



President's Report

by Jerry R. Thomas

We continue to make progress in AKA as you can see from information in the rest of this newsletter. In particular I'm pleased to announce that AKA has hired as 50% time Executive Director, Dr. Shirl Hoffman. Shirl is former Professor and Chair at the University of North Carolina at Greensboro, one of our member institutions. In

particular the AKA Executive Committee and Board were impressed with Shirl's understanding of the total field of Kinesiology, its history and areas of specialization, but most importantly, his enthusiasm for this opportunity. As AKA has grown over this year, the management task has become too large for the Executive Committee and Board to handle in an 'ad hoc' fashion. Shirl will add consistency and new ideas to AKA.

I hope you are taking advantage of the new AKA service to advertise jobs, graduate programs, and graduate assistantships. You can go to our home page and see jobs posted by AKA as well as other organizations. We hope this service will attract the very best candidates to your positions and graduate programs. Not only will we post the link to positions you have, we will send Emails regularly about the jobs to all Kinesiology Departments in over 800 U.S. institutions.

AKA had its first workshop in Chicago on September 24-25th (see elsewhere in the newsletter for greater detail). Drs. Gary Krahenbuhl and Gil Reeve presented outstanding workshops on leadership and strategic planning to 25 participants. Not only were the presentations excellent, but valuable handouts were provided. Their slide presentations are available on the AKA Website.

AKA now has over 75 member institutions and 10 affiliated societies. We continue to grow and provide leadership and visibility for the field of Kinesiology. We hope each of you will continue to support us and encourage your colleagues at other universities to join. We will do our very best to serve our members and the field of Kinesiology.

Chairs, please distribute this newsletter to your faculty so they learn more about AKA and our services. ■

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Executive Director Position Created

The advancement and development of the AKA recently took another step forward with the appointment of an Executive Director for the organization. Dr. Shirl Hoffman was unanimously approved by the AKA Board of Directors in September.

The Executive Committee felt the time had come to consider the creation of the Executive Director position. After getting approval from Rainer Martens to use Human Kinetics Foundation funding for the position, the committee began to consider names.

"Dr. Shirl Hoffman immediately came to mind for all of us. The executive committee then asked input from Rainer Martens and he agreed. We contacted Shirl to determine his potential interest and fortunately for us, he was interested," said AKA President Jerry Thomas.

According to Thomas and the Executive Committee, "An executive director will be able to devote regular and systematic attention to the AKA. The Board and executive committee all have full-time positions and must attend to the AKA as they have time. This should allow more attention to membership recruitment and services, the website, affiliated organizations, the newsletter, and all other aspects of the AKA."

The executive director position will provide a person to answer questions about membership, programs, and opportunities in a timely manner.

Thomas says a first priority for the executive director will be to "retain the current membership base and increase it, through increasing services and attractiveness of being an AKA member institution." He added, "We hope to have all of the doctoral granting institutions and many more regional institutions and liberal arts colleges join the AKA as a result of the executive director having more time to spend in direct contact with these institutions. We also hope to increase the number of our affiliated organizations and cooperation with them to promote their missions. We will continue to develop the AKA website and service to member institutions. Finally, we hope to increasingly be the organization that colleges and universities go to when they want to know about kinesiology." ■

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Shirl Hoffman ready to “go full throttle” as new AKA Executive Director

Dr. Shirl Hoffman says the only thing that could have brought him out of retirement was the opportunity to help lead the efforts of the American Kinesiology Association. Hoffman is a professor emeritus of exercise and sport science at the University of North Carolina, where he served as head of the department for 10 years. He has an extraordinarily broad background in the field that spans motor learning and performance, sociology of sports, and sport philosophy.

AKA President Jerry Thomas says the board is extremely happy to have Hoffman in this position. “Dr. Hoffman is recently retired from the field, yet still academically active. His perspective is broad, crossing many areas in kinesiology; in fact, his *Introduction to Kinesiology* text presents an excellent perspective on the field. He has been a fine scholar, academic leader as Department Chair, an active professional in many organizations, a Fellow in the AAKPE, and a regular contributor to discussions about directions for kinesiology.”

According to Hoffman, he has been fighting his whole career to achieve unification for the kinesiology field of study. “If I didn’t think we could succeed, I wouldn’t have taken this position,” he said. Through their efforts, he believes the AKA can help establish kinesiology as a center of influence that would help set policies with institutions and public bodies.

Hoffman would also like to see the Association promote the field of kinesiology as a whole, especially among consumers of sport and exercise and to be of service to institutional departments. “I want members to see tangible benefits as well as philosophical (benefits),” he said. These benefits would include development of a job bank of available positions and acting as a clearinghouse of information for publications in the kinesiology field.

“I take this position on with the hope and understanding that officers and member organizations will become involved,” Hoffman said. “I’m going to do whatever I can do to make it a success, but can only do that if people share the vision.”

Hoffman is looking to those who are willing to give time and effort for the sake of the field itself to help in what he calls an “unprecedented effort”. He commends the success of the AKA board thus far, but adds, “Now is not the time to let up. Now is the time to go full throttle!” ■



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CHICAGO SEMINARS FOR DEPARTMENT CHAIRS A SUCCESS

Twenty-five deans and department chairs along with several representatives from the AKA Executive Committee convened at the Knickerbocker Hotel in Chicago on September 24 and 25 for seminars on leadership and strategic planning.

An afternoon seminar on leadership, led by Dr. Gary Krahenbuhl, covered a wide range of topics including "the chair's role in leadership for change," "ensuring sound decision making," "leadership traits," "building indispensability in one's department," "building and sustaining prominent programs," and "recruiting and advancing faculty." Drawing on his wealth of experience as long-time Dean of the College of Arts and Sciences at Arizona State University and Interim Provost and Vice President for Academic Affairs at the University of North Texas, Krahenbuhl presented an information-packed seminar, punctuated by anecdotes drawn from his life experiences as an administrator.

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Chicago Seminars for Department Chairs a Success, *continued*

The following morning, Dr. Gil Reeve, Chair of the Department of Kinesiology at Louisiana State University gave a lively, hands-on seminar on strategic planning. Prior to assuming his present post at LSU, Dr. Reeve was Professor and chair of the Department of Health, Exercise and Sport Sciences at Texas Tech University where he also served as Director of Strategic Planning in the President's Office from 2002 to 2008, a position that involved him in strategic planning for all aspects of university life. Alternating between brief overview lectures and small group planning exercises, Reeve underscored the basic ingredients of strategic planning, its role and importance of planning in managing academic departments, differences between mission, vision, and values and goals, benchmarks, objectives, and strategies. He stressed the importance of aligning departmental plans with the larger goals of the university/college, limiting goals to those that are most critical to achieving the department's vision, using measurable benchmarks that relate directly to the goals, and the need to involve faculty, staff and students both in strategic planning and assessment.

Feedback from participants was uniformly enthusiastic and many indicated interest in attending the AKA workshop for chairs scheduled for February 5-7, 2009 in Orlando. ■



AKA TO SPONSOR SEMINAR FOR DEPARTMENT HEADS ON THE UNDERGRADUATE CURRICULUM

REEXAMINING THE UNDERGRADUATE CURRICULUM IN A TIME OF CHANGE

Orlando, Florida February 5-7, 2009

As the field of kinesiology continues to grow, kinesiology department chairs and administrators are faced with unprecedented challenges. No issue may be more pressing than the purpose and shape of the undergraduate core kinesiology curriculum in a time of burgeoning enrollments, program expansion, economic uncertainty, and increasingly diverse career interests of undergraduates. Although the American Kinesiology Association doesn't claim to have answers to all of the questions such developments raise, it is able to bring together those caught up in the vortex of such events so that they can join colleagues in mapping solutions. As a service to its member departments and the discipline the AKA is sponsoring, and partially funding a national workshop for department heads, deans, and program directors or their

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AKA to Sponsor Seminar for Department Heads on the Undergraduate curriculum, continued

representatives. AKA will cover a room and meals for participants; attendees are responsible for travel expenses. A modest registration fee of \$100 will be charged to cover seminar materials and refreshments. A collection of readings will be sent prior to the seminar and attendees will be responsible for studying them prior to the workshop. The workshops will be highly interactive.

A presentation on the role of the department head in designing and managing the undergraduate kinesiology curriculum by Dr. Phil Martin on Thursday evening will open the seminar. Dr. Martin, formerly department chair at Arizona State University and Penn State University and now chair of the kinesiology department at Iowa State University is well equipped to identify the issues and problems facing department heads and to lay the essential groundwork for the seminar. His presentation, like the rest of the seminar, will be highly interactive. Friday will be a full day of mini-presentations by facilitators and small group reactions/discussions. Saturday morning sessions will aim at distilling the primary ideas of the seminar and at identifying strategies and plans of action.

Issues to be addressed include:

- In light of the diverse career aspirations of undergraduate students what general knowledge base in kinesiology should they be expected to master?
- How broad should this knowledge base be? Should it, for example, include biological, social/psychological, humanities correlates of physical activity and sport? If so, what type of curriculum structure will be needed to accomplish the mission?
- Most departmental offerings include both basic kinesiology content about physical activity, human performance and sport as well as kinesiology content that is more professional in nature (i.e. health-fitness management, athletic training, sport management and physical education pedagogy.) To what extent should professional programs that build on the knowledge base have in determining the 'core' knowledge base? How can this balance between core kinesiology knowledge and professional preparation be achieved and maintained?
- It is apparent that basic kinesiology knowledge and some set of elective courses is widely being used as a pre-health professions option. Is this good? How do kinesiology departments keep from becoming only a staging ground for the health professions?

This is intended to be a rigorous working seminar. A list of readings to be distributed a few weeks before the seminar will serve as a common information source for conferees. It will be attendees' responsibility to familiarize themselves with the readings prior to the conference.

A reminder that the seminar is offered only to representatives from member departments of the AKA. If your department hasn't already sought membership in AKA, we invite you to do so by consulting the AKA website: www.AmericanKinesiology.org. ■



Dr. Phil Martin

Perspectives on Introducing Students to Kinesiology

The career options for kinesiology majors have grown in the last few decades. Many kinesiology-related departments now offer an "Introduction to Kinesiology" or similar course providing an overview of kinesiology content, pre-professional experiences, and professional opportunities for students. The following 2 descriptions illustrate the general nature of these courses with possible delivery alternatives. Others will follow in subsequent issues of the newsletter.

Perspective #1

Introduction to Kinesiology

James R. Morrow, Jr., PhD

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Our Introduction to Kinesiology course was recently added to the required kinesiology undergraduate curriculum. The Kinesiology faculty also instituted course and grade requirements for Freshman-Sophomore level courses that preclude students enrolling in upper division courses until they have successfully met Freshman-Sophomore course and grade requirements. We have more than 1,400 undergraduate majors, many of them uncertain of their real interests in kinesiology-related fields. First class period activities include a survey of career interests in kinesiology. For many semesters the top three career choices have generally been physical therapy, athletic training, and coaching. Teaching is not a high interest career at this point in their academic preparation. My intent within the Intro course is to expose them to as many kinesiology-related career options as possible. Students are encouraged to become "different" than the person sitting next to them in class. Students often take the path of least resistance and do not engage in faculty research projects, professional organizations, certification opportunities, etc. It is suggested to students that investments in such activities will help them grow professionally, academically, and provide excellent contacts with individuals and agencies for fully developing themselves as physical activity professionals. The ROI (Return on Investment) can be great!

We use Hoffman's *Introduction to Kinesiology: Studying Physical Activity* (2nd Ed.) text that is divided into three sections: (1) Experiencing Physical

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Perspectives on Introducing Students to Kinesiology, *continued*

Activity, (2) Scholarly Study of Physical Activity, and (3) Practicing a Profession in Physical Activity. In section 1, we have students talk about their personal physical activity experiences. In section 2, we bring in Departmental faculty for brief interviews (like “Oprah,” only we sit on stools and visit). This provides students with the opportunity to meet faculty members with whom they will complete upper division course work. We talk about course requirements, projects, opportunities for students to engage in research activities, and what can be expected in specific upper division courses. In section 3, we bring local professionals who are employed in a wide variety of kinesiology-related professions (e.g., athletic trainer, coach, personal trainer, physical therapist, recreational specialist, teacher, etc.) to talk about graduate work, professional activities, salary, employment opportunities, and provide opportunities for students to ask questions. If possible, we arrange for the guests to be our previous undergraduate students who can provide important insights for our current students. Across the semester we also bring in individuals from academic advising, career counseling, our internship and cooperative education office, and research units on campus and from the local community.

We use various Internet sources for specific professions but rely on the AKA site (www.americkinesiology.org) for many of the starting points. Student feedback has been generally quite positive because the Intro course provides them with kinesiology-related opportunities and professions that they had not previously considered.



Perspective #2

Introduction to Kinesiology

*V. Greg Payne, PhD
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San Jose State University
San Jose, CA 95192-0054*

Introduction to Kinesiology (KIN 70) is a three semester unit course that is required in the core of the B.S. in Kinesiology at San Jose State University. All Kinesiology majors, regardless of emphasis area, must take this course. The department prefers that students take this course before all other courses in the major. Therefore, it has been designated as a prerequisite to all other major core courses (e.g., Motor Development, Motor Learning, Exercise Physiology, etc.). This requirement, however, is often waived by individual instructors of other core courses, because students have difficulty in enrolling in the KIN 70 class. Though the Department of Kinesiology has not technically declared “impaction,” the department is inundated with students given the resources available.

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Perspectives on Introducing Students to Kinesiology, *continued*

The KIN 70 course is designed to “explore the broad spectrum of kinesiology as an academic discipline, fundamental concepts and meaning of movement/physical activity, diversity of humans as moving beings, professional/career options, current issues, personal characteristics/professional responsibilities, Kinesiology at SJSU...” The course also has students begin a portfolio that will, theoretically, follow the student through the major and culminating in the capstone course, Senior Seminar (KIN 185).

Hoffman’s *Introduction to Kinesiology: Studying Physical Activity (2nd Ed.)* text is required for KIN 70 in addition to handouts that vary based on the instructor for the semester. We have had some problems in making the course as consistent as we would like. I believe this is based on the array of instructors that are assigned to teach the course. Many of our faculty have taught the course, and rather than having someone who specializes in this introductory course, we often make instructor selections on the basis of availability for that semester. To remedy this situation, the Department recently hired a tenure track faculty member for the purpose of being a “core” expert, someone who will regularly teach courses like KIN 70 and the senior capstone KIN 185.

Students are evaluated in KIN 70 on the basis of a number of traditional quizzes and tests, but are also required to maintain and submit a portfolio of their materials at the end of the semester. They are also required to have a meeting with their assigned academic advisor with evidence (signed form) that they have met with this faculty member. Generally, the students will also engage in debates relating to issues in our field and will be evaluated on their performance in these activities. Students also complete interviews with professionals in the field.

At San Jose State University, KIN 70 is a lab course meeting for 50 minutes, twice a week. A once per week, two-hour lab accompanies these lectures. Students are evaluated on their participation in these lab activities. Our department is currently examining the entire core in the Kinesiology major with one of the controversies being whether or not to maintain any kind of an introductory course. Or, if the course is maintained, considerable discussion has arisen as to whether or not the course should include a lab, especially given that the lab makes the course more difficult for students to enroll without conflicts with other core courses. ■



The AKA Website

A 'Must Have' Bookmark for Kinesiology Faculty and Students

The AKA Website, www.americankinesiology.org, continues to grow and evolve into a “one-stop” location for kinesiology information. As the Website is further developed we hope that anyone interested in kinesiology academic and career information will turn to the AKA Website regularly. Much of the information at the Website is of interest across the discipline to students, faculty, parents, administrators, and the general public. Physical activity information, careers, research, and opportunities can all be located at the Website. Some examples of current information that is available on the site and features that are under development are presented below:

Useful Survey Data – The AKA is currently completing a survey of AKA member Chairs to provide representative data on student majors, faculty demographics, and salaries. Users will be able to sort this information by a number of characteristics (e.g., region, state, university size) that can provide helpful information for decision making, hiring, and program development and review.

Position Postings – The AKA provides member departments opportunities to announce their faculty openings to over 800 kinesiology-related departments nationwide. AKA member departments simply provide us with the link to their faculty opening and this is linked directly from the AKA “Career Center.” Similarly, we provide graduate assistantship announcement links for AKA member departments directly from our Website. We then send a broadcast message to all member chairs. Chairs are asked to forward these messages to their faculty and students.

Helpful Information for Students – Students, current and those seeking to become kinesiology majors, will find helpful information at the AKA Website. Links are provided to more than 800 kinesiology departments in the USA. Students can search for programs by location and/or type of program. Academic information will include sample syllabi, noteworthy publications (i.e., perspectives) on the discipline of kinesiology, and upcoming professional opportunities in which they can engage. Position announcements in a wide variety of careers can be linked directly from our “Career Center.” Rather than searching around the Internet for kinesiology faculty positions, the AKA has linked to these sites from a central location.

As career options expand for kinesiology majors, students are seeking insight into professional organizations, hiring potential, and salary potentials. This information is linked through “Potential Careers” at the AKA Career Center.



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The AKA Website, *continued*

Links are provided to every university/college kinesiology department in the USA. Sort by state, region, and other characteristics to help students and faculty identify programs in which they might be most interested.

Useful Links – All faculty, regardless of the courses they teach, will find helpful links on the Website. Links are provided for instructional and research purposes. Examples of the types of faculty interests include:

- Sample syllabi provide faculty and current and prospective students with illustrations of the types of content typically presented in kinesiology core-related courses
- Links will be provided to current major funding opportunities
- A doctoral program listing is linked via the American Academy of Kinesiology and Physical Education (www.aakpe.org)
- Impact factors for kinesiology-related journals
- Links to AKA affiliate Websites

Listings of Job Openings – In addition to the AKA faculty position announcements described below, those seeking employment can link directly to the following 10 position listings:

Academic Keys for Education

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

American College of Sports Medicine (ACSM)

American Academy of Kinesiology and Physical Education (AAKPE)

The Chronicle of Higher Education

Exercisejobs.com

The National Center on Physical Activity and Disability

National Strength and Conditioning Association (NSCA)

Opportunities in Physical Education and Related Areas (OPERA)

Premier Health & Fitness Resources

If you are a faculty member, a student, a parent, or simply one interested in learning more about the discipline of kinesiology, we believe that you will find much helpful information at www.american-kinesiology.org. We encourage you and hope that you will encourage others to check out the Website regularly. ■

*Check the AKA out at
www.americankinesiology.org
and give us your comments
about what you like and what
you would like to see.
Please send your comments to
the AKA Business Office,
kims@hkusa.com.*

*In the meantime, when
someone asks you
about kinesiology –
simply send them to
www.americankinesiology.org.*

An Interview with a Future Kinesiologist

One of the main goals for AKA is to improve communication with perspective students interested in kinesiology and its related fields. Recently we heard from Sara W., a high school senior from Maryland. Sara had some questions about universities and colleges offering kinesiology programs.

Sara is on the field hockey and lacrosse teams in school. She has received All-Division and All-County Player recognition for her performances on the field. Her involvement with athletics has sparked an interest in the physical therapy field.

Sara is well on her way to making a decision about her educational future. So, we decided to ask Sara to help us evaluate her experience so far and determine what can be done to help students in the future. Here's what she had to say.

"I'm looking at a lot of D1 schools, because the athletics are there."

Q: What made you decide on kinesiology?

A: *I think it was my involvement in sports. I always thought about the medical path, but I'm not really a blood "type" person. So I thought that kinesiology would be the right path for me.*

Q: What are you looking for in a school and/or department?

A: *All the schools have kinesiology or exercise science departments. I'm looking at a lot of D1 schools, because the athletics are there. This might provide more hands-on experience with athletes at that level.*

Q: What kind of job do you envision yourself working in?

A: *Physical Therapist. I hope to work with athletes. That's definitely the field I would be most experienced in.*

Q: What challenges did you face?

A: *None really, because I immediately went to the college and career center at my school. The counselor helped me find a Website with a list of schools. We found it all pretty easily on the Website.*

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An Interview with a Future Kinesiologist, continued

Q: What was helpful?

A: *Websites. I also used the U.S. News Ultimate College Guide. It listed all of the colleges and universities and really broke it down by majors and criteria.*

Q: What websites did you visit?

A: *US News.com and they had the best colleges by major. I searched through the AKA website, because it lists a bunch of colleges too. My mom found it for me.*

Q: What schools are you looking at?

A: *A lot! University of Rhode Island, University of Connecticut, Penn State, James Madison University, University of North Carolina, Elon University, East Carolina University, Wake Forest, High Point University and Towson University.*

Q: Have you done any site visits?

A: *I've visited all of them except for Towson. That's pretty much how I've spent my summer.*

Q: What questions are you asking when you visit the schools?

A: *I haven't been asking specific questions about Kinesiology. I pick up the kinesiology brochures about their programs, then I just ask the normal college question.*

Q: What has impressed you so far?

A: *All of them have really top of the line academics and high SAT score requirements.*

Q: What resources would have been helpful to you?

A: *We've been trying to find lists of undergraduate programs that are the best or a list of colleges that have high acceptance rates into graduate school. I would like to see something like that.*

Q: What haven't you been able to find that you are looking for?

A: *I would love to find some place that would offer more hands-on experience, so you can find out what the job is really about.*

Q: Any advice to improve awareness of the kinesiology field?

A: *I would say that a lot of my high school friends wouldn't know what the word kinesiology means. More of a presence at career or college fairs and educating students on the field might help. ■*

"We've been trying to find lists of undergraduate programs that are the best or a list of colleges that have high acceptance rates into graduate school."

New Affiliate Organization

Research Consortium

The Research Consortium advances, promotes, and disseminates quality research within and across the disciplines and the professions served by AAHPERD.

The AAHPERD Research Consortium is comprised of about 5,500 research scholars and other members of the Alliance's Associations who have a strong interest in research.

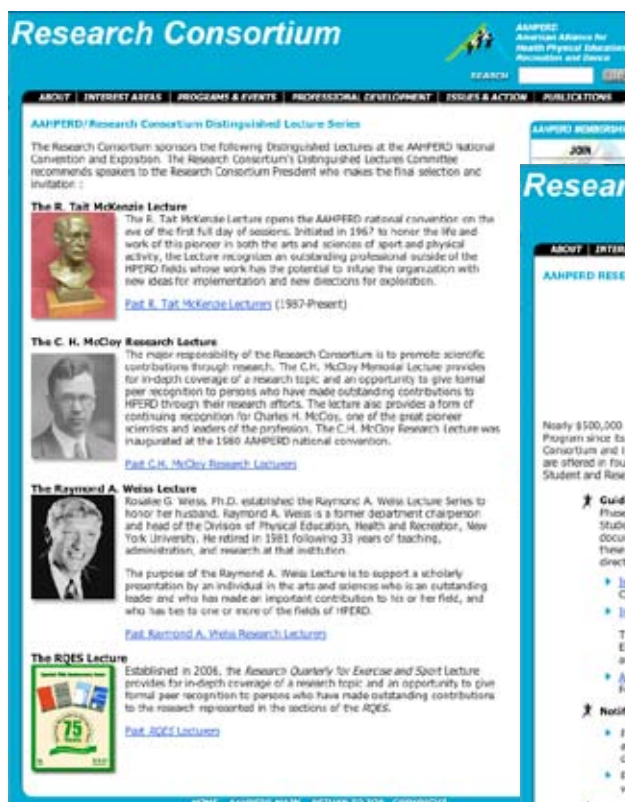
The Research Consortium has funded research grants to AAHPERD members yearly since the program's inception in 1987-1988. Grant proposals are formally evaluated by expert reviewers and scholars in the AAHPERD disciplines. Grants are offered in the following categories: Established Investigator Grants, Early Career Investigator Grants, Research Dissemination Grants, and Graduate Student Research Grants.

An elected Executive Committee provides leadership to the Research Consortium. Dr. T. Gilmour Reeve is serving as the 2008-2009 President. Director Gayle Claman supports the Executive Committee in implementing projects and daily operations.

Visit <http://www.aahperd.org/research/>.



President Reeve



Federal Government Releases First Ever Physical Activity Guidelines for Adults and Children

Based on a lengthy review of the literature and recommendations by a panel of experts chaired by William Haskell and Miriam Nelson and submitted in May 2008, the Department of Health and Human Services has released the first ever set of physical activity guidelines for adults (including older adults) children and adolescents, disabled populations, pregnant and post-partum women, and persons with some chronic conditions. The report—*2008 Physical Activity Guidelines for Americans*—includes among its extensive findings the following:

- Regular physical activity reduces the risk of many adverse health outcomes
- Some physical activity is better than none
- For most health outcomes, additional benefits occur as the amount of physical activity increases through higher intensity, greater frequency, and/or longer duration
- Most health benefits occur with at least 2 hours and 30 minutes (150 minutes) a week of moderate-intensity physical activity, such as brisk walking. Additional benefits occur with more physical activity
- Episodes of activity that are at least 10 minutes long count toward meeting the guidelines
- Both aerobic (endurance) and muscle-strengthening (resistance) physical activity are beneficial
- Health benefits of physical activity occur for children and adolescents, young and middle-aged adults, older adults, and those in every studied racial and ethnic group
- Health benefits of physical activity are attainable for people with disabilities
- The benefits of physical activity outweigh the risks of injury and heart attack

A theme running through the report is that regular physical activity over months and years can produce long-term health benefits. The guidelines along with the 600+ page report from the scientific panel can be accessed at <http://www.health.gov/paguidelines/>. The USDHHS press release about the report that summarizes the findings is available at <http://www.hhs.gov/news/facts/physicalactivityguidelines.html>. ■



Member University Profiles

Western Illinois University

by Miriam N. Satern, Professor and Chair

<http://www.wiu.edu/kinesiology>

Western Illinois University was founded as “the Western Illinois State Normal School” in 1899 by the Illinois Legislature to “address teacher preparation in the state’s grammar schools” (Undergraduate Catalog 2008-2009, p. 4). Classes in physical education/culture were an important component of the educational mission of the university from its inception, as evidenced by the hiring of a professor of “Expression and Physical Culture” in 1903. The first physical education specialist was hired in 1906 to teach children enrolled in the training school and students enrolled in the normal school. By 1907, students were required to enroll in at least two class periods of physical activity a week. The first director of physical education was hired in 1913, and separate physical education departments for men and women were established in 1918. Academic programs in physical education were joined by health and recreation in 1967 to form the School (later College) of Health, Physical Education, and Recreation. The College of HPER was dissolved in 1994 as part of a university-wide reorganization that reduced the number of academic colleges from six to four (Hallwas, 1999). The College of Education and Human Services resulted from this reorganization and is the current governing structure for 13 departments, including the Department of Kinesiology.

Over the years, the Normal School evolved into Western Illinois University and broadened its mission beyond teacher education to include liberal arts, business, technology, fine arts, communication, and graduate education (Undergraduate Catalog 2008-2009).



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AKA Member Institutions:

Albany State University
Arizona State University
Auburn University
Baylor University
Bowling Green State University
Bridgewater State College
California State University - Chico
California State University - East Bay
California State University - Fullerton
California State University - Long Beach
California State University - Sacramento
California State University - San Bernardino
Castleton State College (Castleton, VT)
Central College (Pella, IA)
Coastal Carolina University
The College at Brockport - State University of New York
Colorado State University
Florida State University
Fort Lewis College
Fullerton College
Furman University
Indiana University
Iowa State University
James Madison University
Louisiana State University
Louisiana Tech University
Manhattan College
Michigan State University
Montclair State University

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Western Illinois University, continued

Today, Western is a regional comprehensive university that serves 13,000+ students, 93% from Illinois, 3.6% from other U.S. states, and 3.5% from international countries (Fall 2007 statistics).

Although the department has grown and matured from its first presence on campus in 1903 to reflect the changing profession, preparing physical education teachers has always been central to the mission of the department. Undergraduate curriculum offerings were expanded in 1973 to include the first curriculum program in athletic training in Illinois and one of the early programs in the United States. A non-teaching major in fitness instruction (now known as exercise science) was added in 1986. The graduate program was expanded in 1973 to offer one of the first programs in sport management in the United States.

In July 2004, the name of the department was changed from Physical Education to Kinesiology to reflect the breadth of program offerings. Today, the Bachelor of Science degree in Kinesiology provides options in three professional areas of study – athletic training, exercise science, and physical education. All undergraduate student majors complete a 15 credit core of five courses that provide the disciplinary knowledge base in kinesiology – anatomy and physiology I, motor behavior, sport and exercise psychology, physiology of exercise, and biomechanics – and complete coursework in one of the three degree options beyond the core. The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), the Exercise Science educational program is recognized by the National Strength and Conditioning Association (NSCA), and the Physical Education Teacher Education (PETE) K-12 certification program is accredited by NASPE/NCATE. Each undergraduate degree option requires a capstone experience completed during the student's final semester. Athletic Training and Exercise Science students complete a 12-week internship and Physical Education teacher candidates complete 16 weeks of student teaching.

In addition to the major, the Department of Kinesiology offers three minors. The coaching minor is based on NASPE coaching guidelines and structured primarily for teacher candidates outside of physical education who are interested in coaching. The minor in kinesiology is designed for students interested in pre-professional programs majoring in other degree programs. The minor in scuba diving, the only such program in Illinois, is designed to complement many majors on campus by providing open water diving skills to enhance their professional, career, and academic opportunities.

The Department of Kinesiology also offers two graduate degrees – the Master of Science in Kinesiology and the Master of Science in Sport Management. The M.S. in Kinesiology provides in-depth study in the following areas: exercise science, wellness promotion and fitness management, pedagogy (including adapted physical education), and sport and exercise psychology. Kinesiology graduate students complete one of the following capstone experiences: thesis, departmental

(continued)

AKA Member Institutions, continued

North Dakota State University

Ohio Wesleyan University

Penn State University

Reinhardt College (Waleska, GA)

St. Ambrose University

San Diego State University

San Francisco State University

San Jose State University

Springfield College (Springfield, MA)

Stephen F. Austin State University

Teachers College, Columbia University

Temple University

Texas Tech University

University of Georgia

University of Illinois at Chicago

University of Maryland

University of Massachusetts

University of Michigan

University of Minnesota

University of Mississippi

University of North Carolina at Chapel Hill

University of North Carolina at Greensboro

University of North Texas

University of Wisconsin - Milwaukee

University of Wyoming

West Virginia University

Western Illinois University

William Paterson University

Western Illinois University, continued

comprehensive exam, or internship experience with a synthesis paper. Currently, the M.S. in Sport Management is approved by the North American Society for Sport Management (NASSM) and NASPE. In the next two years, we will begin the process of pursuing accreditation from the Commission on Sport Management Accreditation (COSMA). Sport Management graduate students complete either a thesis or non-thesis option with all students completing an internship and synthesis paper of their internship experience.

Although the requirement of all Western students to take activity classes as part of their undergraduate education was eliminated in 1972, the demand for general activity classes remains high. Nine graduate teaching assistants are teaching 41 sections of basic activity classes for the Fall 2008 semester. Western Illinois University is the only public university in the state of Illinois with a category titled Human Well-Being in its General Education curriculum. The stated purpose of this category is that students "will come to understand and develop healthy lifestyles and practices" by studying human well-being (Undergraduate Catalog 2008-2009, p. 56). To fulfill this requirement, undergraduate students must select courses to total a minimum of three credits from at least two of four possible program areas – family and consumer sciences, health sciences, kinesiology, and recreation. Because of the two-department requirement, our basic activity classes continue to be in high demand and provide some of our graduate students with financial support.

The quality and on-going sustainability of any academic program, however, results from the synergy provided by its students, faculty, and facilities. The undergraduate major in kinesiology is the third largest on campus with over 450 students enrolled in the major and 74 students enrolled in the three minors in Fall 2008. The graduate major in sport management is the fifth largest graduate program on campus and the combined graduate enrollment for Fall 2008 is 94 students in the two degrees.

Twenty-five full-time faculty (18 tenured/tenure track and 7 non-tenure track) deliver the academic and research mission of the Department of Kinesiology. The academic programs and faculty are housed in Brophy Hall, a modern academic, research, and physical activity complex with four (of six possible) electronic classrooms, wireless network, Olympic size swimming pool with a diving well, dance performance studio, gymnasium that can be divided into three teaching spaces, multi-purpose room, weight room, fitness room, and athletic training classroom and lab facilities. Research and teaching lab space and equipment in Brophy Hall include: (1) the Lakie Human Performance Laboratory with a Biodex isokinetic measurement system, environmental chamber, Bod Pod, hydrostatic weighing tank, metabolic and 12-lead ECG systems, Cholestech lipid and blood glucose analysis equipment, and microplate reader and washer; (2) the Biomechanics Laboratory with Peak Motus 8.2 two-dimensional video analysis system, AMTI force platform, and 8-channel Myo Pac

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New AKA Member Institutions

*Abilene Christian University
Angelo State University
Boise State University
Hofstra University
Meredith College
Missouri Western State University
Palm Beach Atlantic University
Saginaw Valley State University
Seattle Pacific University
The College at Brockport-State University of New York
University of North Carolina – Charlotte
University of Hawaii at Hilo
University of Idaho
University of Illinois at Urbana-Champaign
University of Indianapolis
University of Miami
University of North Carolina – Charlotte
University of Northern Iowa
University of San Francisco
University of Tennessee at Martin
University of Texas-Austin
Western State College of Colorado*

Western Illinois University, *continued*

Junior EMG; (3) the Perceptual and Motor Behavior Laboratory with a BIOPAC system that records ECG, EMG, and EEG; (4) the Physical Education Teacher Education Laboratory with wireless microphones for audio and video recordings, B.E.S.T. software, and Palm Pilots for hand-held assessments; (5) a computer laboratory featuring the A.D.A.M. software; and (6) the Sport Psychology Laboratory with space provided for private consultations with athletes. Faculty and students participate in human-based research studies on topics that range from ergogenic aids to research on aging and obesity in clinical based populations to the psychology of injuries.

As the 2008-2009 academic year unfolds and members of the University community participate in the University theme of "Health and Wellness: Challenges and Responsibilities," faculty and students in the Department of Kinesiology will be more visible than usual on campus. The value of any academic program to its university community, however, is reflected not only in the involvement of its members on their campus, but also in the accomplishments of its graduates. With over 5,000 alumni scattered across the United States and world, the Department of Kinesiology takes great pride in its many outstanding alumni that have proudly carried the banner for their alma mater and distinguished themselves in their chosen professions. We look forward to the opportunity to add to the number of alumni in the future. We also remain committed to continuing to change and evolve with our professions and sub-disciplines, just as our predecessors starting in 1903, changed to reflect the culture and the body of knowledge of their time.

Reference

Hallwas, J. E. (1999). *First century: A pictorial history of Western Illinois University*. Macomb: Western Illinois University. ■

Louisiana State University

by Dr. T. Gilmour Reeve, Dept. Chair

Louisiana State University, as the largest comprehensive research institute in the State of Louisiana, has established a National Flagship Agenda. The National Flagship Agenda is a plan to bring LSU to a new level of excellence. It focuses on action steps that increase research and scholarly productivity and the quality and competitiveness of our graduate and undergraduate students. The outcomes are designed to place LSU in a position to compete on all levels with the finest public universities in the country.

The Department of Kinesiology is housed in the College of Education which is celebrating its Centennial Anniversary. The Department of Kinesiology contributes to the National Flagship Agenda through its teaching, research, and service. The mission of the department is the generation and dissemination of knowledge about human movement

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Affiliated Organizations

American Academy of Kinesiology and Physical Education (AAKPE)

American College of Sports Medicine (ACSM)

Association for Applied Sport Psychology (AASP)

American Educational Research Association (SIG-PE)

International Association for the Philosophy of Sport (IAPS)

National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE)

National Association of Sport and Physical Education (NASPE)

North American Society for the Psychology of Sport and Physical Activity (NASPSA)

North American Society for Sport History (NASSH)

The Research Consortium

Louisiana State University, *continued*

and its application to physical activity. To achieve this mission the department provides programs of excellence in graduate and undergraduate education. The department offers the Bachelor of Science in Kinesiology, the Master of Science, and the Doctor of Philosophy. Each degree program supports several concentrations, allowing students to select course work that prepares them for specific career opportunities. In the BS degree program, five concentrations are offered for students. These concentrations include Fitness Studies, Human Movement Science, Health and Physical Education (teacher education), Athletic Training, and Sport Studies. There are over 500 undergraduate students in these concentrations. Human Movement Science is the most popular concentration with most students pursuing allied health careers. One unique aspect of this undergraduate concentration is a human cadaver class. Students completing the class report that it significantly prepared them for future graduate study in physical therapy or medical school.

The department will submit a proposal to move Athletic Training from a concentration to a separate degree program in response to changing accreditation requirements. Additionally, the State's Board of Regents recently approved a new degree program, the Bachelor of Science in Sport Administration, for the department. This degree program is being supported by the Office of Academic Affairs with new faculty positions and will complement our graduate concentration in Sport Management. We anticipate admitting the first group of students into the new degree program in January 2009. When considering the scope of the undergraduate academic programs in the Department of Kinesiology, it is evident that the department spans the full range of the discipline with programs focused on professional preparation in Kinesiology, allied health careers, and the basic exercise and sport sciences.

At the graduate level, the Doctor of Philosophy degree in Kinesiology supports the following concentrations: Exercise Physiology, Motor Behavior/Biomechanics, and Pedagogical and Psychological Sciences. The Master of Science in Kinesiology includes these three concentrations plus a concentration in Sport Management. The department enrolls approximately 100 graduate students, with about 25 graduate students supported by graduate teaching assistantships, research (externally funded support) and/or graduate fellowships. Graduate students are engaged in ongoing research with faculty mentors and all doctoral students have research presentations and publications when they graduate.

In the Department of Kinesiology, specific areas of interest in exercise physiology include histochemical changes in cardiac muscle following acute and chronic pathologic disturbances and conditions; non-invasive assessment of vascular function as an early marker of atherosclerotic disease; variability in end-organ responsiveness to mental and physical stress; and functional assessment of the elderly. The laboratories for exercise physiology are located in the Huey P. Long Field House and the Gym Armory.

(continued)



Louisiana State University, *continued*

The pedagogical and psychological sciences concentration includes over 2200 square feet of laboratory space that is used to (1) to stimulate and support research activity by providing state-of-the-art technologies that enhance the study of teaching and learning in a wide range of physical activity settings; (2) to enhance the quality of instruction and the educational experiences of undergraduate and graduate students in the field of pedagogy. The laboratory space includes offices for graduate assistants, a computer lab for graduate student use, a conference area, and storage space for research equipment. The program has video cameras, tape recorders, Dictaphones, and access to the latest software to facilitate data collection and analysis. Specific areas of research include achievement motivation in physical activity; student goals and perceptions of teachers' actions in physical education; motivational aspects of engaging in physical activity/exercise initiation, for individuals with and without disabilities; the development of theory-based and electronically delivered physical activity motivational programs for adults with physical disabilities; and the psychology of teaching and teachers, especially how immediate, emotional experiences impact the performance and manifestation of burnout in teachers of all disciplines. These studies generally employ varied methodologies and ecological assessment techniques.

The motor behavior/biomechanics concentration is supported by a series of laboratories for faculty and student research in motor control, learning and development, and biomechanics. Each laboratory provides different state-of-the-art facilities and equipment that facilitates research on a variety of movement situations. Specific areas of research include application of motor learning theories and principles to sport and physical activity; biomechanical aspects of skilled human movement as related to coordination, control mechanism and system stability; investigating movement strategies of healthy, aged, and diseased populations to better understand sensorimotor control mechanisms used for physical conditioning and rehabilitation. In addition to the laboratories and research that support the graduate degree programs, the department supports a laboratory for athletic training to facilitate research of sport injuries and rehabilitation.

The faculty in the Department of Kinesiology are dedicated to a broad understanding of health and exercise in schools, community fitness centers, hospitals, rehabilitation units, business and industry, and a variety of sport settings. The program explores a full continuum of processes and outcomes, and is concerned with individuals ranging from young to old, healthy to diseased, and skilled to unskilled. The department has 16 tenured and tenure-track graduate faculty positions, 4 ranked professional-practice faculty positions, and 8 instructor positions. Currently, 4 faculty members hold endowed distinguished professorships within the department and a fifth professorship will be awarded this year.

The Department of Kinesiology is well positioned to be recognized as a flagship department in Kinesiology, contributing to LSU's National

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Louisiana State University, *continued*

Flagship Agenda. For additional information, please contact Dr. T. Gilmour Reeve, Helen "Bessie" Silverberg Pliner Professor and Chair, Department of Kinesiology, Louisiana State University, Baton Rouge, LA 70803. Phone: (225) 578-2913, Fax: (225) 578-3680. ■

Central College

by Dr. David J. Pavlat, Dept. Chair

Located in Pella, Iowa (43 miles Southeast of Des Moines) Central College is a residential liberal arts college affiliated with the Reformed Church in America (RCA). The mission of the college is guided by its ecumenical Christian tradition. The Central College community engages in vigorous, free, open inquiry in pursuit of academic excellence. The college nurtures the development of the mind, while fostering spiritual and emotional maturity and physical well-being (Central College Academic Plan 2007). Central College Abroad is nationally recognized for its programs in England, France, Austria, Spain, Mexico, Wales, the Netherlands, and China. The college has 1605 students from all over the United States and the World.

Uncharacteristic of a liberal arts institution, the Exercise Science Department at Central College is the largest on campus with more than 10% of the student population. Central College is a member of the Iowa Intercollegiate Athletic Conference and NCAA Division III, and houses over 650 student athletes on campus in 17 sports. This large number of student athletes seems to help promote the Exercise Science program.

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Central College, *continued*

The Exercise Science major is broken further into four emphases. The emphases are strength and conditioning, health promotion, physical education, and athletic training.

The strength and conditioning emphasis is the newest program and is a good example of two departments working well together. Over the past five years an internship program for potential strength and conditioning coaches has made its way to a new emphasis. Working with the athletic department's strength and conditioning coach, the internship based program had become well known around the Midwest and was creating graduate assistantships for our health promotion graduates. We recognized the need to formalize the academic strength and conditioning program and developed the new emphasis. We also created a second position in the athletic department for an assistant strength and conditioning coach who will work with our head strength and conditioning coach who now assumes a new role as a 50% educator and 50% strength and conditioning coach in the athletic department.

I am not sure this level of cooperation, between an academic unit and the athletic department, would be available at a larger educational institution. This level of cooperation is vital for a small school. Each educator, coach, and staff member must wear many hats at a small college to fill a variety of roles.

The strength and conditioning emphasis relies on academic theory as well as practical application. Each student will complete a three semester internship that will allow the student to increase the knowledge and responsibility in the strength and conditioning environment. The athletic department utilizes the senior interns as assistant strength and conditioning coaches who work with the "minor" sports.

Health promotion is the most popular emphasis for our students. Students graduating from the emphasis are finding jobs in the fields of corporate wellness and personal training. Many of our health promotion students take additional classes while on campus and then go into physical therapy, occupational therapy, chiropractic, physician's assistant, and medical school programs. Of course, a few have gone on to graduate school in health promotion and exercise physiology.

As a small department, our biggest need in the world of health promotion is keeping up with all the potential changes within the field. Health promotion is easily our fastest changing program.

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Central College, *continued*

We have felt the influx of baby boomers that desire to start a wellness/health promotion program. Even in small town Iowa there is increasing demand for professionals capable of working in wellness.

The athletic training emphasis at Central College has evolved from an internship based program to an accredited program (CAATE) that is more popular than ever. Accreditation demands have caused an increase in the number of certified athletic trainers in our program. This has helped both the exercise science department and the athletic department. Besides producing students successfully completing the athletic training certification, we have many students who go on to physical therapy, physician's assistant, and graduate programs.

The physical education emphasis at Central College works cooperatively with the college's education department to prepare physical educators to be highly successful in their field. Unlike some states, Iowa hasn't lost physical education positions; in fact it has faced some positive growth. Our physical education students are grabbed immediately upon graduation. We are in the process of updating our physical education program to include more health and wellness in our physical education offerings.

While the department maintains four distinct emphases, there are classes common to all exercise science students. It is in these programs that a majority of life skills are taught to our graduates. Within the core classes there is an emphasis on both written and verbal communication skills. Over the four years the communication skills are progressive. Students who don't meet these standards are required to complete prescribed developmental programming in conjunction with the department chair. Central College as a whole subscribes to a "writing across the curriculum" program utilized in our courses as well as courses across the liberal arts curriculum. This dramatically improves the writing ability of our students.

Lastly, the college has introduced an information literacy program that is being implemented in the Exercise Science core curriculum. This program will also have a developmental piece that will flow over the four years of core classes. Students who are ready to graduate should be able to find and process research/information at a level which would allow them to succeed in graduate and professional schools.

As you can see the Central College Exercise Science department is a busy place. We are trying to be a vibrant, active community of scholars whose main intent is to move forward and to bring our students with us. ■

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Honors, Awards and Appointments

The College at Brockport, State University of New York, Dept. of Physical Education and Sport

Cesar Torres received the International Society for the History of Physical Education (ISHPES) 2007 Reinhard Sprenger Award for Young Scholars

Bill Stier received the Biennial International Council for Health, Physical Education, Recreation-Sport and Dance (ICHPER-SD) 2008 Distinguished Contribution Award

Luz Cruz received the Chancellor's Award for Excellence in Teaching from the College at Brockport, State University of New York.

California State University-Long Beach, Department of Kinesiology

James A. Davis, Professor of Kinesiology, received the University's Distinguished Faculty Award for Scholarly Achievement

Barry Lavay, Professor of Kinesiology, received the College of Health and Human Service's Community Service Award.

Florida State University, Dept. of Nutrition, Food and Exercise Science

Lyndsey Horbuckle, doctoral candidate in Exercise Science, (Major Advisor: Lynn B. Panton, Ph.D. FACSM) has recently received two awards:

American College of Sports Medicine—Doctoral Student Research Grant
Exercise Intervention in African-American Women
Requested funding: \$5,000 Dates: July 2008-June 2009

College of Human Sciences Dissertation Award Program
Effects of Exercise on Cardiovascular Risk Factor in African-American Women
Requested Funding: \$500

James Madison University, Department of Kinesiology

Paula McMahan, M.Ed., Instructor/Faculty Undergraduate Advisor, was selected as an "Outstanding Advising Certificate of Merit" recipient in the Academic Advising-Primary Role category by the National Academic Advising Association (NACADA) for 2008. This award is given in recognition of demonstrated abilities as an advisor in nationwide competition and will be presented at the annual NACADA conference in Chicago this October.

(continued)

Honors, Awards..., continued

Michigan State University, Department of Kinesiology

James Pivarnik, professor, Dept. of Kinesiology, Michigan State University, was elected as President-elect to the American College of Sports Medicine.

Sian Beilock, Associate Professor of Psychology at the University of Chicago and doctoral graduate of Kinesiology from Michigan State University, received the 2007 Early Career Distinguished Scholar Award from the North American Society for the Psychology of Sport and Physical Activity.

Melissa Chase, associate professor of Kinesiology at Miami University of Ohio, accepted the position as associate dean in the College of Education.

San Diego State University, School of Exercise and Nutritional Sciences

Thom McKenzie, Professor Emeritus, will give the 75th Anniversary Invited Lecture at the Southwest District AAHPERD Annual Meeting (2009); and the C.H. McCloy Memorial Research Lecture at the Research Consortium meeting, AAHPERD National Convention (2009).

Dr. McKenzie will also receive the Public Service Behavior Analysis Award from the Society of Advancement of Behavior Analysis, Association for the Behavior Analysis, International for his work that addresses socially significant problems through methods and principles linked to behavior analysis (2009).

Larry Verity, Professor, received the Recognition Award from the Southwest Chapter of ACSM for his many years of service to ACSM, and in particular to the Southwest Chapter of ACSM, as well as his research on the effects of exercise on diabetes (2007).

Temple University, Department of Kinesiology

Michael Sachs was elected President-Elect of Division 47 (Division of Exercise and Sport Psychology of the American Psychological Association (APA).

Michael R. Sitler, Department Chair, was inducted into the Pennsylvania Athletic Trainers' Hall of Fame by the Pennsylvania Athletic Trainers' Society, Inc. and received the Most Distinguished Athletic Trainer Award by the National Athletic Trainers' Association, both in May/June of 2008.

(continued)

Honors, Awards..., continued

Texas A&M University, Department of Health and Kinesiology at Texas A&M

Dr. Richard Kreider, PhD, FACSM, FISSN was named Head of the Department of Health and Kinesiology and Thomas A. and Joan Read Endowed Chair for Disadvantaged Youth of the Department of Health and Kinesiology. Dr. Kreider will also direct the Exercise and Sport Nutrition Laboratory formerly housed at Baylor University.

Dr. Carl Gabbard and **Dr. Charles Shea** were honored for 30 years of dedicated service to the Department of HLKN at Texas A&M University.

Texas Tech University, Department of Health, Exercise and Sport Sciences

John J. Miller, Associate Professor, was elected as the Chair of the Sport Management and Athletic Administration National Convention Planning Committee for the National Association for Sport and Physical Education. He is also serving as the President-elect of the Sport and Recreation Law Association.

University of Michigan, Division of Kinesiology

Kathy Babiak, Ph.D., Assistant Professor, received a William Diaz Faculty Fellowship from the Nonprofit Academic Centers Council, carrying with it a \$15,000 award.

Ron Zernicke, Ph.D., Professor, received an honorary Doctor of Science from the University of Waterloo, the Pease Family Scholar Award from Iowa State University, the Career Award from the Canadian Society of Biomechanics, and an Outstanding Achievement in Graduate Supervision Award from the University of Calgary.

Dan Ferris, Ph.D., Associate Professor, gave the keynote presentation at the Mexican National Congress on Biomechanics in Leon, Mexico, and gave an invited talk at the International Workshop on Biomimetic Complex System Design at the Korea Advanced Institute for Science and Technology, both during June 2008.

University of North Carolina at Chapel Hill, Dept. of Exercise and Sport Science

Kevin Guskiewicz, Ph.D., ATC, Professor and Chair, is the recipient of the "2008 National Athletic Trainers' Association's Sayers Bud Miller Educator of the Year Award". Additionally, Kevin has been invited to speak at the 3rd International Conference on Concussion in Sport, which will take place on Oct. 30-31 in Zurich, Switzerland.

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Honors, Awards..., continued

Dr. Sherry Salyer received the "Outstanding Advising Certificate of Merit Recipient" in Chicago on October 1. Dr. Salyer is a Senior Lecturer in the Department of Exercise and Sport Science.

Dr. Fred Mueller, Professor, has been named as the Chairman of USA Baseball's prestigious Medical/Safety Advisory Committee. Mueller assumes the leadership of the committee subsequent to the passing of Dr. Barry Goldberg in late September of 2007.

Anthony Hackney, PhD, will be one of the keynote speakers at the upcoming European Congress of Endocrinology meeting being held in Berlin, Germany in October 2008. Dr. Hackney will be speaking on the topic of "Hormonal Abuse and Doping in Sport".

Western Illinois University, Department of Kinesiology

Dr. Loran Erdmann has been selected to the School of Health, Physical Education and Leisure Service's Hall of Excellence Class of 2008 at the University of Northern Iowa. Quoting from the letter Loran received: This honor was created "to recognize former graduates who have distinguished themselves in the areas of athletic training, health, physical education, dance, leisure and youth and human services." Dr. Erdman was unanimously selected by the Awards Committee at their May 2008 meeting to be inducted as a member of the Elinor A. Crawford and William R. Thrall Hall of Excellence. Activities marking this event were held on September 5 and 6 in Cedar Falls, Iowa.

Dr. Michael Godard, Appointments of note – 1. Professional Mentor, American College of Sports Medicine Leadership and Diversity Training Program 2008-2009, 2. Member, Strategic Health Initiatives on Aging Committee, American College of Sports Medicine 2008-present, 3. Member, Board of Directors – American College of Sports Medicine Midwest Regional Chapter, 2008-present, 4. Chair, Membership Committee- American College of Sports Medicine Midwest Regional Chapter.

William Paterson University, Department of Kinesiology

Three new faculty joined the Department of Kinesiology including **Vanessa Fiaud** (A.B.D. Texas Women's University), **Michael Figueroa** (Ed.D., Teachers College, Columbia University), and **Amy Rady** (Ed.D. University of Georgia). ■

Mission of AKA

Our mission through the American Kinesiology Association is to see kinesiology mature into adulthood as a leading discipline in academe. In doing so, the AKA wants:

- *to represent and advocate for kinesiology at academic, governmental, and professional events, both nationally and internationally*
- *to serve the needs of kinesiology departments (our members)*
- *to assist all scholarly societies associated with kinesiology*
- *to facilitate communication among academic departments, scholarly societies, and professional associations affiliated with kinesiology*
- *encourage cross-disciplinary study in kinesiology as well as cross-disciplinary application of knowledge to problems in the physical activity field.*
- *promote kinesiology in academe and to the public*

*Human Kinetics
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