed on research within most doctoral programs. Like a headwind in the long jump, these contextual issues may inhibit the development of future leaders in the academy. The purpose of this presentation is to describe practical solutions for infusing leadership development related to teaching, research, service, and advising in doctoral education. The key discussion points, which have been derived from the existent literature and interactions with current leaders in the field, include: (a) strengths of contemporary approaches to doctoral education, (b) limitations related to the preparation for teaching, research, service, and advising, and (c) strategies for developing program graduates who are capable of contributing to the leadership of an academic department.

Physical Education Teacher Education Majors' Motivations for Physical Activity by Gender

Wenhao Liu, Slippery Rock University

Motivations drive behaviors. Understanding physical activity behaviors for any subgroup of population could not be achieved without understanding its underlying motivations. Moreover, as a special subgroup of population, university students majoring in physical education teacher education (PETE) are future physical educators and their attitudes towards, and motivations for, physical activity participation could influence physical activity behaviors of school children they will teach. However, there is a lack of knowledge regarding PETE majors' motivations for physical activity participation. The purpose of this study was to explore the importance of motivations for physical activity participation among PETE majors. Eighty male and 42 female PETE majors from a university completed the Exercise Motivations Inventory – II, which is a 6-point scale with 51 items representing 14 different motivations to engage in physical activity. After ranking mean scores on these 14 motivations, it was found that the top four motivations for physical activity are Strength/Endurance, Positive Health, Competition, and Enjoyment for males and Positive Health, Weight Management, Strength/Endurance, and Enjoyment for females, and that the bottom four motivations are Health Pressures, Social Recognition, Affiliation, and Stress Management for males and Health Pressures, Social Recognition, Affiliation, and Competition for females. Furthermore, the one-way multivariate analysis of variance yielded significant differences in two motivations between genders after controlling Type I error. Specifically, males demonstrated significantly higher physical activity motivation in Competition than did females, $M \pm SD = 4.05 \pm .97$ vs. 3.20 ± 1.42 , $F_{(1,120)} = 15.14$, $p < .001$, $\eta^2 = .11$, but significantly lower physical activity motivation in Weight Management than females, 3.28 ± 1.45 vs. $4.13 \pm .93$, $F_{(1,120)} = 11.99$, $p < .001$, $\eta^2 = .09$. The results provided a profile of PETE majors' motivations for physical activity participation. That is, male and female PETE majors share the same three most important motivations (Positive Health, Strength/Endurance, and Enjoyment) and the same three least important motivations (Health Pressures, Social Recognition, and Affiliation) for physical activity participation, but differ significantly in Competition and Weight Management. The findings are reasonable for PETE majors themselves and conducive to understanding PETE majors' physical activity behaviors. However, it should be pointed out that Social Recognition, one of the least important motivations for PETE majors found in this study, is one of the most important motivations frequently found in other studies for school children to participate in physical activity, especially organized physical activity. PETE majors need to recognize this disparity and appreciate Social Recognition on the part of children.

Physical Activity Amount and Pattern of Physical Education Teacher Education Majors

Wenhao Liu, Slippery Rock University

Physical education teacher education (PETE) majors will assume an important duty to educate children for lifespan physical activity participation and are expected to be role models in being physically active. Little is known, however, regarding how physically active PETE majors are. This study was designed to investigate PETE majors' physical activity amount and pattern. Eighty male and 42 female PETE majors from a university in the US completed the long version of International Physical Activity Questionnaire, which assessed participants' physical activity amount and pattern for previous seven days. The variable of MET-minute/week was employed to describe physical activity amount as suggested. The results revealed the overall $M \pm SD$ of 6135.59 ± 4395.55 and 5138.87 ± 3313.45 for males and females respectively in MET-minute/week. When physical activity was categorized with four subdomains (job-related physical activity, active transportation, chores, and leisure-time physical activity), the values of $M \pm SD$ and percentage of MET-minute/week in each physical activity subdomain for males vs. females are: (a) job-related physical activity, 1679.53 ± 2254.01 (27.37%) vs. 1046.14 ± 2163.83 (20.26%); (b) active transportation activity (cycling and walking), 1169.33 ± 1066.74 (19.06%) vs. 1081.71 ± 851.00 (21.05%); (c) chores, 709 ± 1475.74 (11.56%) vs. 470.06 ± 678.17 (9.14%); and (d) leisure-time physical activity, 2577.74 ± 2226.03 (42.01%) vs. 2540.95 ± 2604.26 (49.45%). When physical activity intensity was addressed, results for males vs. females are: (a) moderate physical activity (excluding walking), 1795.75 ± 2268.61 (29.27%) vs. 1305.30 ± 1447.94 (25.4%); (b) vigorous physical activity, 2645.5 ± 2303.82 (43.12%) vs. 2097.14 ± 2297.14 (40.81%); and (c) walking, 1694.34 ± 1594.63 (27.61%) vs. 1736.43 ± 1272.16 (33.79%). With respect to physical activity levels, 72 males (90%) and 33 females (78.57%) fell in the high level (vigorous-intensity physical activity for 3 times/week achieving 1500 MET-minute/week, or any combination of physical activity for 7 times/week achieving 3000 MET-minute/week); 6 males (7.5%) and 6 females (14.29%) fell in the moderate level (20-minute vigorous-intensity physical activity for 3 times/week, or 30-minute moderate-intensity physical activity for 5 times/week, or any combination of physical activity for 5 times achieving 600 MET-minute/week); and the rest 2 males (2.5%) and 3 females (7.14%) fell in the low level (not reaching physical activity level in either the high-level category or the moderate-level category). While males demonstrated obviously higher physical activity amount than did females in most of the physical activity variables, the one-way multivariate analysis of variance did not yield any significant difference due to large values of SD in relation to M , a characteristic of physical activity data. The results are encouraging that PETE majors, as a whole, are very physically active and demonstrate a positive physical activity pattern as well with leisure-time physical activity constituting a major portion of their physical activity amount.

The Impact of Teaching Style and Methods on Motivational Climate and Self Efficacy

Park Lockwood, Washburn University

The purpose of this presentation is to discuss the impact of teaching / leadership style and teaching methods on motivational climate, learning, and self efficacy. It is common that teachers and coaches use a more traditional, command style of teaching. This style is very direct and provides an authoritarian-type atmosphere which creates a unidirectional flow of information from teacher to students. It has been suggested that indirect, or student-centered, teaching styles, which rely on student choice and input, can enhance student learning, motivation, interest, and self-efficacy (Seidentop, Hastie and van der Mars, 2004). During this presentation the impact of direct versus indirect teaching styles and methods will be discussed. Teaching styles and methods will then be presented that can foster the development of a student-centered atmosphere which provides more opportunity for students to make decisions, work as a team, evaluate their own skills, and have more control of their learning environment. These indirect styles and methods enhance the learning environment to allow for an increase in student responsibility and engagement, interest, motivation, and self efficacy. One method in particular utilizes the Sport Education model, which allows students to learn physical, psychological, and social skills in order to learn an activity and continue to perform that activity outside a school setting. This is accomplished through the use of six components: seasons, formal seasons, record keeping, team affiliation, festivity, and a culminating event. Research has demonstrated positive outcomes via the use of this model in Physical Education settings (Hastie, 1998; Seidentop, Hastie and van der Mars, 2004), however, more information is needed in this area. In order to further evaluate the impact of this method on self efficacy and motivational climate, 40 students were assigned to one of two treatment groups (i.e., Traditional vs. Sport Education group). Each group completed six weeks of volleyball-related activities in an activity section of a Lifetime Wellness - Volleyball class. Physical self-efficacy was measured at the beginning and the end of this session. Results indicated that the teaching style / method utilized had a significant impact on the physical self efficacy of college students. In sum, teaching / leadership style and method appears to have an impact on the self efficacy of college students. It is recommended that instructors frequently use indirect, student-centered styles and methods that allow students the ability to increase responsibility, gain control, and contribute to their learning environment.

Leadership Development through Volunteerism

Susan McGowen, University of New Mexico

How many times as educators have we requested a volunteer to come forth and provide an example, demonstrate a skill, participate in an activity, and/or take on a mission? Seeking students to distinguish themselves from the rest by eagerly stepping forward to take on the task at hand. What is it we really seek - Volunteer or Leader? This presentation will focus on the dynamics of leadership development through the use of experiences beyond the classroom, specifically volunteerism. Volunteerism offers a unique opportunity for students and professionals alike to gain and enhance leadership skills while assisting others. The utilization of the energetic process of getting people fully and willingly committed to a sustainable course of action to meet commonly agreed objectives and assist others can be both personally rewarding and assist students to gain invaluable leadership skills. This presentation will address the benefits, incentives and why others may be reluctant to volunteer. Volunteers, like leaders often demonstrate similar characteristics, commitment, and enthusiasm. This presentation will examine the “4 Es of Leadership: Envision, Enable, Empower, and Energize” and how they pertain to leadership development. Activities beyond the classroom whereby students can volunteer can provide invaluable community service and assist in development of leaders in our profession and in our communities. This willingness to serve, to lead, is a trait we all seek to enhance our classrooms, programs and profession. By creating enriching opportunities of service we can benefit the community and change our lives in the process.

Demonstration of Academic Excellence and Pre-Service Teacher Leadership Skills through a Portfolio Process

Robert McKethan & Michael Kernodle, Appalachian State University

The issue of leadership through academic excellence is a concept frequently discussed among Physical Education Teacher Educators. Teacher candidates can be exposed to this concept through the process of developing a web-based portfolio demonstrating the candidates' understanding of the importance of the relationship between curriculum development and the alignment of products of learning to the NASPE/NCATE Beginning Teacher Standards (BTS) and National Education Technology Standards for Teachers (NETS-T). At Appalachian State University, the Physical Education Teacher Education faculty considers the modeling of this concept to be essential in the cultivation of leadership skills based upon an ability to develop curricula, enhance instruction and assess student learning. The purpose of this presentation is to provide a sequential description of technology-enhanced processes resulting in a final web-based portfolio demonstrating the candidates' ability to understand the relationship between the BTS and Nets-T standards and a program of excellence. This understanding should allow them to assume a role of leadership in their profession. The presentation will consist of the following components:

1. **Course Syllabi and Alignment to Professional Standards.** The specific competencies described in all syllabi are aligned to the BTS, NETS-T standards and the NASPE Content Standards.
2. **Products of Learning.** All products of learning created by candidates are based on specific standards and outcomes found in the two sets of professional standards.
3. **Orientation to the Portfolio Process.** All candidates, during the semester prior to the development of rationales participate in an afternoon-long portfolio orientation which consists of the following
4. **Development of Rationales.** Prior to student teaching, candidates write rationale statements describing selected product of learning, processes used to create the product, its projected impact on their teaching and how the product aligns with the BTS and NETS-T. Candidates submit their rationale statements to their portfolio mentor for review and feedback. Feedback is delivered back to the candidates via an MS Excel and MS Word-based management and feedback system authored by the ASU PETE Faculty.
5. **Publishing the Portfolio to the Internet.** During the first semester of the senior year, candidates develop a web-based portfolio for the display of their documents utilizing template files with NVu, an open source HTML web authoring software.

Taking the Bait: On Leadership and Kinesiology

Douglas McLaughlin, California State University - Northridge

Say what we will about leadership, there are no guarantees. It seems that as the interest in “leadership” heightens that the value of the discussions lessens. Pardon any cynicism, but it seems that some people are all too ready to take the bait. Wrap it up in a fine package, call it leadership and many are ready to buy it. But how are we to know if we are truly being lead and not actually being led astray? In this paper, several considerations will be addressed pertaining to the meaning, significance, and authenticity of leadership. The first consideration pertains to an identification of what the necessary and sufficient conditions for authentic leadership are and to what extent these conditions are met within the field of kinesiology. Of primary concern is to what extent there are clear goals towards which leaders in kinesiology are directing us. The second consideration identifies common leadership errors. Of particular concern is the extent to which our profession is guilty of such errors and what ramifications these errors have for the viability and sustainability of the profession. The final consideration identifies several thematic accounts of leadership that prove both challenging to common attitudes of leadership and corrective to the errors addressed above. An analysis of how these themes are born out of our own experience as and expertise of movers (while perhaps not a unique contribution that kinesiology provides to leadership studies, perhaps a significant one) will be accompanied by how these themes can be embedded into our practices of building our profession. Without leaders, it is easy to lose our way. It is almost a certainty. But it is just as certain if we have faulty leadership. Any discussion of what leaders do and how they do it must be informed by what conditions must be met in order for them to be successful, identify and avoid errors as well as orient and guide the our profession.

Transformational Leadership via Campfires: An Interscholastic Soccer Team's Experience

Nathan Martin & Cathy Klein, University of New Mexico

Leadership within the interscholastic athletic arena tends to mirror its academic counterpart: transactional leadership via contingent rewards. High school classroom performance is rewarded using grades, honors, and scholarships, just like on-the-field performance is rewarded using playing time, awards, and scholarships. Simply, transactional leaders approach education and athletics as means to an end, as commodities that can be leveraged. Education and athletics as transactional experiences for contingent rewards is not an ignoble perspective. However, it becomes ignoble when it is used as a primary paradigm rather than an augmenting paradigm. Knowing that few interscholastic athletes advance to play a sport at the college level for a contingent reward, and even fewer do so at a professional level, coaches, as educators, too often operate under primarily a transactional leadership paradigm. This presentation provides a case study that illustrates an alternative to this approach. According to the theory developed by Bass (1985), transformational leadership creates followers who are inspired to transcend their own self-interests so that the group can effectively pursue a higher purpose, and in the process of this occurring, followers' beliefs and attitudes will be transformed to higher levels of maturity and expectation. After a very successful previous season, the Hornet's girls varsity soccer team was in a rebuilding year that required more than transactional leadership. In addition to preparing the team both mentally and physically for the demands of the imminent soccer season, team leadership needed to emerge and flourish, individual roles needed to be identified and embraced, and individual-oriented behavior needed to be reoriented to the concept of team. In response to these needs, coaches developed a three-day camping retreat that provided transformational opportunities. Utilizing the intimate and interdependent nature of a camp setting, coaches prepared player-centered lessons that utilized transformational leadership. However, it was the identification and leveraging of the unintentional lessons by the coaching staff that provided the most poignant opportunities for player development. This presentation will explore the implementation and potential barriers of a field-tested team bonding and development experience that served as a philosophical anchor for an entire season. Participants will learn how to:

- 1) Set up a 20 person camping trip that prioritizes leadership, teamwork, safety, and environmental awareness
- 2) Create a unique setting where transformational opportunities, both intentional and unintentional, are guaranteed to appear
- 3) Develop a checklist of observable behaviors that constitute leadership, teamwork, sportsmanship and character

But I Love my Coach! Providing Leadership and Managing Risks against Sexual Abuse in Young Athletes

John Miller, Texas Tech University, & Todd Seidler, University of New Mexico

A 2001 investigation by the Houston Chronicle, revealed that at least 64 Texas middle and high school coaches were affected by allegations of sexual misconduct involving students and other minors. The issue of coaches having relationships with high school athletes is one that seems to receive relatively little publicity. However, a State Board for Educator Certification investigator, who was responsible for educator conduct standards, once joked that he would be out of work if it weren't for coaches. In fact, the investigator stated that there were some school districts that considered a relationship between a coach and a young student-athlete to be an "unwritten perk". This has allowed coaches to resign and move onto the next school, often without any record of the incident or notification. For example, between 1995 and 2005, 159 coaches in the state of Washington were fired or reprimanded for sexual misconduct. Yet, 98 of these coaches continued to coach or teach. This information supports previous literature that indicates that sexual abuse *is* a problem in youth sports and that prevention measures should be implemented (Brackenridge, 1996 & 1997, Kirby & Greaves, 1996; Volkwein, 1996). While legislation and laws can be instituted to prevent future occurrences, the best course of action may well be school administrators taking the lead by embracing and practicing safety procedures. In *Gebser v. Lago Vista High School* (1998), the school district did not have any official grievance procedure for lodging sexual harassment complaints, nor had it issued a formal anti-harassment policy. A United States Supreme Court ruling concluded, "... that damages may not be recovered in those circumstances unless an official of the school district who at a minimum has authority to institute corrective measures on the district's behalf has actual notice of, and is deliberately indifferent to, the teacher's misconduct." Safety is an enduring core value widely shared in an organization and should be a priority for everyone in the organization. To accomplish this requires personal responsibility to preserve, enhance and communicate safety. Commitment to learn, adapt and modify safety related behavior and safe practices should be recognized and rewarded consistently. However, the effective leader must reflect the cultural values in actual behavior to the extent of authoritarian control and/or transformational behavior. This presentation is designed to illustrate how administrators may manage risks and provide leadership to create an environment in which young athletes may safely participate.

You Can Have It All: A Masters Degree and Teaching Certification

Glenn Miller & Karen Fredenburg, Baylor University

Every semester of every year that we have taught in a Department of Kinesiology (or similarly named department), we have heard students say, "I wished I'd gotten my teaching certification so I could teach and coach." Many students seem to take the four, five, six and sometimes more years journey through the world of academe at colleges and universities only to discover that they were not in the major or discipline that they should have been in or that they truly enjoy. Some have chosen the path of least resistance in order to simply graduate with a degree while others have realized late in their undergraduate years that their true calling is teaching. Creating opportunities for students who discover they want to go into (and are excited about) teaching physical education and coaching, but are not certified to teach presents a challenge and an opportunity for our discipline. There is a critical need (particularly at the secondary level) for effective, enthusiastic physical educators and coaches. If we can provide our graduate students a masters degree with teaching certification opportunities, we can better serve them and address current shortages. Perhaps finding the quality teachers we envision for our discipline can readily happen at the graduate level. It might be that more mature graduate level students will be more apt to demonstrate and maintain desired teaching behaviors once they accept full time teaching positions. An effective master level degree with certification options may also be a way for student athletes with a fifth year of eligibility to earn certification if they are not already on a certification tract. Alternative certifying agencies appear to be the most frequently utilized vehicle for obtaining certification after graduation. This type of preparation is analogous to building the airplane as it is on the runway taking off because candidates are often in the early learning stages while they are in a teaching position. Is this the best preparation for students? Are we in physical education teacher preparation missing a tremendous opportunity to meet the need of an already interested and enthusiastic clientele? Our current (and still developing) masters program in Sport Pedagogy with a teaching certification option may be an answer to the dilemma that many students and student athletes have faced over the years. The purpose of this program is to present our graduate program and to discuss the challenges we have faced and the solutions we have developed to help students achieve all-level physical education certification after receiving an undergraduate degree.

Designing Effective Assessment/Evaluation Tools for Sport Management Internships

Glenn Miller, Baylor University, & John Miller, Texas Tech University

One of the most vigorously discussed topics at recent AAHPERD, NAKPEHE, and NASSM conferences in the field of sport management has centered around the topic of internship assessment/evaluation. This program is a follow-up/sequel to a session presented last year further investigating the criteria, weightiness, and process involved in effective sport management internship assessment. While there appears to be consensus among sport management faculty that the internship is among the most valuable experiences in the development of quality sport managers, there is considerably less agreement regarding the evaluation of the internship. Previous NASSM sessions have revealed that significant differences exist among the many programs concerning the most effective criteria to evaluate this capstone experience. Cuneen and Sidwell (1994) recommend: (a) having students keep weekly schedules and logs, (b) midterm and final evaluations, (c) projects and/or portfolios, (d) self-evaluation, (e) on-site visits by faculty, and (f) exit interviews. Steir (1999) suggests similar methods as well as adding exit interviews. Are these the best and most effective criteria/methods to evaluate sport management internships? What part does the site supervisor play in the evaluation process? Are expectations of sport management internships equal to or exceeding expectations of the student teaching (undergraduate) experience in sport pedagogy? Are criteria the same for graduate sport management students as they are for undergraduates? These questions/concerns need to be addressed in an open forum. Therefore, the purpose of this highly interactive session is to identify current internship evaluation criteria, discuss their validity and look at other challenges facing practitioners in accurately assessing student internship performance.

The Three Foundational Pillars of Leadership in Physical Education

Timothy Mirtz, University of South Dakota, & Leon Greene, University of Kansas

The three areas that teachers of physical education wish to instill into students are lifelong learning, problem-solving, and critical thinking. These same three qualities are what teacher education candidates should have to become effective teachers. For the most part, physical educators, with its close proximity to coaching, have usually displayed talents in the area of leadership. However, the discussion having future physical educators becoming aware of the three foundational pillars appears to be largely untouched. The purpose of this presentation is to discuss how academic goals of creating lifelong learners, critical thinkers, and problem solvers are foundational to the role of leadership. Each pillar will be discussed in detail and how each is important for the development of effective leadership in physical education. All educators desire of their students to become lifelong learners. An effective leader knows that the pursuit of knowledge happens through informal and formal processes. While formal processes may end with degree attainment, an effective leader knows that further education through the formal process is needed. The informal process, through experiences, is always a highlight of effective leadership because the leader is willing to allow themselves to personally reflect upon experiences. Critical thinking is defined as the disciplined ability and willingness to assess evidence and claims, to seek a breadth of contradicting as well as confirming information, to make objective judgments on the basis of well supported reasons as a guide to belief and action. Critical thinking also involves the ability to monitor one's thinking while doing so (metacognition). Effective leadership in physical education requires that one have this ability. The ability to "self-reflect" and make decisions instead of relying on "intuition" is key. Problem solving is probably the quality that a number of effective leaders have in common. However, this area is largely unexamined in the discussion of leadership in physical education. Typically, problem solving is assumed to be present. Nonetheless, effective problem solving encompasses the constraints of the political system that the leader must navigate. While problem solving is decision making, decision making has to take into consideration of making the right decision that will affect the people involved. The three pillars of education are effective starting points for establishing essential criteria for leadership. However, these three pillars to effective leadership in physical education has to take into consideration a number of variables that arise in any organization.

Strategies for Recruiting Future Leaders in Kinesiology: An Empirical Based Approach

Trey Morgan & Janene Grodesky, Northern Kentucky University

Recruiting and retaining quality students is a major issue for most health related undergraduate education programs. The non-teaching kinesiology and athletic training programs are included in this draw for quality students. While there is a lack of research examining factors that motivate students to select non-teaching kinesiology and athletic training, there is useful research offered by other health professions. This research provides guidelines for constructing effective strategies for recruiting students to the non-teaching kinesiology and athletic training athletic training profession and individual education programs. The known factors associated with health professions career and education program selection identified in health professions research can be organized into 3 basic themes: age of career selection, career/program attractors, and the influence of personal relationships. The age at which career selection begins provides a timeline for the organization of long-term and short-term strategies. Many health profession students report developing strong career interests before entering high school. The age at which students select a career infers the age at which they have enough understanding regarding their own interests and career characteristics to make this decision. In addition, it should be noted many students enter college undecided on careers. These two groups of students should be used as guidelines for the development of long-term and short-term student recruitment efforts. Several key elements attract students to health professions careers and individual educational programs. Career attractors are presented as “Affective” and “External” based characteristics. Affective is the “emotional” or “feeling” characteristics which attract students to a career. The external attractors include the characteristics of employment settings such as salary, benefits (e.g. retirement, vacation days, and health care), job opportunities, job security, career advancement, and professional autonomy. The identified educational program attractors are straightforward and can be discussed as a singular topic. These elements provide meaningful content that should be included in communications with potential students. The final concept to consider is to what degree personal relationships have on students’ career selection. There are two relevant topics of discussion in student recruitment; influential personal relationships and those potentially important relationships that are not deemed influential. A comprehensive recruiting program should consider both of these relationships. In this presentation, we will examine these basic themes how they can be addressed in a practical and useful manner. We will address how to use these basic themes for the organization of long-term/short-term strategies, the kinds of information disseminated and whom to include in the recruiting process.

Teaching Ethical Leadership

Carla Murgia, Delaware State University

Kinesiology and physical education professionals routinely take actions that require moral reasoning and ethical decision-making. These actions demonstrate individual integrity as well as the collective values of the profession. On most occasions these values are integrated unceremoniously within the teaching/learning environment. As a result principles of ethics and, to a lesser degree, principles of ethical leadership are somewhat embedded in the rules of conduct, policies for plagiarism and cheating for the individual courses, and academic department dress codes. There is no doubt that teaching ethical leadership, formally or informally, in an era where unethical behavior until being caught is accepted, perhaps respected, remains a challenge, but is a very much needed component of the educational process. Another challenge for kinesiology and physical education professionals is the lack of time to address “other than” course-related issues. Educators are consumed with class preparation, laboratory activities, advisement, grading, program development and administrative duties. The reality of the day-to-day activities of any physical education professional is that educators simply don’t have the time to discuss ethical issues let alone develop courses to address these topics. Most institutions of higher learning provide professors and students with Judicial Committees and/or Boards to address behavioral issues, such as conduct, plagiarism and cheating. It is rare to find an institution that has created an ethics committee that is dedicated to raising ethical awareness via the establishment of ethical codes and advisement of educators, who continually struggle with ethical dilemmas. Nevertheless, there is clear evidence that supports the notion that schools with clearly defined rules of behaviors, i.e., clearly articulate core values and standards are more successful in regulating/monitoring student activities and performance. The obvious question is, “With the exception of mentoring and modeling techniques, what teaching methods and styles can we use to teach ethical leadership practices?” It is generally accepted that the first step in the process requires that students be taught how to recognize their core values. This can be integrated into courses that incorporate reflection and development of personal physical education philosophies. The second step necessitates that students “be taught” how to analyze specific situations that incorporate an ethical dilemma. This requires that students develop a sensitivity toward determining how their actions, as a leader will affect others. This step may be incorporated into courses in which students engage in role-playing, situation-specific problem-solving exercises. During this step professors should encourage students to examine dilemmas from different perspectives. The third step is to apply personal and professional collective values to important decisions, i.e. highlight how to act within a defined sense of ethical standards. This step can be integrated into teaching methods and practice and research classes, in which students are required to critically evaluate teaching and assessment methods and/or research design, protocol, and data analysis. The fourth step is to encourage students to live their values personally and professionally. This step could be the most difficult of all. Nevertheless, the need for teaching ethical leadership has never been more apparent.

The PETE Curriculum Content for K-12 Health-Related Physical Education

Gloria E Napper-Owen & Huiping Sheng, University of New Mexico

Obesity and overweight are a serious epidemic for both adults and children in the United States and over 60% American population are overweight (Day, 2006). Excepting food, sedentary behaviors are the main contributing factor. The promotion of physical activity levels and the awareness of health-related physical education (PE) are strong requirements of society, but the reality is that most K-12 schools' PE continues to focus on physical fitness only. However, Castelli (2007) found that only 38% of physical education teachers passed the Health-Related Fitness (HRF) knowledge test, thus revealing that many PE teachers do not have knowledge of HRF. As the primary program to construct and teach health-related PE knowledge to prospective K-12 PE teachers and update such knowledge through in-service to PE teachers, the PETE curriculum should strengthen content knowledge and promote health through physical education. The following topics should be considered:

- 1) Let children know the overweight and obesity facts of Americans, both adults and children, and related health problems, such as cardiovascular disease, high blood pressure, high cholesterol, cancer-related mortality and morbidity, and low academic results for students. Teach student the standard weight check knowledge and skills, and help them know their personal weight situation.
- 2) Identify physical education and physical activity's function on weight control and health promoting, such as calculating the energy intake and expenditure by exercise, assessing the personal physical activity levels, and arranging reasonable nutrition for exercise.
- 3) Teach PE teachers to monitor and assess children's physical activity levels as well as individual weight changes, and communicate these results with children and parents in an easy-to-understand way.
- 4) Teach students the weight increased contribution factors, such as fast food, TV watching time, transportation, and sedentary entertainment.
- 5) Teach PE teachers practical behavior-change strategies to increase children's physical activity levels, to control and lose weight by exercise.
- 6) Give PE teachers the training about urban and rural off-school physical activity intervention knowledge.

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Developing Minority Women for Leadership Roles in the Profession

Melissa Noland, Florida State University

According to the Bureau of Labor Statistics (2006), women currently comprise nearly half of the labor force. Even though women are such an immense part of society, they are not fully represented in leadership roles. The obstructive dynamics of sexism, especially in the workplace, has always hampered women's full leadership potential. Throughout history, women's roles have consisted of social norms that cast them in subordinate, supportive, and inferior roles, both in their private and public lives (Ainsberg & Harrington, 1988). According to Garland (1991), at the beginning of the twentieth century, only three of every one hundred top jobs in the U.S. are held by women, which was about the same number a decade earlier. Traditionally, women have needed more education than men to get higher paying jobs, and they get paid less for the same work (U.S. Bureau of the Census, 1996). Currently, women still face many of the same barriers they faced throughout the 20th century: discrimination, pay inequity, unequal access to promotions, and ways to integrate work and family (Center for Women and Work, 2002). While such issues as sexism are overt, there are also other factors that hinder women's advancement and leadership potential. Other reasons that have been asserted to explain why women are not seen in large numbers in leadership positions are: the person-centered view – this view puts the blame on factors that are internal to the female gender. This means that certain traits and behaviors exhibited by women are not conducive to their being promoted; the cultural socialization process – this process pushes women toward professional rather than managerial careers, which tends to reinforce existing stereotypes; and the gender context – this refers to gender stereotyping, gender ascribed social status and gender numerical proportions. This is when behavior is determined not only by the proportion of a certain gender, but also by the ascribed social status of a gender group; men's value has always been perceived as being "higher" than females (Crampton & Mishra, 1991). Historically, sport had always been associated with males and masculinity (Kane, 1989). Schell and Rodriguez (2000) contended sport remains a mostly male domain, despite an increasing number of women participating in sport throughout the world. Elueze and Jones (1998) concluded, "Sport is a powerful institution through which male hegemony is constructed and reconstructed" (p. 48). Many entities recognize this phenomenon and are attempting to alleviate such disparities. In an attempt to increase opportunities in athletic administration, the NCAA created the Ethnic Minority and Women's Enhancement Program, which offered postgraduate scholarships and internships with the NCAA national office (NCAA, 1995). In order to assuage these issues, Senge (1990) noted that a key factor is to recognize and develop an awareness of the current reality and mastery of the structural conflicts and the resulting behaviors: "Once we can see them and name them, they no longer have a hold on us" (p.160). The purpose of this study is to identify the factors that have enhanced and hindered women's professional growth and development within the profession in order to give instruction and guidance to other women aspiring to be successful leaders in the field. A qualitative research design employing a cross case study will be used. Questionnaires, open and closed-ended interviews, and documents such as vitas will be used to collect data.

The Leadership Challenge: Assessing Faculty in the 4th Domain - Dispositions

*Richard Oates, North Georgia College & State University, Ann Boyce, University of Virginia,
Leah Holland Fiorentino, Armstrong Atlantic State University, & Jacki Lund, Georgia State University*

Within the Academe, promotion and tenure policies and job descriptions have historically been framed around the tripartite categories of teaching, scholarship, and service. Trends reveal the emergence of a fourth category that's playing an increasing role in the formal assessment and evaluation of university faculty. "Dispositions" and "collegiality" are appearing in promotion and tenure guidelines and position announcements as characteristics of successful professors and job candidates. Many administrators state that 20 percent of their faculty members consume 80 percent of their time. While most faculty members are considered "good citizens" of the academic community, every university seems to have a share of those who insist on playing by their own rules. Although many faculty members cite "academic freedom" as a reason for "doing their own thing" perhaps the time has come for universities to put in writing various expectations for being a "good citizen". American universities are hiring increasing numbers of professors who were born outside of the United States. While these professors may have been educated in the United States, certain customs and values may actually be quite different in their native countries.

The National Council for the Accreditation of Teacher Education (NCATE) glossary defines dispositions as "The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice." (<http://www.ncate.org/public/glossary.asp?ch=143#D>) While a variety of assessments have been developed to address affective behaviors in pre-service teacher candidates, similar efforts to address higher education faculty affective behaviors have not adequately developed an efficient and useful tool used during the faculty development process. Specific performance expectations related to this area have frequently been informal and unwritten. This tends to promote ambiguity and an uneven subjective application of performance evaluations across faculties. For the reasons cited above along with others, a group of faculty members have undertaken a study to identify desirable faculty dispositions and develop an assessment rubric to be used as part of the promotion and tenure process. The presentation will begin with a review of the current literature that discusses the issue of faculty behaviors, followed by presenting faculty behaviors identified in a previous phase of the project. The audience will then use a Delphi technique to reach a consensus on performance indicators related to dispositions, collegiality, and other affective terms. Specific characteristics within those indicators were then used to develop a performance rubric identifying unique behaviors associated with performance levels. The session will conclude with a discussion of the benefits and detriments of identifying dispositions for faculty and outline their next steps for future study of this issue.

Students Cheat Because Professors are Letting Them Cheat, Knowingly or Unknowingly.

Katherine Pebworth, Lincoln Memorial University

The Ethical dilemma of students cheating and what are we as professionals doing about it. Many of our students cheat because they can get away with doing so. Many faculty members are not up with the current trends of students and cheating. Fewer college officials feel that cheating is a problem and many professors know that students are cheating and either don't understand how or simply don't want to have to get into the confrontation. Students cheat for many reasons from stress, lack of skills, have to keep their scholarship, to simply they know they can get away with cheating. We don't discuss academic integrity in our classes or on our syllabi. Many students do not see what is wrong with plagiarism or are confused about the definition. Many of us set the stage for students to cheat very easily during tests, we sit up front and read a magazine or textbook or even leave the room. We allow students to whisper during the test and well as hold their papers so that others can see. This presentation will discuss internet sources to help teach ourselves and students about academic integrity from cheating on tests, homework and plagiarism. This presentation will discuss some of the many ways our students are cheating. Students use a series of hand and feet positions, tapping corners of the desk to represent responses to multiple choice tests. Crib notes are on the inside of water bottles, in cell phones and the covers of calculators. They take pictures of the test with cell phones and pass them on to other students. These are just some of the ways that will be discussed on how students cheat. Hopefully with the knowledge of HOW they are cheating we can stop it before it even happens.

Dads, You Do Matter: Female Athletes' Experiences of Their Fathers' Involvement in Their Sport Experiences

Tanya Prewitt, University of Tennessee

As increasing numbers of girls engage in recreational and competitive sport, the reasons for their retention and withdrawal from sport, as well as their experience participating in sport needs to be better understood. Additionally, reciprocal relationships between men's and women's lives need to be examined in sport studies and in all fields, even though few have been conducted (McKay, Messner, & Sabo, 2000). Little empirical research has been done on the father-daughter relationship, and, in particular, its influence on girls' and women's experiences in sport. In fact, most studies investigating parental involvement in sport are not exclusive to the father-daughter relationship (e.g. Brustad, 1993; 1996; Cote, 1999). Therefore, the purpose of the present study was to ascertain daughters' perceptions of their fathers' influence on their sport experience by interviewing young women themselves. To accomplish this purpose, eight NCAA Division I female collegiate athletes engaged in a phenomenological dialogue in which they were given the freedom to unravel the meaning of their experience in their own words (Valle & Halling, 1989). The phenomenological question that guided the interview was, "*When you think about your experience of your father's influence on your athletic career, what stands out for you?*" The interviews revealed that sport can provide fathers with a means of getting involved in and forming a relationship with their daughters, a relationship that their daughters long to have. Moreover, the father-daughter "sport relationship" would be more powerful if it were paired with a strong emotional connection outside of athletics that these female athletes said was missing in their relationship with their fathers. Five themes emerged from the interviews: (1) He's always been there, (2) Dad's my coach, (3) Mom's the mediator, (4) Our relationship revolves around sport, and (5) Dad's my motivator. It is fascinating that while several of the female athletes expressed, at times, feeling that they were not good enough or that there was always something wrong with their "game" in their fathers' opinion, these same athletes mentioned that they do not know where they would be without their dads' support and encouragement. Discussion will include explanations for why understanding the essence of the experience of female athletes' relationship with their fathers (and mothers), is relevant not only for parents, but also for coaches and professionals in the exercise and sport arenas. Athletes experience many highs and lows throughout their careers and are in need of social support. While it is assumed that this social support often times comes from parents, sometimes support needs to come and is provided by those outside of the family structure. Athletes' ability to perceive and use available sources of social support helps them overcome obstacles and develop resiliency. The presentation will inform leaders and professionals in the sport and exercise fields the relevance of understanding the dynamics of female athletes' social support network and how they can assist female athletes in reaching their full potential, in and outside of the sport arena.

Developing Future Leaders through Graduate Teaching Assistantships

Don Rainey, T. Renee Rainey, & Stacia Miller, Texas State University

Texas State University has over the past 8 years been involved in a comprehensive program to develop programs and experiences that foster the development of leadership in our Graduate teaching assistants (GTA). This presentation will endeavor to explain the specific program components and the evolution of this fluid and dynamic program. Additionally, we will emphasize how the integration of these leadership opportunities has benefited the entire department and University. Texas State University has 27,000 students and they are all required to take two one-hour physical activity classes that are primarily taught by Graduate teaching assistants. Our GTA program attracts students from all forms of discipline. Many have a physical education pedagogy background while others are trained in the exercise and sport science discipline, health education or recreation. This diverse background, while being a valued attribute, gave cause for concerns about their abilities to perform at a higher level in their new found pedagogy positions. In the fall of 2001, the Department of Health, Physical Education and Recreation began a comprehensive program designed to train our 20 Graduate teaching assistants the skills needed to design and conduct our required physical activity classes. The program, "GTA Bootcamp", begins one week prior to the beginning of each semester. During this week students are introduced to University/Department policy and procedures. They are actively involved with class scheduling, curriculum development and creative endeavors for new programs. Throughout the year GTA are involved with numerous leadership activities such as the advancement of technology, research opportunities, presentations at professional conferences and providing public school teacher in-services. We have a faculty mentoring program for each new GTA that provides them with a supportive faculty member who provides leadership opportunities as well. Second year GTAs increase their leadership development by helping the new GTAs with teaching skills, lesson planning, classroom management, and further professional development. The overall affect of this GTA program has been extremely successful in developing professional leadership skills that assists students during their time at Texas State University as well as in post-graduate opportunities (employment/doctoral programs). The success of our GTA training model has prompted the university administration to promote the model to be used by other departments campus-wide. Our program will continue to evolve to meet the needs of our future professionals.

Shedding my Uniqueness and Culture at the School Gate has Drastically Affected by Academic Performance in America: Immigrant and Refugee Students Perceptions & Implications for School Leaders.

Jerono Rotich, North Carolina A & T State University

Appreciation of multi-cultural, cross-cultural and diversity is an essential springboard to the academic success and well-being of all students. Over the past decade, America has witnessed a huge influx of immigrants and refugees in our communities, school system and institutions of all walks ((Matt, 1997; Bailey, 2002; Active Voice, 2003; Portes & Rumbaut, 1996). They have fled their countries for various reasons. But regardless of their reasons, all immigrants have come and continue to come to the United States and Guilford County with myriad hopes (Bailey, 2001, 2002, Balgopal, 2000). They are fleeing poverty, persecution, pursuing athletic or educational glory, and seeking better and healthier ways of life. Most of them see America as a beacon of hope. Despite their pivotal roles, many have confronted several challenges as they acculturate and integrate (Portes & Rumbant, 1996; Bailey, 2002; & Kaleidoscope, 2003). For most children and adolescent immigrant youth, the challenge of mastering academic and language content as well as that of developing a personality, can be overwhelming. It is also evident that, because of the language and cultural limitations, they have a high probability of not receiving sufficient education and other human services to enable them to become independent, successful, and productive adults (James, 1997; Bailey, 2002). Their ability to learn English is further limited because most of them live in linguistically isolated households. It has also been pointed out that, most of them are inappropriately poor, have poor health, have high school drop out rates, are overage for their grade levels, have low rates of participation in post secondary education, are from low income families, and give more priority to work (Portes & Rumbant, 1996). According to the 1992 Census Bureau, roughly 50% of Hispanics ages 16 to 24 dropped out of high school. It is evident that, unless appropriate interventions are developed, they will continue to face the possibility of being undereducated, underemployed, and unprepared to participate fully in society. It is also clear that professional development plays a role in equipping schools and communities to meet the challenges facing immigrants and refugees. According to Carmona (1996), the social setting, the teacher and the educational approaches are different in the United States, and unless schools and other agencies work together, or unless teachers and the community develop a tacit understanding of the acculturation process of their diverse students, then both the society and immigrant and refugee children may be forced to pay the costs of inadequate schooling and services. This presentation will provide a comparative analysis of educational expectations in their country of origin verses that of America. It will focus on the experiences and needs of diverse students (Latino, African, Eastern European and Southeast Asians) in American schools system. It will specifically highlight their challenges and will provide suggestions on diverse approaches and techniques that would enhance culturally sensitive learning environments.

Is TQM a Viable Model for Leadership in University Kinesiology Departments?

Brian Sather, Eastern Oregon University

Total Quality Management (TQM) was a process used in higher education beginning in the 1980s and greatly expanded in popularity in the 1990s (Marchese, 1993). The model has also been termed continuous quality improvement (CQI), total quality improvement (TQI), or total quality (TQ) but all focus on the concepts of total quality management. The principles of TQM are applicable to higher education, particularly the principle of customer orientation (Owlia & Aspinwall, 1996). A major advantage of TQM is that it operates on the principle that employees intrinsically want to do their best (Marchese, 1993). This concept directly supports professors' tendency toward intrinsic motivation and autonomy. Another advantage is the adaptability of TQM. Various concepts have been applied to the application of TQM in postsecondary schools. For example, Brigham (1993) identified three cornerstones: employee involvement, the improvement of processes linked to results, and an enduring focus on the customer. Marchese (1991) characterized the TQM culture as quality-driven, customer-oriented, avid about improvement, and marked by teamwork. Marchese (1993) also outlined six specific concepts for applying a TQM model to higher education that will be discussed. In this presentation, the concepts and history of TQM in higher education will be discussed. Are TQM principles currently used in kinesiology departments? Is TQM practical in a kinesiology department? What other progressive managerial models are realistic?

Leadership When You Are Not In-Charge

Gordon Schmidt, William Paterson University of New Jersey

All educators find themselves in leadership roles, whether through working with a committee, in front of a group of students, or as Chairperson of the department. Leadership behind-the-scenes is an art that can be as powerful as direct management of an organization. Whereas, up-front leadership focuses on the core mission with responsibilities to the 'bottom line,' the behind-the-scenes leader can lead by supporting, providing advice and contributing directly to department activities. A Chairperson or Dean who has stepped away from the mantle of leadership has an implicit duty to transfer knowledge to the next generation of leaders. These people may be viewed as dynamic sources of information, advice and leadership potential behind-the-scenes. There are, of course, a few individuals who have left management positions, possibly burned their bridges, retreated from leadership, or departed from the organization leaving a void where departmental policies and procedures need clarification or novel mentorship. One positive aspect of transitional leadership is the opportunity to establish a new management style without the old guard interfering in statements such as "if I were in charge" or "when I was the leader..." The behind-the-scenes leader who does not have authority has many contributing features that are valuable to functional departments. Bellman (1993) states that power "comes from your life perspective and life game" (p. 70). Faculty educators who take pride in service and contributions to the values of the profession and a willingness to strengthen the mission of the organization are respected. It is this core character that others see externally that leads to personal power. Badaracco (2002) opines that "when principles are at stake, compromise is morally suspect" (p. 147). The underlying message is that a good leader will not jeopardize ethical standards when issues require responsible decision-making. This presentation strives to challenge the participants in a discourse and exchange of ideas related to leadership from a variety of perspectives. Those educators who fill administrative positions require the support of others within their departments who can step-up-to-the-plate or lead from behind-the-scenes. This workshop-style colloquium will explore the element of risk and perception to be a seeker for political gain and these styles will be contrasted against the leader who has a passion for the principles of growth within the organization.

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Assaults on Sports Officials: Are the Zebras Endangered?

Todd Seidler, University of New Mexico, John Miller, Texas Tech University

In 2001, the National Association of Sports Officials (NASO), a near crisis situation exists regarding the lack of qualified high school sports officials. In a study conducted by NASO, 90% of state level high school sports leaders who responded, reported that there is a shortage of officials in their state. Two primary reasons identified were: 1) the number of high school sport officials has declined, 2) the number of scheduled games has increased. This is placing a tremendous burden on state associations to provide competent officials for athletic contests. One of the primary reasons reported for why sport officials are choosing not to officiate is the verbal and occasional physical abuse that they are subjected to before, during and/or after officiating an athletic contest. This session will examine several research studies that have investigated the problems of athletic associations who are facing shortages of sports officials. Additionally, a review of state legislation which increases the penalties for assaulting sports officials will be presented.

Leadership in Technology: Coordinating a Fitness & Wellness Basic Studies Course

Cara Sidman, University of North Carolina at Wilmington

In an effort to promote healthy lifestyles among our highly sedentary and overweight population, many universities have implemented a fitness and wellness basic studies course requirement. The intent is to educate students, especially during their formative college years, about the impact of their current behaviors on future risk of disease, quality of life, and longevity. For example, at the University of North Carolina at Wilmington, this 2-credit required course has been designed to develop positive attitudes, knowledge, and skills that enable students to plan, implement, modify, and maintain healthy behaviors for a lifetime. More specifically, this course incorporates the following hands-on activities and online assignments to meet learning objectives and improve self-management skills: self-assessment, goal-setting, behavior change planning, and multi-dimensional wellness activities. Due to the fact that this course must be taken by every student at our university and consists of multiple sections and instructors (with different levels and areas of expertise), a coordinator has been assigned to oversee its curriculum and instruction. This individual holds a valuable leadership role in the organization, administration, implementation, and evaluation of such an influential course. Important tasks include finding effective and efficient means for delivery of course content, facilitating instructor and student communication, assigning interactive learning activities, conducting assessments, and training instructors. Carefully selecting technology applications to complete these tasks can be of considerable assistance. The primary technology application to be highlighted in this presentation is content delivery utilizing an online course management system. Recent research has demonstrated that Internet-based instructional programs can have a positive impact on changing physical activity (PA) behavior among college students (Suminski & Petosa, 2006), and that the World Wide Web is useful in providing information and communication technologies to deliver health behavior change programs to large numbers at low cost and high convenience (Ferney & Marshall, 2006). While continuation of this research in college populations is still necessary, online course management systems provide the framework to organize and deliver such health content. In order to ensure that the technology meets the needs of students while facilitating learning outcomes, it is the responsibility of the fitness and wellness coordinator to thoroughly plan and optimize use of these systems, as well as provide leadership and training to the instructors. This presentation will showcase course organization, the use of partial (skeletal) PowerPoint slides, and online quizzing features. A secondary purpose of this presentation is to discuss how the coordinator of a fitness and wellness basic studies requirement can efficiently manage and maintain consistency and quality across multiple sections. Ways to communicate and virtually supervise the course will be explored. Technology provides a powerful and viable solution for delivering and administering a fitness and wellness basic studies requirement, especially if the course coordinator strives to demonstrate leadership and innovation in this area.

Using SWOT Analysis for Adapted Physical Education Program Evaluation

Amy Sidwell, West Virginia University

Providing the opportunity to apply theoretical knowledge through a practicum experience is the cornerstone of many teacher education programs. Some universities require field experiences throughout their teacher education curricula, while most require student teaching and/or practicum experience during students' senior year. In physical education teacher education, many universities expose students to adapted physical education. Adapted physical education may have similar goals and objectives to general physical education, but are modified to meet the unique needs of students (Kelly, 2006). Practicum experiences in adapted physical education offer benefits for both university students and for children with disabilities the students are teaching (Lavay, 2003). While students learn about disabilities, they are also challenged to work with children in a manner that best meets children's abilities. The purpose of this presentation will be to: describe a unique community partnership which provides adapted physical education to public school students with disabilities, describe the mechanism by which undergraduates in a physical education teacher education program receive preparation in adapted physical education, and describe the use of Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis to inform program evaluation. Strategies for applying SWOT analysis to adapted physical education practica will be shared.

Leadership through Service-Learning Experiences

Kathleen Stanton-Nichols, Indiana University Purdue University Indianapolis

Traditional practica offer student's experiences designed to enhance their learning. Service learning, while similar to traditional experiences, expects students to engage and commit to the community experience significantly more than traditional practica. The purpose of this presentation is to discuss how service learning helps to develop student leadership skills and those qualities that embody effective leadership and how faculty can lead through service to their community and profession. Eyer (2000) stated that while the literature has substantiated the impact of service learning on students, there are still key questions yet to answer. For example, can service learning be sustained by the community and can service learning enhance student understanding of the subject matter. Faculty must be conscious consumers of good service learning experiences both to lead for their community and provide learning experiences for their students. Service learning, because of its qualities, offers student's leadership role within the context of community engagement. Students are expected to do more than just participate and reflect; students must learn specific qualities of their community, their placement, and provide a service that leaves an imprint of their involvement. The presentation will focus on service learning as a means to develop future leaders both in their discipline and their community including:

- Qualities of service learning experiences
- Faculty commitment to service learning
- Leading by community engagement
- Examples of measurement of particular leadership qualities tied to course learning outcomes

Ethical Dilemmas of Professionals Faced by Developing Leaders

Bill Stobart, Pittsburg State University, Don Peterson, & Patrick Wempe, Henderson State University

Leaders in the profession are often saddened when our students are guilty of unethical behavior. Plagiarism, cheating on exams, excessive absenteeism, and other ethical dilemmas manufactured by students are often not tolerated by our leaders. Unfortunately, our profession allows similar acts of poor ethics by some its professors. Many professionals feel that our experienced leaders in our profession can handle the ethical dilemmas caused by professors. Experience leaders usually know how to take precautionary steps to prevent unethical dilemmas. However, can incoming leaders, such as a young, new chair of a department, handle similar dilemmas? Tenure can contribute to unethical practices. Tenured faculty can cause problems for new chairs of a department. Tenured professors will often stretch the limits of ethical behavior. What can a new leader do if a tenured faculty member, who has many more years of seniority than the new leader, has poor ethics? The concept of academic freedom also allows professors a wide range of professional behavior, often entering the confines of unethical behavior. Professional unions in institutions of higher education can contribute to the tolerance of unethical acts. Unions that are established to protect the rights of professional may often defend those professionals when they have committed unethical deeds. Over the past twenty years of teaching in higher education, the authors have had several colleagues that have had questionable ethical behavior. Some instances were often oversights, a lack of practical experience, or simple acts of ignorance of ethics. Many, however, were atrocious departures of common sense ethics. The following scenarios are instances we have witnessed or have been informed about through conversations with colleagues. Many characterize what we consider a breach of ethics. How would a new person who assumes a new leadership position deal with the following scenarios:

1. What should a new chair do if he/she inherits a professor who has received a diploma from a questionable university?
2. What happens if a professor turns in a questionable accomplishment report?
3. What should a new leader in the profession do if a tenured faculty member decides to teach all their classes via independent study?
4. Many professors must sign a "conflict of interest" declaration each school year. Is it unethical if a professor finds a part-time job that may conflict with their availability at their university? What happens if a professor has two jobs?
5. What should a new leader in the profession do if department athletic equipment is continually being lost and the leader feels a professor is taking the equipment home for their family to use?
6. What should a leader do if subordinate returns from a conference and turns in fraudulent receipts, has no receipts, or has spent four extra days past the final day of the conference?
7. What should a new leader do if a professor calls in sick an exorbitant amount of days?

In summary, ethical behavior is very important to our profession. New leadership in the profession will experience ethical problems. Will new leadership be able to handle the myriad of ethical and unethical behavior that will ensue in the future?

Modern Student Behavior and its Impact on Developing Leadership for the Profession

Bill Stobart, Pittsburg State University, Don Peterson, & Patrick Wempe, Henderson State University

Today's student behavior can have an impact on our profession's developing leadership. As leaders, all people in the profession should be concerned with the effect modern student behavior has to our profession's welfare. Many college professors feel student behavior has changed over the past decades. Many leaders feel our society, as a whole, has shown a tendency towards violence. There have been several instances of high profile violence on today's campuses. The recent tragedy at Virginia Tech is one of many that have occurred nationwide. Other acts of violence have been documented throughout our profession. Examples of violence or the threat of violence on campus are easy to find. Violence has impacted the developing leadership of our profession. Due to recent outbreaks of violence, colleges and universities have taken steps to counter the potential of violence. Our department chair has sent the faculty a memo to take a cell phone to class in case of an emergency. Our department now posts the campus police telephone number in every classroom and the hallways of our building. Workshops on campus violence are scheduled throughout the school year. Students are being dismissed for bringing guns to campus or threatening violence on campus. Some leaders feel steroid use and abuse can cause violent tendencies in today's students. "Roid rage," the slang term for violent behavior due to steroid use, could become prevalent in our society. Our department had a former athlete who has had a near fight during one class and a heated verbal exchange with a female professor during another class. Many feel his erratic behavior may be attributed to steroid abuse. Some professionals believe student behavior has impacted the leadership of our profession by promoting grade inflation. Professionals who fear violence or retribution for a low grade to a student may post higher grades for students. A former colleague once remarked "Giving high grades relieve a professor of 70% of their problems." Are high grades posing a problem for leadership in our profession? Some college professors do not feel students are being properly prepared for college in secondary education. Many students are deciding to take more than four years to graduate. Possible factors contributing to more years of college are easier financial aid, parents supporting five years of college, and more students are working full-time while attending college. Colleges are doing everything they can to allow each student to have the opportunity to graduate. The use of technology by today's students is impacting leadership for the profession. Modern students have received computer education since their elementary days. Students are now demanding greater use of technology in instruction. College instruction now often consists of computer instruction, such as Blackboard and Angel. Due to the use of cell phones, students are not talking to fellow classmates, they call other friends between classes. An impact to our profession from technology can be student cheating. Plagiarism can become a problem. Computers and the internet have impacted our profession by making it very easy to plagiarize papers and other work.

Basic Stuff: Developing Leadership for the Profession a Quarter Century Ago

Paul Trilling, University of Wisconsin - Oshkosh

More than 25 years have passed since some of the premier experts in the physical education discipline joined efforts with NASPE and AAHPERD to help produce the original *Basic Stuff* Series. By the 1980's, leaders in physical education recognized that the knowledge explosion had hit their discipline. Scientific research had produced so much new knowledge and there was a need to present the information so that K-12 practitioners could use it in the field. In 1981, \$45.00 would have allowed you to purchase the six volumes of *Basic Stuff* Series I and three volumes of *Basic Stuff* Series II. Totalling almost a 1000 pages, the *Basic Stuff* project was written in cooperative effort by public school teachers who identified areas relevant to students, and scholars who provided the expertise in content areas. It would eventually become a best-seller for AAHPERD. By understanding and appreciating our discipline's history, we most certainly become better leaders and decision-makers in the future. This presentation is "historical" in nature and examines how those involved in the publication of the *Basic Stuff* Series a quarter century ago gave physical educators at all levels (K-16) visionary leadership in a time of need. This presentation is intended to be an interactive forum focusing on the issues of leadership, past and present. I will introduce the topic by describing the historical influence that the *Basic Stuff* Series had on the physical education discipline. Some of the original (1981) and revision (1987) authors of the Series were contacted and their comments on leadership in the profession will also be shared. Some time will be devoted for others to share their perspectives.

Teaching Overweight Students in Physical Education

Josh Trout, California State University-Chico, & David Kahan, San Diego State University

Presently, physical educators have more overweight students in their classes than at any time in history. Now is the perfect time for physical education teachers to assume a leadership role in the prevention of this epidemic. It is also a critical time for physical education teacher educators to offer pedagogical strategies for teaching this growing population. Research shows that overweight students struggle with physical and psychosocial issues that reduce their quality of life to that of a cancer patient. They have an extensive laundry list of health risks and evidence suggests that they often prefer to remain unnoticed in physical education. The goals of the Centers for Disease Control as stated in the "Healthy People 2010" report are to improve quality of life and reduce health disparities. As such, it is crucial that overweight students not only understand the importance of, but also enjoy, lifetime physical activities learned in physical education. To accomplish this, physical educators may have to deviate from their regular curriculum to include activities where overweight students are able to experience success. For example, implementing lesson plans where being overweight is less relevant for success such as weight-training, yoga, or water sports. Physical educators could also teach physical activities where success depends on critical thinking instead of agility such as orienteering and teambuilding games. In addition to modifying lessons, physical educators have many other tactics at their disposal such as role-modeling, lobbying for healthy school nutritional policies, designing elective physical education programs, and networking with the community. Now that obesity has been officially classified as a disease in the International Classification of Diseases, some obese students may be eligible for an Individualized Education Plan and assistance from an adapted specialist: A program typically reserved for students with disabilities. The first step for the physical educator is to take the lead as the school's physical activity director as part of the President Bush's wellness plan, signed in 2004, that every school should be implementing. This session will include a brief description of the obesity epidemic and then transition into a discussion about evidence-based pedagogical strategies for creating the best learning environment for overweight students in physical education. The role of physical education teacher educators will also be discussed. Physical educators may be the nation's most qualified professionals for teaching the concept of lifetime physical activity as a means of preventing, rather than treating, pediatric obesity. Both presenters are professors who have worked with overweight youth as well as engaged in research and writing on physical education curricula that meet the unique needs of overweight students.

Adapted Physical Educators and School Counselors Overcoming Barriers to Fostering the Successful Inclusion of Students with Disabilities: A Collaborative Approach

Daniel Webb & Tammy Webb, North Carolina Agricultural and Technical State University

Albeit that adapted physical educators and school counselors work in different contexts within the schools; however, they have similar roles and responsibilities, especially as it relates to fostering the successful inclusion of students with disabilities. For instance, both professionals' roles and responsibilities involve advocacy, soliciting parental support, consulting, and writing referrals) (Block, 2000; Erford, House, & Martin, 2003; Lockhart, 2003; Taub, 2006; Webb & Webb, 2007). Given that there still exists a great deal of ambiguity amongst school administrators, teachers, and parents with regard to best practices associated with fostering the successful inclusion of students with disabilities, adapted physical educators and school counselors encounter (as well as have to overcome) numerous barriers (e.g., attitudinal, limited resources, lack of support personnel, lack of administrative support). Attempting to overcome such barriers in isolation of one another consumes a considerable amount of time and effort on behalf of each professional. In contrast, when adapted physical educators and school counselors can identify their professional commonalities as it relates to fostering the successful inclusion of students with disabilities and collaboratively address the aforementioned barriers, then, there will be a significant reduction in the amount of time and effort individually expended. As a result, adapted physical educators and school counselors will be able to address more pertinent issues, as well as more effectively foster the successful inclusion of students with disabilities. In that light, the purpose of this presentation is to identify and discuss the various professional roles and responsibilities in which adapted physical educators and school counselors assume within the school context. Moreover, empirical-based and application-based strategies will be shared regarding ways in which adapted physical educators and school counselors could utilize a collaborative approach to foster the successful inclusion of students with disabilities.

Analyzing Historical Perspectives of Leadership Models: Case Study on Leadership of Parks and Recreation Professionals

Patrick Wempe, Lynn Leggett, Don Peterson, Henderson State University & Bill Stobart, Pittsburgh State University

Theorists of the administrative management and human relations schools have attempted to resolve the “human problem” for years. Both schools have approached this problem in different ways. Within the literature review of this problem we defined what the “Human Problem” is; then we compared and contrast the theories of each school of leadership thought. The “human problem” is a problem that many parks and recreation managers would like to solve in their organizations. It is the problem of how to direct employee behavior towards the goals of the organization. The organization is ineffective when its employees are not committed to its goals. Human beings are not machines and it is difficult to predict their behavior. They have their own goals that might be different from the goals of the organization. The theorists of administrative management school – Henri Fayol, Luther Gulick, and Herbert Simon believe that there should be a division of labor, where each division would be clearly outlined duties. The administrative management school does not take into account the uniqueness of each individual and the fact that each individual has different needs that must be fulfilled. The theorists of the human relations school have a different approach to the resolution of the “human problem.” They take a more psychological and humanistic approach and believe that every individual has needs which must be satisfied. A.H. Maslow and .M. McGregor attempt to define the motivation of human behavior as the hierarchy of basic human needs (physiological needs, safety needs, love or social needs, esteem needs, and the need for self-actualization or self fulfillment) which must be met. Human relations theory managers believe that the employee’s psychological needs must be fulfilled in order to enhance productivity and effectiveness in the workplace. McGregor’s concepts of Theory X and Theory Y deserve special attention when referring to the motivation process. Theory X takes the position that workers are lazy by nature, lack ambition, and try to avoid responsibility and that they have to be directed and controlled all the time. Theory Y, takes the position that people are not passive or lazy by nature, but they have become so as a result of experience in organizations. People are motivated and have potential for development and are ready to direct behavior toward organizational goals. Management and leadership must help people recognize and achieve their own goals through this process to direct them toward objectives of this organization. Based upon this background of the different human relations and leadership, we conducted a case study analyzing these principals of leadership within 3 midsized parks and recreation facilities. We conducted this research by developing instruments of surveys and on-site interviews. We will discuss the finding, outcomes and recommendations from our case study.

Role of Leadership in Student Athlete/Faculty Mentorship & Student Achievement Recommendations

Patrick Wempe, Lynn Leggett, Don Peterson, Henderson State University & Bill Stobart, Pittsburgh State University

When an athlete walks onto an institution of higher learning, the first priority will be for him/her to perform as a student and secondarily to perform as an athlete. Student-athletes face not only the normal responsibilities that all students have, they also have the responsibilities and need the required discipline to perform at a high level athletically. I conducted a study that determined the extent to which student-athletes at a NCAA Division II Institution made academic progress as outlined by the NCAA. The study compared student-athletes' academic progress per semester for their semester of competition to their semester of non-competition. The personal characteristics reported in the literature to impact academic progress were also examined to determine if there is a difference in academic progress between semester of competition and non-competition. The participants in this study were student-athletes who were on the official team roster in the sports of football, volleyball, softball, and baseball at a NCAA Division II Institution during the calendar years of 1998-2001. The sample size was 232 student-athletes based on the duration of the study. The sample size for football was 141 student-athletes. The sample size for volleyball 19 student-athletes. The sample size for softball was 25 student-athletes. The sample size for baseball 47 student-athletes. The demographic data gathered for this study included gender and type of sport. Based on the data, a majority of the student-athletes participants was male (81.0%). The largest sport group of student-athletes was football (60.0%). The remainders of the respondents participated in baseball (20.0%); softball (12.0%) and volleyball (8.0%). Student-athletes' had higher GPAs and complete more credits during their semester of competition than they did during their semester of non-competition. Female athletes completed more credits during their semester of competition than did male athletes. Athletes in softball had higher GPAs and completed more credits compared to student-athletes in other sport during their semester of competition. Student-athletes make better academic progress during their semester of competition than they did during their semester of non-competition. Female athletes make better academic progress by completing more credits than did male athletes. Athletes in softball tended to make better academic progress in comparison student athletes in other sports during the semester competition. The foundation of this presentation will be to discuss the correlation between academic achievement and recommendations from research. Some of the research recommendations have been to (1) Develop on-campus advising and counseling programs, such as the "Early Alert Program," to monitor academic achievement and progress for Student-Athletes. (2) Monitor both male and female academic achievement for success of each student-athlete individually. (3) Have coaches monitor the educational programs or the performance standards for the student athletes on a semester by semester basis, then evaluate the outcomes with each individual Student-Athlete on a semester by semester basis. (4) Development of the Student/Academic Mentor for counseling, advising and mentorship. The last recommendation will be one of the main focuses of this presentation.

Creating Experiential Learning Opportunities with Local Police and Fire Departments

Jason Winkle, Indiana State University

Experiential learning, while not a new approach, has gained great momentum in Universities in the past decade. Educators recognize the power of viewing knowledge as an active process that transcends our everyday lives. Placing emphasis on the student's subjective experiences is a paradigm shift from traditional authoritarian approaches of education. Experiential learning has the ability to engage and empower students. It can also enhance community engagement as well. This presentation will focus on developing and implementing experiential learning opportunities for students interested in working with law enforcement officers and firefighters. These two professions, because of their dependence on physical fitness, provide a unique and diverse resource for students pursuing degrees in exercise science and related areas. In most Universities, exercise science students are exposed to traditional populations such as children in public schools, older adults, corporate fitness clientele, cardiac rehab patients, and general fitness participants. Creating experiences with unique populations such as law enforcement fire departments expands the opportunities of students in our discipline. This relationship between the academy and community service organizations provides a platform for integrating fitness, athletic training, and recreation opportunities. Initiations such as internships, fitness testing programs, developing selection criteria and challenges, providing athletic training services, and the development of recreational activities will be discussed. In addition to examining the potential programs and services that can be offered, this presentation will also provide participants with strategies on how to foster relationships with these populations. Law enforcement and firefighting are traditionally closed cultures. Understanding how our profession can benefit the job performance of these groups is a prerequisite for access into their culture. Developing a relationship between your department and these professions can greatly enhance experiential learning for your students and community engagement for your university.

Leading from the Front: Servant-Leadership Lessons from Warrior Cultures

Jason Winkle, Indiana State University

The Oxford Dictionary defines “paradox” as a person or thing having contradictory qualities. The terms *servant* and *leader* seem paradoxical but Robert Greenleaf was able to bring them together in a meaningful and ingenious manner. The concept of a servant-leader has changed the way corporations, schools, and individuals view the role and scope of leadership. Often viewed as the opposite end of the continuum from servant-leadership resides the leadership characteristics of warrior cultures. This creates a second paradox upon examination. Many of the characteristics that define servant leadership are found embedded in warrior codes. This discovery sheds additional light on the potential of servant-leadership in expanding human aptitude. Warrior codes and servant-leader characteristics don’t, at first glance, appear to jibe. But it is the curious and significant amalgamation of the two that give it significance. Historically people have thought of warrior cultures as autocratic in nature; gaining compliance via bases of power and hierarchical models of leadership. A cursory search of warriors and warrior cultures across time, however, demonstrate many exemplified servant-leader characteristics. Just as servant-leaders are charged with stewardship, so too are warriors. They are asked to be stewards and protectors of their culture. Servant-leadership provides its proponents with a framework of characteristics that encourage trust, conceptualization, and the ethical use of power and persuasion. Again, we see similarities in elements of many culture’s warrior codes. From ancient warriors such as the Spartans to today’s law enforcement and military officers, warrior codes have focused on a character-based approach to leader decision making. Many warrior codes have a strong connection to Aristotle’s virtue ethics, which focuses on the importance of positive training and the development of certain virtues such as justice, benevolence, and honor. Educational leaders can benefit greatly from a servant-leader approach both in the classroom and with their peers. Understanding elements of warrior cultures gives educators a unique, empowering, and servant-centered approach to leadership. This presentation will explore the servant-leader characteristics of warrior codes and cultures and how they are developed in an educational environment.

A Question of Ethics: How to Make the Right Call

Roy Wohl & Ross Friesen, Washburn University

Physical Education (PE) professionals are faced with ethical issues on a regular basis. The range of interactions in a PE professional's day is quite varied. Faculty, staff, students, governing boards, community members and others are continually involved with a typical department's instructional programs, research efforts and service activities, thereby increasing the potential for the mishandling of information. A number of these dilemmas could be avoided with a greater understanding of ethical decision-making models, government regulations regarding privacy of information and clear policies regarding employee duties and reporting structures. This session will present a decision-making model and a code of ethics/conduct within the realm of the PE professional's duties. Having a dependable model to guide decision-making is a critical first step in taking the appropriate course of action. Participants will be presented with an ethical scenario in order to apply decision-making steps toward an ethical solution. Additionally, the implications of HIPAA, waiver forms, informed consent documents and the importance of clearly defined job descriptions will be discussed.

Using Leadership to Build Consensus in Times of Accountability

Carol Wood, Salisbury University

A good leader must develop skills to build faculty consensus during times of change. Faculty input must be obtained to ensure success in decision making. Being able to guide the decision making process through a shared process is fundamental to taking the necessary steps to solicit change. Using a process where all faculty have input into decision making is often a time consuming process, yet one that is critical to preventing resistance. Part of the leadership process is to develop the trust of stakeholders involved in the change process. Developing faculty trust is dependent on the history of one's own approach to facilitating change. Additionally, the administrative approach to change, for example whether it is shared governance or top-down, can influence how change is perceived by campus faculty. Developing realistic goals and timelines for change is often a daunting process. For example, a curricular change timeline is influenced by the university bureaucratic process. Changes that impact external stakeholders (e.g. local school systems) may take even longer due to an added layer for consensus building and review. Occasionally the impact of decisions even with careful deliberation is not realized until changes are implemented. Change then becomes a dynamic process where implementation, review, and revision occur on a regular basis. The purpose of this presentation is to describe how consensus building occurs at a comprehensive public liberal arts institution. Strategies for building trust and consensus will be described and discussed using real examples.

Administering Graduate Programs in Kinesiology: Part I and II

Alison Wrynn, CSU Long Beach, Betty Block, & Steve Estes Missouri, Western State University

Administrators in higher education have the unique and somewhat unenviable position of supervising “experts” – faculty. Faculty are more knowledgeable about their work than are the administrators who supervise them. Administrators working with graduate programs are no exception. Graduate faculty are, among other characteristics, engaged in healthy debate, question basic truths, respect ordered thinking, and their interests range from dance to chaos theory. Graduate faculty knows more about their areas of expertise than anyone else at the institution – and in some cases the world. They are driven, determined, sincere, sometimes territorial, and dedicated to their areas of inquiry. Each comes to graduate education with different motivations, skill sets, and ideas about how the operation of their programs and the graduate school should be managed. This panel will provide three different perspectives on graduate programs in kinesiology. Dr. Betty Block, Missouri Western State University, will discuss issues and trends in graduate education in higher education and the role of the Council of Graduate Schools in shaping graduate education. Dr. Alison Wrynn, California State University Long Beach, will discuss graduate education and the role of the graduate coordinator in a kinesiology department. Dr. Steve Estes, Dean of the College of Professional Studies at Missouri Western State University, will discuss the development of departmental graduate programs from the perspective of the school or college dean. The presentations will be followed by a question and discussion period.

Posters Abstracts

Effectiveness of Sport Education to Meet its Identified Objectives in Net/Wall Game and Track and Field Sports

Kris Clanton, & Brett Holt, Mississippi State University

The Sport Education curriculum has been increasingly implemented in physical education in an effort to not only teach students skill and strategies but to become active participants in a positive sport culture (Wallhead & O'Sullivan, 2005). Researchers have assessed student perceptions and outcomes in children and adolescents, but little research has assessed if the model meets its objectives in higher education. The ten objectives are as follows: 1) develop skills and fitness specific to particular sport; 2) appreciate and execute strategic play; 3) participate at an appropriate skill level for their developmental stage; 4) share in managing and planning their teams; 5) responsible leadership; 6) work well in groups; 7) appreciate specific sports rituals; 8) able to make reasonable decisions concerning sport issues; 9) develop and apply knowledge about officiating and training; 10) voluntarily participation in community and after-school sport (Siedentop, 1998). Also, does Sport Education meet its objectives in different game types? The purpose of the study was to investigate student perceptions of the effectiveness of the sport education model to meet its identified objectives within two game types in higher education. Thirty-four students participated in two sport education curriculums (volleyball [n=15], track and field [n=19]) that lasted for a 15 week semester. Participants were assessed at the post-semester using a questionnaire and group interviews. Descriptive analyses of quantitative data were completed and themes and categories emerged from the qualitative data through the inductive analysis. The five themes were leadership, experience and exposure, personal outcomes, enjoyment and fun, and team. Both qualitative and quantitative results indicated that a correctly-implemented sport education curriculum can meet its objectives, as perceived by student-participants in both sports. However, perceptions varied as a function of sport type indicating that some objectives were met differently. Students that participated in track and field acquired a sense of team through team practices whereas volleyball they reported achieved it in the group competition. Volleyball participants reported that they acquired skills and strategies, but track and field participants reported that each skill they learned was to help execute a particular strategy during their event. In terms of engaging in sport in the future, volleyball participants said will be more inclined to play with friends. On the other hand, track and field participants enjoyed the friendship and the competition, but would not necessarily be participate in sport in the future unless they were already engaged.

The Camp Adventure Program: Developing Leadership through Service-Learning

Brian Hickey, Florida A&M University

This presentation will provide an overview of the Camp Adventure Program and discuss how service-learning initiatives provide college students with an opportunity to gain meaningful leadership experience. Edgerton (2001), states that learning ‘about’ things does not afford students the opportunity to acquire the requisite practical knowledge, skills and abilities that are necessary in the 21st century. Consequently pedagogies of engagement are necessary to produce the resourceful citizens that America now requires. To this end, Duderstadt (1999) believes that in university professors need to be designers of learning experiences, processes, and environments. From a leadership perspective, a paradigm shift from competition to cooperation is necessitated. As elucidated by Deming (1993), cooperation and transformation to a new style of management is needed, since competition leads to loss. From the perspective of personal growth, a current theme on college campuses is that of social responsibility and sustained work on behalf of a common good. Furthermore, a relationship exists between identity development, the development of citizenship, and the pedagogy of service learning (Jones & Abes, 2004). Typically service-learning opportunities place students in environments very dissimilar to their own, promoting self-reflection, heightened personal awareness and a critique of their identity (Jones & Abes, 2004). In essence, service-learning supplies students with a medium by which to gain valuable experience germane to their chosen profession, and hone their leadership skills while simultaneously gaining a greater appreciation and understanding for the multi-cultural society in which they live (Jones & Abes, 2004). The Camp Adventure Youth Services provides an opportunity of College of Education students to gain valuable experiences while providing high quality, high impact programs and services for children and youth. The program awards participants an opportunity to plan and implement model school-age services and develop programs while acquiring leadership and management skills. An educationally based, service-learning program, the Camp Adventure Program encourages excellence, global awareness, cultural sensitivity, diversity, and inclusion. International in scope, this program is directed primarily toward U.S. military installations, U.S. embassies, corporate clubs and associations. It serves more than 8,000 children during the summer months throughout the world. Support for students participating in the Camp Adventure Program includes free round trip air fare, living expenses, lodging, a food stipend, and 12 college credit hours. An opportunity for students to gain practical experiences with children and youth, engage in worthwhile work experiences for children, enjoy new cultural experiences, develop new friendships, as well as network worldwide is considered a “win-win” situation for students.

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An Investigation of Adult Swimming Novices' Perceptions of Stroke Difficulty in College Level Swimming Classes

Brett Holt, Mississippi State University

Many organizations such as the American Red Cross, Boy and Girl Scouts of America, and community YMCAs (Young Men's Christian Association) have instituted programs to teach individuals how to swim. Based on developmental research, these programs are supposed to teach swimmers the proper stroke techniques in a fashion that they will learn the strokes both efficiently and sufficiently. Unfortunately, these pre-developed programs disagree on the order of learning particular strokes which implies that there is also some confusion as to which strokes should be learned in a particular order according to difficulty. Likewise, these pre-developed programs base their stroke order on the learning level of children, even though many colleges and universities utilize these pre-developed beginning swimming programs for their adult level classes. The purpose of this study was to examine novice adult swimmers', participating in two college level Beginning Swimming classes offered through a department of Kinesiology, perceptions of swimming stroke difficulty. A total of 41 participants who were enrolled in two Beginning Swimming classes at a large Northwestern university were surveyed upon completion of a 15 week semester, in which one of the pre-identified curricula was instituted, as to the complexity of learning the four competitive strokes (Freestyle, Backstroke, Breaststroke, and Butterfly) and two recreational strokes (Elementary Backstroke and Sidestroke) identified within the Red Cross curriculum. Qualitative data produced themes that indicate strokes that adult swimmers have trouble learning and the order in which adult beginning swimmers would prefer to learn strokes. The research gained will provide insight on which strokes adult students are having the most difficult time learning, allowing for adult beginning swimming instructors to make informed decisions at the college level as to which strokes will need more practice time and what order of difficulty the strokes should be presented.

Who is Going to Lead our Professions if We Don't, and How Do We Get Started?

Gregg Letter, Adelphi University

Leadership development is essential for our professions' future success. Higher education administrators and faculty affiliated with our professions need to further develop leadership abilities in order to continuously achieve the university's mission of properly preparing students to become imminent leaders in his or her discipline. Furthermore, by continuously developing the leadership acumen of administrators and faculty, universities ensure its advancement in the future. The presentation is a call to higher education administrators and faculty to enhance his or her leadership development, as well as those individuals under their guidance. The presenter will explore the following issues. First, individuals should not be afraid of being a good follower at any point in their career, because if you are guilty of this you may lose out on invaluable experiences. Second, all stakeholders in higher education need to continuously seek professional development, training and career planning activities, whether it is an internal or external program. Third, higher education administrators or faculty should consider utilizing successful business management and leadership practices. Lastly, add new leadership dimensions to your own professional experiences and those people that you have an influence on.

The Design and Implementation of a Metacognition Template in Physical Education toward the Attainment and Actualization of National Physical Education Standards

Alison Murray, University of New Mexico

In the first of three studies targeting national standards 1-6, this initial research targets national standards 3 and 4. It is contended that whereas standards 1, 3 and 5 can be attained through recognized and traditional methods of teaching and pedagogy, standards 2, 4 and 6 each require the use of higher order skills for their attainment. The tentative advent of inclusion into NLCB encourages the design of a template to complement existing curricula and curricula models. Thus a sequence of three of studies will attend to each pairing; 1 and 2, 3 and 4, and finally 5 and 6 and seeks to compare outcomes of standard acquisition with and without the use of metacognition. The purpose of this study is to design and implement a supplementary educational self regulatory component to an existing physical education curriculum. A two group true experiment two way design will attempt to measure the effectiveness of a self regulatory template designed to increase the use of metacognition toward the attainment of national standards 3 and 4 through the NASPE health related fitness model Physical Best. Grounded theory techniques will be employed to ascertain the characteristics required for the program outcome success (metacognition and cardiovascular fitness). School classroom and physical education teachers will be involved in this process. With these variables identified, the classes will then be randomly assigned into one of two groups; control or experimental. The literature review was constructed to identify what predictors are relevant in the prediction of developing a supplementary curriculum to assist a student in the attainment and maintenance of autonomy in his or her health and physical fitness levels (national standard 3). Metacognitive strategies will be taught to enable students attend to the value element of the fitness (national standard 4). The template will be embedded into the existing Physical Best Curriculum model in the experimental group for ten weeks. Both experimental and control will follow a curriculum constructed upon the model design of Physical Best. The strategies for metacognition will be based upon the goal of national standard attainment. Self regulatory and fitness parameters will be evaluated at the onset of the study, immediately post termination of the program and once again four weeks later. This will provide an opportunity to consider the retention of metacognitive skill development. Multiple and multivariate regressions will provide a window to compare outcomes across each identified desired characteristic.

National Association for Kinesiology and Physical Education in Higher Education - Leaders

National College Physical Education Association for Men (NCPEAM) – Presidents

1897 Edward Hitchcock	1924 J. Herbert Nichols	1951 Thomas McDonough
1898 Jay W. Seaver	1925 William H. Geer	1952 Fred Holter
1899 Dudley Allen Sargent	1926 Dudley B. Reed	1953 Elmer D. Mitchell
1900 William G. Anderson	1927 Allison W. March	1954 William Meredith
1901 R. Tait McKenzie	1928 Jesse Fiering Williams	1955 Seward G. Staley
1902 Paul C. Phillips	1929 Albert J. Prettyman	1956 Ernest Smith
1903 Watson L. Savage	1930 William R. LaPorte	1957 Arthur S. Daniels
1904 R. Tait McKenzie	1931 T. Nelson Metcalf	1958 John H. Shaw
1905 George L. Meylan	1932 Oliver F. Cutts	1959 C.O. Jackson
1906 George L. Meylan	1933 George E. Little	1960 Raymond Snyder
1907 Thomas A. Storey	1934 William L. Hughes	1961 Joy W. Kistler
1908 Thomas A. Storey	1935 Chester L. Brewer	1962 Richard Jamerson
1909 R. Tait McKenzie	1936 E. LeRoy Mercer	1963 Karl W. Bookwalter
1910 Amos Alonzo Stagg	1937 Walter J. Livingston	1964 John E. Nixon
1911 Amos Alonzo Stagg	1938 Harold S. Wood	1965 Arthur Weston
1912 Fred E. Leonard	1939 Lawrence C. Boles	1966 Richard J. Connelly
1913 William A. Lambeth	1940 Harry A. Scott	1967 Louis E. Alley
1914 James A. Naismith	1941 Oliver K. Cornwell	1968 Charles Kovacic
1915 Charles W. Savage	1942 E. Craig Davis	1969 David O. Matthews
1916 Charles V.P. Young	1943 Carl P. Schott	1970 Chalmer G. Hixson
1917 Joseph E. Raycroft	1944 Carl P. Schott	1971 Deane E. Richardson
1918 Joseph E. Raycroft	1945 Delbert Oberteuffer	1972 David C. Bischoff
1919 Edwin Fauver	1946 Allison W. March	1973 Vernon S. Sprague
1920 Edwin Fauver	1947 Carl L. Nordley	1974 Sheldon L. Fordham
1921 Fred W. Luehring	1948 Lloyd Jones	1975 Burris F. Husman
1922 Edgwin Fauver	1949 Louis Keller	1976 Wayne B. Brumbach
1923 James H. McCurdy	1950 Glenn Howard	1977 Fred B. Roby

National Association for Physical Education of College Women (NAPECW) - Presidents

1924-25 Lydia Clark	1943-45 Elizabeth Halsey	1961-63 Wilma Gimmestad
1925-26 Alice Belding	1945-47 Gertrude Manchester	1963-65 Leona Holbrook
1926-27 Mabel Lee	1947-49 Helen Hazelton	1965-67 Celeste Ulrich
1927-29 Mary Gross	1949-51 Irene Clayton	1967-69 Marion R. Broer
1929-32 Gertrude E. Moulton	1951-53 Pauline Hodgson	1969-71 Catherine L. Allen
1932-34 Ruth Elliott	1953-55 Laura Huelster	1971-73 Phebe M. Scott
1934-37 Rosalind E. Cassidy	1955-57 Ruth M. Wilson	1973-75 Ann E. Jewett
1937-41 Dorothy S. Ainsworth	1957-59 Lucille Verhulst	1975-77 Betty Spears
1941-43 Elizabeth Kelly	1959-61 Esther French	1977-78 Marianna Trezell

National Association for Physical Education in Higher Education - Presidents

1978-79 Co-Presidents: James R. Ewers Marianna Trezell	1988-91 David H. Clarke	1998-99 Steve Estes
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	1996-97 James E. Bryant	
	1997-98 Susan Kovar	

National Association for Kinesiology and Physical Education in Higher Education – Presidents

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2005-06 Virginia Overdorf

2006-07 Mel Finkenberg

2007-08 Jan Rintala

National Association for Kinesiology and Physical Education in Higher Education - Lecturers**Amy Morris Homans**

1967 Eleanor Metheny
1968 Minnie L. Lynn
1969 Ruth Abenathy
1970 Rosalind E. Cassidy
1971 Leona Holbrook
1972 Laura J. Huelster
1973 Marion R. Broer
1974 Catherine L. Allen
1975 Celeste Ulrich
1976 Aileene S. Lockhart
1977 Anita Aldrich
1978 Camille Brown
1979 Phebe M. Scott
1980 Anne E. Jewett

1981 Madge Phillips
1982 Betty Spears
1983 Edith Betts
1984 Margaret J. Safrit
1985 Beverly J. Becker
1986 Barbara E. Forker
1987 Herberta M. Lundegren
1988 Roberta J. Park
1989 Linda L. Bain
1990 Mary Lou Remley
1991 Marianna Trekell
1992 Janet C. Harris
1993 Waneen Wyrick Spirduso
1994 Roberta S. Bennett

1995 Hally B. W. Poindexter
1996 M. Joan Paul
1997 Karen P. DePauw
1998 Joanna Davenport
1999 Wilma M. Harrington
2000 Judith A. Bischoff
2001 Beverly F. Mitchell
2002 Emily Wughalter
2003 Susan Hall
2004 Susan Kovar
2005 Deborah Tannehill
2006 Roberta Rikli
2007 Diane Gill

Dudley Allen Sargent

1980 Marguerite A. Clifton
1982 Louis E. Alley
1983 Earle F. Zeigler
1984 George H. Sage
1985 Warren P. Fraleigh
1987 Roger C. Wiley
1988 David H. Clarke
1989 Edward J. Shea

1990 R. Scott Kretchmar
1991 Wynn F. Updike
1992 Donald R. Hellison
1993 Hal A. Lawson
1994 Ronald S. Feingold
1995 Lawrence F. Locke
1996 James R. Ewers
1997 Richard A. Swanson
1998 Shirl J. Hoffman

1999 John D. Massengale
2000 Robert Christina
2001 John M. Dunn
2002 Charles B. Corbin
2003 Steve Estes
2004 Robert O. Ruhling
2005 Seymour Kleinman
2006 Robert Stadulis
2007 Thomas McKenzie

Delphine Hanna

1992 George H. Sage
1993 Charles B. Corbin
1994 Linda K. Bunker
1995 Linda L. Bain
1996 Joy T. DeSensi

1997 John J. Burt
1998 Doris R. Corbett
1999 Seymour Kleinman
2000 Sharon L. Shields
2001 William G. Sparks

2002 Jan Rintala
2003 Robert Pangrazi
2004 Virginia Overdorf
2005 John Charles
2006 R. Scott Kretchmar
2007 Mike Metzler

**National Association for Kinesiology and Physical Education in Higher
Education – Awards
Presidential Awards for Contributions to NAPEHE**

1993 Dean Pease
2000 Hally B.W. Poindexter

National Association for Kinesiology and Physical Education in Higher Education – Awards

Distinguished Service

1988 Burris F. Husman	1994 James R Ewers	2000 L. Marlene Mawson
1988 John Nixon	1994 Marianna Trekell	2001 Marilyn M. Buck
1988 Betty Spears	1994 Beverly J. Becker	2002 Joy T. DeSensi
1989 Edward J. Shea	1995 Ronald S. Feingold	2003 Judith A. Bischoff
1990 Chalmer G. Hixson	1996 John D. Massengale	2004 Beverly Mitchell
1991 E. Ann Stitt	1997 Hally B. W. Poindexter	2005 Steve Estes
1992 Dorothy Deatherage	1998 William G. Sparks	2006 Robert H. Ruhling
1993 James E. Bryant	1999 Sandra L. Gallemore	2007 Virginia Overdorf

Distinguished Administrator

1991 Wynn F. Updike	1997 Don Hilsendager	2002 Susan Kovar
1991 Celeste Ulrich	1997 Alex McNeill	2003 Joy T. DeSensi
1992 David H. Clarke	1998 Karen P. DePauw	2004 Mary O’Sullivan
1993 Linda L. Bain	1999 John M. Dunn	2005 Charles Ash
1994 Hally B. W. Poindexter	2000 Judith A. Bischoff	2006 Judy Young
1995 Michael G. Maksud	2001 Mel E. Finkenberg	2007 Ronald Feingold

Distinguished Scholar

1991 George H. Sage	1996 Lawrence F. Locke	2002 Robert Pangrazi
1992 Nancy L. Struna	1997 R. Scott Kretchmar	2003 John M. Dunn
1993 Margaret J. Safrit	1998 Donald R. Hellison	2004 Thomas L. McKenzie
1994 Roberta J. Park	1999 Hally B. W. Poindexter	2005 Mike Metzler
1995 Charles B. Corbin	2000 Karen P. DePauw	2006 Robert Christina
	2001 Shirl J. Hoffman	2007 John Massengale

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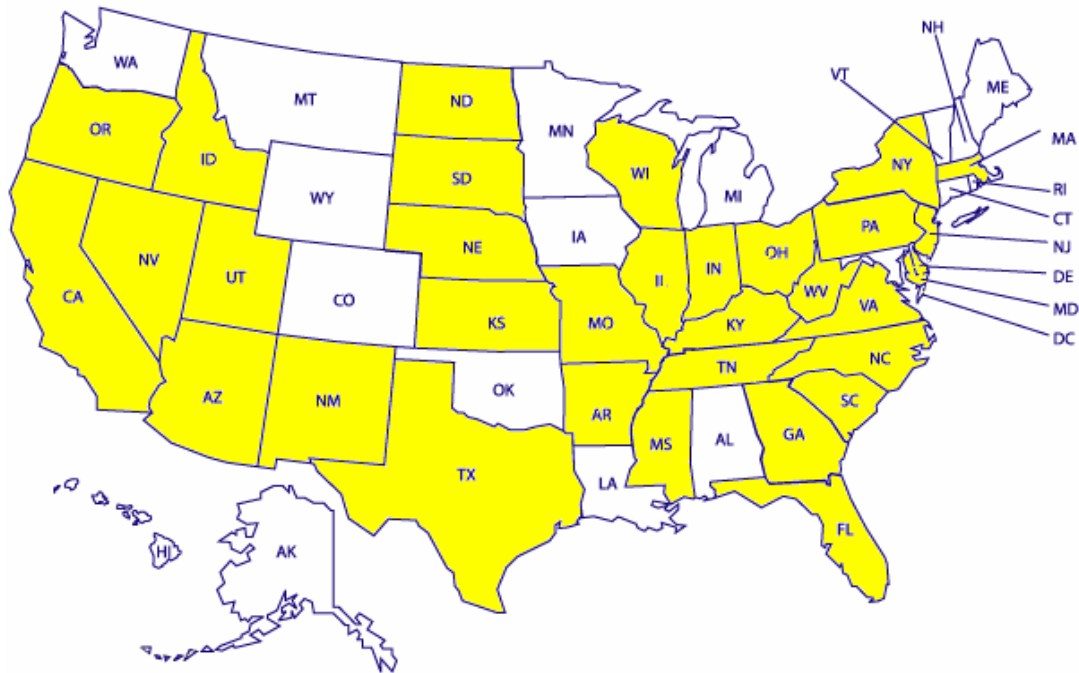
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NAKPEHE Conference Attendees
Pre-registered Attendees



Ash Charles
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 Briggs Jeff
 Buck Marilyn
 Buell Cathy
 Bulger Sean
 Buswell Deborah
 Calleja Paul
 Campbell Melinda
 Carboni Cuauhtemoc
 Chase Melissa
 Clanton Kristopher
 Claxton David
 Crenshaw Phillip
 Darden Gibson
 DeSensi Joy
 Deutsch Joe
 Dickin Clark
 Docheff Dennis
 Drabbs Mary
 England Penelope
 Farmer Todd
 Feingold Ronald
 Fiaud Vanessa
 Finkenberg Mel
 Fiorentino Leah
 Forbes Bill

Foster Clifffa
 Fredenburg Karen
 Frehlich Shane
 Frierman Steve
 Friesen Ross
 Gannon Krista
 Gao Zan
 Goehl Charlie
 Greene Leon
 Greenockle Karen
 Grodesky Janene
 Hackbarth Joe
 Hawkins Andrew
 Hetland Kristen
 Hickey Brian
 Hochstetler Douglas
 Hodge Samuel
 Holt Brett
 Huffman Ashleigh
 Ishee Jimmy
 Jackson Allen
 Jackson E. Newton
 Kahan David
 Kern Jack
 Kernodle Michael
 Klein Cathy
 Knoble Casey
 Ladda Shawn
 Langley Jason
 Leggett Lynn
 Letter Greg

Liu Wenhao
 Lockwood Park
 Lyons Brian
 Massengale John
 McDaniel Larry
 McDowell Charmaine
 McGlone Colleen
 McGowen Susan
 McKethan Robert
 McLaughlin Douglas
 Mahlum Jodi
 Martin Nathan
 Merriman William
 Metzler Mike
 Miller Glenn
 Miller John
 Miller Stacia
 Mitchell Beverly
 Moore Carrie
 Morgan Trey
 Mozen Diana
 Murgia Carla
 Murray Alison
 Napper-Owen Gloria
 O'Bryant Camille
 Oates Richard
 Olson Terry
 Overdorf Virginia
 Pangrazi Robert
 Pebworth Katherine
 Peterson Don

Pointdexter Hally
 Prewitt Tanya
 Rainey Don
 Rainey Renee
 Rintala Jan
 Rotich Jerono
 Sather Brian
 Schmidt Gordon
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 Sidwell Amy
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 Stobart Bill
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 Wempe Patrick
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 Wohl Royal
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