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To promote and enhance kinesiology as a unified field of study and advance its many applications.

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The H.J. Lutcher Stark Center for Physical Culture and Sports

New Library and Research Center at University of Texas Nears Completion

Jan and Terry Todd pose in the new Stark Center Library.

Terry Todd began collecting books and magazines in the field of physical culture in the late 1950s. Later, as a doctoral student at the University of Texas, he was encouraged in this effort by his weightlifting coach, Professor Roy J. McLean, who shared with Todd his extensive collection in the area of strength training. In the mid-1960s, Todd met Ottley Coulter, a former circus strongman who by then had accumulated what many experts believed was the largest collection of materials in this field in the United States. Coulter, who began collecting in the first decade of the 20th century, graciously allowed Todd to use this collection for his research, and they became friends. In 1975, after Coulter's death, Terry and his wife, Jan, were called and given the first chance to purchase his collection—a last request by Coulter to his family—which they did.

Once the Todds had fully examined the 385-box collection, they realized that the books, magazines, photographs, posters, scrapbooks, and clippings should be preserved in an archive at a major university for future generations of scholars and fans. In pursuit of this goal, the Todds joined the faculty at the University of Texas in 1983, bringing with them their collection of books, materials, photographs, and artifacts. Their aim from the beginning has been to preserve the history of physical culture. Since 1983, the Todds have continued to increase the size of their collection, which was described in 1999 by sport historian John Fair as "the single most important archive in the world" in this field. It is certainly the largest, with an estimated

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25,000 volumes, and perhaps 200,000 magazines and journals, and thousands of pamphlets, clippings, and photographs.

Encouraging Sports Scholarship

The Todds—both of whom are former lifting champions who set many national and world records during their careers—have also worked to encourage scholarship in the history of physical culture in other ways than by just building their collection. One of the most important of these endeavors was the creation in 1990 of *Iron Game History: The Journal of Physical Culture*. A much more recent development is a book series the Todds personally created in 2008 at UT Press with an endowment of $100,000. The series will result in the publication each year of up to three books in the areas of physical culture and sport. Jan Todd also played the lead role in the establishment of the Interdisciplinary PhD Program in Sports Studies and now offered at Texas, and in 2008, a humanities-based undergraduate major titled Physical Culture and Sports Studies was added to the Department of Kinesiology and Health Education's departmental offerings.

Since 1983, the Todds have worked to raise money to support their efforts, and the first person to help was retired Professor Roy McLean, who created an endowment related to what became known in the mid-1980s as the Todd-McLean Physical Culture Collection. McLean's original endowment was increased by gifts from his widow and several other donors and now is worth between $700,000 and $800,000. Over the past quarter century, without much financial sup-

At the Stark Center, academics and sports fans can learn about the fields of physical culture and sports.

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port from the university, the Todds gradually created a true research center. Even so, it never had a proper home—until now.

Financing the Dream

After UT's football team won the national championship in 2006, plans were made to construct an 800,000–square–foot building at the north end of the football stadium, and the Todds redoubled their efforts to convince the administration to make a place in that project for their collection. Following many discussions, the top UT administrators agreed that the new building would be an ideal location for a large library/museum that would house the Todd's collection. But there was a catch: The Todds had to raise $3.5 million within just a few months to pay for the "bricks and mortar" needed to build out the 27,500-square-foot facility.

As the Todds faced this task, they were sustained by the backing of friends on campus and off—and especially by the ongoing financial support of the prominent publisher Joe Weider and his wife, Betty Weider. In 2004, well before the new addition to the football stadium received the OK from the UT administration, the Weider Foundation had given the Todds an endowment of $1 million to support their work. (Several years later, Joe and Betty pledged another million dollars, along with many rare and historically important physical culture artifacts such as sculptures and paintings.)

The gift of the first million dollars from the Weiders convinced UT's administration to give the Todds the chance to raise the $3.5 million needed to build their library/museum. For this larger gift the Todds turned to the Nelda C. and H.J. Lutcher Stark Foundation, which was created in the 1960s by Lutcher Stark, a prominent UT alumnus and former head of the Board of Regents, and his wife.

History in the Making

Born in 1887, Stark was the only surviving child of an east Texas family with an enormous fortune based on timber and land. In 1910 he brought a Rolls-Royce to the UT campus as an undergraduate, became the business manager of the football team, and in 1913, donated warm-up blankets for the players with the word "Longhorns" embroidered on them. Shortly thereafter, the UT team became officially known as the Longhorns.

That same year Stark had a personal transformation. His weight had increased to a fleshy 200 pounds, and so he decided to go to Philadelphia and train under the guidance of Alan Calvert, owner of the Milo Barbell Company. Lutcher spent several months with Calvert and returned home 40 pounds lighter, twice as strong, and with a firm belief in the benefits of weight training. Soon after his return from Philadelphia, Stark hired Theo Bellmont as athletic director at UT. A fellow lifter, Bellmont had been the director of the YMCA in Houston, and when he came to UT in 1913, he continued to lift weights with Stark on the weekly trips Stark took to Austin.

The gift of the first million dollars from the Weiders convinced UT's administration to give the Todds the chance to raise the $3.5 million needed to build their library/museum.

One of Bellmont's first hires was a freshman shorthand whiz—Roy J. McLean, mentioned above—who served Bellmont as a recording secretary. In time, "Mac" became a convert to the benefits of weight training himself, thanks to Stark and Bellmont. In 1919, after Mac's graduation, Bellmont hired him as a physical education instructor and coach; McLean taught the first organized heavy weight-training classes in the United States. He also coached both the varsity cross country and wrestling teams to a number of Southwest Conference titles in the 1920s, perhaps because he required all of his athletes to use weights, which was unheard of in an era dominated by the fear that weightlifting would make a person muscle-bound.

More than 30 years later, McLean encouraged a UT letterman in tennis to become a competitive weightlifter. That young student, then an undergraduate, had really taken to the weights, and when he began work on a master's degree, McLean hired him as a graduate teaching assistant in weight training and instilled in him a love of everything related to this field. That graduate student was Terry Todd.

So the lessons learned by Lutcher Stark from Alan Calvert in Philadelphia in 1913 influenced the hiring of UT's first athletic director; the hiring of Roy McLean, the man who taught the first modern weight-training classes in the U.S.; and, ultimately, Terry Todd's decision to become a lifter, a historian of the iron game, and a collector. This unique legacy made the Todds hopeful that the Stark Foundation would want to commemorate the important contributions of Lutcher Stark to the UT campus by helping them establish a facility devoted to two of his great loves: sports and physical culture. This hope was realized when the Stark Foundation's board agreed to provide $3.5 million to build the basic facility, and in return, the university named it The H.J. Lutcher Stark Center for Physical Culture and Sports. Two years later, the Stark Foundation contributed another $2 million to complete the construction of the museum area of the facility. Even the word "Stark" is fitting. In German, it means "strong." What could be more perfect?

This unique legacy made the Todds hopeful that the Stark Foundation would want to help establish a facility devoted to two of Stark's great loves: sports and physical culture.

Organizational Plan

The Stark Center for Physical Culture and Sports includes:

1. The Joe and Betty Weider Physical Culture Museum—featuring permanent, rotating, and interactive exhibits related to physical fitness, weight training, health promotion, aerobic exercise, and so on. (Dr. Kenneth Cooper, who coined the term "Aerobics" is a supporter of the Center.)
2. The Sports Gallery—featuring permanent and rotating exhibits related to sports in society, the contribution of the National Strength and Conditioning Association to the training of athletes, the impact of drugs in sports, and so on;

The Stark Center for Physical Culture and Sports includes a physical culture museum, sports gallery, reading room, archives, art gallery, and other spaces.

3. The Reading Room—a large and comfortable room where students, faculty, and visitors can browse through—as well as sit and read—current books and issues of more than 100 magazines and journals in the areas of physical culture and sports;
4. The Center Archives—containing the Todd-McLean Physical Culture Collection, other related collections, and books, magazines, and materials dealing with general sports. Although the Center's collection is focused on physical culture, it contains more than 4,000 books about competitive sports, thousands of rare photographs about athletics, and many thousands of magazines about sports—including full runs of such magazines as *Sports Illustrated*. The Stark Center holdings also include a 2,500-volume collection of books about golf and the exceptional artifact collection related to the career of golfer Ben Crenshaw, including one of his green jackets from the Masters, paintings, his golf cart from 1999 when he captained the Ryder Cup to victory, and so on;
5. The Art Gallery—housing permanent and rotating exhibits of sculpture and original paintings in the area of physical culture and sport. This is where many of Joe Weider's paintings and sculptures will be displayed, along with paintings and sculpture by artists such as Frederic Remington and Charles Russell (on loan from the Stark Museum of Art in Orange, Texas);
6. Other Spaces—In addition, the Stark Center will include a large seminar/conference room; nine staff offices; a controlled research area where rare books and photographs can be examined by visitors; a theater; a cataloging and processing room; and an extensive, secure area for books, artifacts, photographs, films, videotape, and other physical culture and sport materials. These materials will be stored in a series of "compacting shelves" that move electronically and allow more than twice as many books and magazines as can be stored on traditional library shelves. All together, the Stark Center will have almost 15,000 linear feet (well over two miles) of shelving space on which to store its 25,000 volumes, thousands of journals and magazines, extensive photograph collection, correspondence files, posters, videotapes, films, and related materials.

The Art Gallery houses permanent and rotating exhibits of sculpture and original paintings.

A Totally Unique Center

Totally unique, the Stark Center is located on the second level in the very center of the north end of the football stadium. It has more than 100 feet of 12-inch-high windows in which full-size copies of some of the most famous statues from antiquity are displayed—including a carefully lit and slowly revolving, full-sized (10'6") copy of the original Farnese Hercules on display in Naples.

The Center is filled with many other treasures, including an alternative medicine library made up primarily of the collections assembled by Dr. Christian Gian-Cursio, Dr. Jesse Mercer Gehman, and Dr. Herbert Shelton, all of whom were naturopathic physicians prominent during the first 60 years of the 20th century. Together, these collections contain more than 7,000 volumes, many more magazines and journals, correspondence, photographs, and case studies. The collections cover areas such as holistic medicine, vegetarianism, hydrotherapy, massage, natural hygiene, chiropractic, natural foods, anti-smoking, and fasting. It is believed to be the largest such library in the English language in the world.

More than two years ago, the H.J. Lutcher Stark Center for Physical Culture and Sports, which is part of UT's department of Kinesiology and Health Education, became an official Research Center. The Center has two directors: Terry Todd, who no longer teaches classes at UT, and Jan Todd, who remains a full professor in the department. The library operations of The Stark Center are now under the direction of Cindy Slater, MSIS, who formerly served as the USOC's head librarian in Colorado Springs. The library is already in operation, and the museum/exhibit areas are set to open in the early months of 2010.

The Todds, with the help of hundreds of people who supported their efforts, have created a beautiful facility in which academics and fans from around the world can learn about the interlocking fields of physical culture and sports, and see for themselves the many ways in which sports and fitness have inspired artists for thousands of years. The Todds and their friends have donated money as well as books, photos, magazines, artifacts, and other materials, and they look forward to sharing their dream with the world in the coming years.

By Cindy Slater, Assistant Director for Library Services, Lutcher Stark Center for Physical Culture and Sports

Welcome New AKA Members

Brooklyn College
Department of Physical Education and Exercise
Hope College
Kinesiology Department
Kennesaw State University
Department of Health, Physical Education and Sport Science
Missouri State University
Department of Health, Physical Education and Recreation
New Mexico State University
Department of Human Performance, Dance and Recreation
Oregon State University
Department of Nutrition and Exercise Sciences
Texas State University
Department of Health and Human Performance
University of Alberta
Faculty of Physical Education and Recreation
Western State College of Colorado
Recreation, Exercise and Sport Science Department

For a complete list of AKA members, go to:
http://www.americankinesiology.org/ShowArticle.cfm?id=5

Todds are happy to be in their new home

The Todd-McLean Physical Culture Collection has come together with increasing momentum over five decades, but Dr. Terry Todd believes the collection's upcoming move from Anna Hiss Gymnasium to the Stark Center surpasses all previous growth spurts.

"Comparing our current space in the gym to the new space in the Stark Center is like comparing the late Saddam Hussein's spider hole to one of his previous homes," said Todd, the center's co-director. "There really isn't another facility of this scale devoted primarily to physical culture. I always thought there should have been."

Dr. Jan Todd, Terry's wife and co-director, agrees. She hopes the center will not only be a boon for the University of Texas but for the cultural significance of the study of sport, exercise, and health.

"One thing that museums and special collections can do is to help focus the public's attention on particular topics," she said. "Modern art, for example, might never have really caught on with the public if museums hadn't begun showcasing it and interpreting it for those who visited. Our hope is that the Stark Center will play a similar role for the field of physical culture studies." While the incredible depth and breadth of the collection will quickly draw in academics, trainers, and other professionals, there is no shortage of headlining items to draw in masses of the general public, particularly sport fans.

"My guess is that the Farnese Hercules statue, because of its immense size and visual impact, will get the most immediate attention from the public," Terry said. "But I'd suspect that Ben Crenshaw's green jacket from the Masters and the golf cart he got when he was captain of the victorious 1999 Ryder Cup team will draw a lot of people, too."

Terry began the collection in the 1950s, so the opening of the Stark Center truly represents a life's work coming to fruition, an accomplishment he ranks at the top of an already storied career. But as fulfilling as this is for him, it has a bittersweet side as well.

"So many people who personally gave me a leg up over all those years aren't here to see and take pride in a facility which, without them, would never have been built," he said. "People like Roy McLean, Ottley Coulter, David P. Willoughby, Sig Klein, Bob Hoffman, Harold Weiss, Bob Peoples, Joe Assirati, Mac Batchelor, Peary Rader, Maude Frank, and Vic Boff won't be with us for the grand opening. But as long as there's a Stark Center, they'll never be forgotten."

Jan emphasized that as overwhelming as the collection already is, the new center provides plenty of room for growth into the foreseeable future. Others in the field are encouraged to contact either Terry or Jan if they have any items they would like to contribute.

By Bill Bowman

"There really isn't another facility of this scale devoted primarily to physical culture."

President's Report

Has Kinesiology Finally Arrived on the Academic Scene?

By Jerry R. Thomas
Dean, College of Education, and
Professor of Kinesiology
University of North Texas

Based on a recent survey of AKA member institutions, the growth of enrollment in undergraduate kinesiology majors has increased about 50% over the past five years. A number of departments have doubled in size, and several departments have more than 1,000 undergraduate majors. Given this growth, *what do these students plan to do when they receive their bachelor's degrees in kinesiology?*

The largest subarea of specialization in many kinesiology departments has become "pre-allied health," often with 40% to 50% of the majors. Following graduation, the students intend to continue into a health-related professional area such as physical therapy, occupational therapy, physician's assistant, or human medicine. For many of these allied health areas, kinesiology is the major of choice because of the science requirements in human anatomy and physiology, exercise physiology, biomechanics, and motor control. However, these students often have more interest in injuries and rehabilitation related to physical activity than the value of physical activity in a healthy lifestyle.

In addition, pre-allied health majors are often the strongest academic students in kinesiology departments because of the high entrance requirements of the allied health programs. Is kinesiology the correct undergraduate major for these students? If we think of kinesiology as a core field of knowledge on which professional specializations can be built, then kinesiology is an excellent major for these students. In fact, we have long held that view with regard to areas such as athletic training, health-fitness management, and physical education.

This leads to the need for agreement about a core of knowledge that represents the field of kinesiology, and that was recently developed at an AKA workshop attended by about 50 department chairs who met in Orlando in February. The core represents knowledge and skills that every person who obtains a degree in kinesiology should have, regardless of the intended use of that degree. The undergraduate degree in kinesiology includes principles and experiences focused on physical activity across the lifespan including:

- Physical activity in health, wellness, and quality of life;
- Scientific foundations of physical activity;

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*

- Cultural, historical, and philosophical context of physical activity; and
- The practice of physical activity.

See the AKA Web site at www.americankinesiology.org for greater detail.

For many years, we have said that kinesiology is undervalued and people do not understand what we do or the significance of the study of physical activity. Well, **we have been discovered**, and I believe kinesiology is fortunate to have people understand the value of kinesiology and to seek that knowledge and skills for application in professional fields related to physical activity.

In closing, this will be my last column as president of AKA. I have enjoyed and valued the opportunity to be involved in the establishment of AKA and serving as its first president for two years. However, there are many people to thank for the success we have enjoyed—first and foremost, Drs. Rainer and Julie Martens for their leadership and financial support through the Human Kinetics Foundation. *We simply could not have begun AKA without them.* Human Kinetics has been very kind in lending support to AKA through Kim Scott, our business manager, and other staff. Kim makes the organization work. Of course, the AKA Executive Committee and Board have been invaluable resources and tireless workers. Finally, the appointment of Dr. Shirl Hoffman as executive director has allowed AKA to make a substantial leap forward. But most of all, thanks to all of you who have joined AKA based on a concept and a promise: to unify and promote kinesiology, nationally and internationally.

The core represents knowledge and skills that every person who obtains a degree in kinesiology should have, regardless of the intended use of that degree.

Torres Elected President of IAPS

Cesar R. Torres was recently elected president of the International Association for the Philosophy of Sport (IAPS) for the 2009-2011 period. IAPS was established in 1972 as the Philosophic Society for the Study of Sport. Its name was changed in 1999.

IAPS is committed to stimulate, encourage, and promote research, scholarship, and teaching in the philosophy of sport and related practices. To accomplish its purpose, IAPS organizes an annual conference and publishes a newsletter as well as the *Journal of the Philosophy of Sport*, which is widely acknowledged as the most respected medium for communicating contemporary philosophic thought with regard to sport.

IAPS members are found all over the world and constitute a growing and vibrant international community of scholars and teachers. On behalf of IAPS, Torres, an associate professor in the AKA-member Department of Kinesiology, Sport Studies, and Physical Education at The College at Brockport, State University of New York, invites you to explore the Association's newly redesigned Web site at www.iaps.net and to share ideas and information about the philosophic thinking concerning sport.

Cesar R. Torres

"Science of Baseball" Course at Purdue Teaches Principles of Control and Coordination

Known for many decades as "America's Pastime," baseball could easily be tagged the "Academic's Pastime" as well.

The study of baseball statistics, long the favorite topic of everyone from professional journalists to amateur commentators at the corner tavern, seeped into college classrooms years ago. At Bowling Green State University, Professor Jim Albert found that centering lectures around data found on the back of baseball trading cards is instrumental in keeping the interest of nonmath majors knocking out a three-hour general studies requirement.

At NASA, researchers have taken an interest in baseball as well, coming at it from an aerodynamics angle. In fact, NASA's Web site provides baseball fanatics with an online calculator for determining how far a major league hit would travel given weather conditions, pitch speed, and location—using details and dimensions from real major league parks!

And now, a Purdue University professor has created a course that combines statistics and aerodynamics with numerous areas of kinesiology and even some sports psychology mixed in. Called "Science of Baseball," Howard Zelaznik's course is primarily a motor control class.

At Purdue, Howie Zelaznik has created a course that combines statistics and aerodynamics with numerous areas of kinesiology and even some sports psychology mixed in.

About the Course

A professor at Purdue since 1979, Zelaznik had wanted to teach the course for years before it became a reality in spring 2008.

"This is a wonderful venue to get across the principles of control and coordination, as well as the psychology of sport," Zelaznik said. "All of the students know baseball, to some extent. So they get away from the theory and data-only course and can learn about movement

Professor George Lee (far left), Howie Zelaznik, and student Nicole Rheaume work on a robotics project.

science indirectly. I think students learn more in this class than in my more standard classes."

Zelaznik has fond memories of his own "All-World" career as a Little League third baseman and shortstop, which was savagely derailed when opposing pitchers learned how to throw curveballs. Although he went on to notable acclaim as a high school and college tennis player, it was his first sporting love he felt translated best to the classroom, particularly because many commonly held baseball beliefs do not always hold up under critical examination.

"For example, it's pretty clear that batters don't see the ball hit the bat," Zelaznik said. "Players are told to watch the ball hit the bat because it helps keep their head down and they maintain proper body mechanics. If they didn't try to keep their 'eye on the ball,' then most likely they would turn their head too soon. But watching a fastball is just like watching a car at the Indy 500. When the car is right next to you, your eyes can't track it."

Other Science of Baseball topics include hitting strategies; the geometry of catching; linear optical trajectory model; catching as a window into perception-action coupling; pitching qualitative biomechanics; timing the pitching release; streaks and slumps; the physics of ball flight; and bat-swing dynamics.

"One thing that surprised most students is what happens when an outfielder catches a baseball," Zelaznik said. "Many fans assume when a player catches a ball that the fielder is computing the flight of the ball. Instead the player is really moving to control his perception of the ball. The area is full of controversy, but the principle that the fielder runs to control vision is fascinating."

While the ball-flight lessons provide in-depth discussion on where geometry leaves off and motor control begins, other topics lead the class into more psychological territory.

"The study of streaks and slumps might surprise people," Zelaznik said. "It is very, very hard to determine whether streaks and slumps are just variations around the player's average, or in fact a short-term improvement (streak) or decrement (slump)."

Science of Baseball has proven to be a popular course, with 40 students—and more women than men—enrolled this fall. One of Zelaznik's biggest challenges so far has been arranging for such a large class to get hands-on time on the university's baseball field. To this point, they have settled for watching varsity games from the stands, but the goal is to eventually get each student in position to track down the fly balls and face the curveballs discussed in the classroom.

"We do have a few baseball and softball varsity players in the class," Zelaznik said. "They always worry that too much knowledge will hurt their performance, as they want to perform automatically, and not to think!"

If that is the case, then they have undoubtedly signed up for the wrong course. Zelaznik has his students thinking about baseball in ways that even professional players have never considered.

By Bill Bowman

"This is a wonderful venue to get across the principles of control and coordination, as well as the psychology of sport."

Dr. Dolly D. Lambdin Receives Massey Award for Excellence in Teacher Education

Dr. Dolly D. Lambdin, clinical professor in the College of Education's Department of Kinesiology and Health Education at University of Texas, received this year's Elizabeth Shatto Massey Award for Excellence in Teacher Education. The Massey Award recognizes a "teacher of teachers," one who inspires and prepares future elementary and secondary school teachers. Dr. Lambdin was honored with a $12,000 award at a ceremony held on campus on September 24.

Dr. Lambdin has been a UT faculty member in the Department of Kinesiology and Health Education since 1976. She has devoted a large portion of her professional career to teaching physical education at the elementary level while simultaneously teaching and preparing future teachers at the university level.

Dr. Lambdin's unique experience as both a university teacher and an elementary school teacher gave rise to a book she authored, *Putting Research to Work in Elementary Physical Education: Conversations in the Gym.* Equally influential, her book *Fitness for Life: Middle School* won a national Textbook Excellence Award. She is the first University of Texas at Austin faculty member ever to win this national award.

"What strikes most people who know Dolly as noteworthy and extraordinary is the extent to which she fights for a reduction in childhood obesity by communicating the importance of physical activity," said Manuel Justiz, dean of the UT College of Education. "In her classroom, in her community service posts, and at the state Capitol in legislative hearings, she cites landmark scientific research that shows the positive correlation between physical activity and academic achievement. Her hard work in this area is on behalf of all children," said Justiz.

Dr. Lambdin was selected by a committee of University of Texas representatives and alumni who are active in public education. Student evaluations and the recommendations of peers, students, and program directors were used to evaluate the candidates from the university's seven teacher preparation programs.

Named for Elizabeth "Libba" Shatto Massey, the award was created by UT alumnus John Massey to honor his wife's lifelong dedication to public education. Libba received her degree in education in 1961 from The University of Texas and pursued a career in teaching. She remains committed to education and connected to UT through her service on The College of Education Advisory Council and on the Executive Committee of the Chancellor's Council for The University of Texas System. She is also a former member of the Texas Exes Board of Directors.

Dolly D. Lambdin

She has devoted a large portion of her professional career to teaching physical education at the elementary level while simultaneously teaching and preparing future teachers at the university level.

Department Head's Viewpoint

Faculty Evaluation: Points to Ponder

Lanie Dornier

Lanie Dornier, PhD
The Roger Thomas Luffey Endowed Professor & Chair, Department of Kinesiology
Louisiana Tech University

(Editor's Note: Professor Dornier's article is the inaugural Department Head's Viewpoint. Planned as a regular feature for *KT*, we hope it will serve not merely as an informational column but as a vehicle for stimulating public conversation about issues that directly affect department heads. We welcome your feedback on these columns. Mail reactions to shoffman@americankinesiology.org and/or to ldornier@latech.edu.)

We should evaluate faculty on their ability to positively contribute to the teaching, research, and service mission of the department.

I was honored to be asked to provide the inaugural column expressing a department chair's perspective in kinesiology. The department chair role is a unique position in academia. Because it involves direct professional ties to faculty and students in the discipline while simultaneously providing an opportunity to serve in an administrative capacity, it provides an interesting perspective from which to view issues, not only in connection with the institution but in the broader field of kinesiology as well. There are many issues that are worthy of discussion.

One issue that is both persistent and essential is faculty evaluation. Two important questions related to faculty evaluation are: What should be evaluated, and how should it be evaluated? What should be evaluated seems clear. We should evaluate faculty on their ability to positively contribute to the teaching, research, and service mission of the department (and ultimately, the college and university). I suggest that any evaluation method should include a clear designation of these areas of contributions. It is also important that contributions evaluated be directly in line with the mission of the department. In that vein, teaching a Sunday school class or providing a lecture on beer brewing to area beer enthusiasts should not be considered professional contributions. Although both may be noteworthy and a service for that particular group, they are not likely tied to the departmental mission.

How faculty should be evaluated is a little more difficult to answer. Clearly, evaluation procedures should be well thought out, data driven, and clearly explained. Evaluating contributions in service seems the least controversial. Perhaps this is due to the fact that service contributions are generally high and the reality is that exceptional service is not likely to be rewarded with high merit pay or tenure and promotion. Lack of participation, however, can lead to no merit pay and possibly, no job. Careful attention should be paid to the distribution of service

within departments. Care should be taken, for example, not to appoint women and minorities to service activities that require a lot of time with very little professional prestige (e.g., awards, curriculum) while appointing men to the more prestigious committees (tenure and promotion, faculty governance).

Two important questions related to faculty evaluation are: What should be evaluated, and how should it be evaluated?

Evaluation of Research

Evaluation of research can be complicated and sometimes contentious. Because research is so specialized, it can be difficult to evaluate its quality; thus we tend to measure the quantity rather than quality. The traditional method has been to merely count the number of grants, publications, presentations, and other scholarly activity and award points based on level of contribution (more points for peer reviewed as compared to nonpeer reviewed, and more points for national as compared to regional or state presentations). Departments can rate journals and award more points for the higher rated journals, but the rating system must be well defined and valid. Some programs have gone to the use of impact factors (see the AKA Web site at www.americankinesiology.org for more information on impact factors) to rate journals. I would caution the use of impact factors as a "rating" system for journals as it is flawed and uses them in a manner for which they were not intended. Impact factors were originally developed to provide libraries with a quantitative measure to help make decisions regarding which journals to order. Journals with a high-impact factor would be more likely used by researchers for citations. Additionally, areas of study with large numbers of journals and researchers will produce higher impact factors irrespective of the quality of the research within the journals. Impact factors were not intended to be used as a measure of the quality of the journal or the articles within that journal.

Evaluation of Teaching

Teaching can be evaluated using a variety of measures (e.g., student evaluations, peer evaluations, teaching portfolios), but it is most consistently, and often exclusively, evaluated by scores on student evaluations. My experience as a faculty member and administrator has been that student evaluations are fairly accurate but do have limitations that warrant consideration. In general, unorganized and ill-prepared teachers receive lower scores on teaching evaluations. However, sometimes lower scores are reflective of bias. Research has demonstrated gender bias (lower scores on student evaluations) in situations where women are teaching traditional male courses (or vice versa), or women are demonstrating typical male behaviors in class (demanding, non-nurturing, tough grader) or a feminist reputation. There is also evidence that other factors can unfairly affect students' evaluations of teachers such as race, ethnicity, or sexual orientation. These biases are sometimes easy to detect through examination of student comments. Biases are sometimes less obvious; therefore,

careful attention must be paid to low student evaluation scores that do not seem to fit with faculty performance.

Another limitation of using student evaluations as a sole measure of teaching effectiveness is that a majority of faculty receive evaluation scores that are clumped together (and usually skewed to the highest score) so it does not differentiate among faculty. When the differences among almost all faculty on student evaluations are relatively small, it is hard to separate faculty contributions based on teaching. It seems that differences between faculty in teaching are much more subtle and require multiple methods of evaluation. It is useful to evaluate several aspects of teaching including course development, use of innovative teaching strategies and service learning, online courses taught/developed, and creative use of technology in the classroom as well as peer evaluations of teaching. I suggest that we expand our evaluation of teaching and have open discussions about how we can adequately evaluate this very important aspect of our job.

Faculty need to have a say in the creation of the evaluation process. However, ultimately it is the responsibility of the department chair to be fair, objective, and follow the policy and procedures of the university in evaluating faculty.

Short Shots

Here are some recent news and research findings from the field.

Mounting Debt Becoming a Problem for College Athletic Departments

The past few years have seen a surge in construction of athletic facilities on university campuses. The University of Minnesota just opened a $289 million football stadium while Oklahoma State christened a $288 million addition to its Boone Pickens Stadium. Yet according to a recent article in *The Chronicle of Higher Education*, the debt incurred by many athletic departments to finance these projects is staggering and there is reason to doubt whether some will be able to handle the mounting debt service without help from the general fund of their institutions. (According to *The Chronicle*, the Oklahoma State athletics department has seen a 65 percent increase in its budget over a five-year period while its operating losses have increased 300 percent. The university made up the $11 million debt last year.)

Those most likely to be hurt are those at the smaller Division I programs. At the University of Akron, "one of the most leveraged universities in the country," the annual debt service on its new stadium is $3.1 million. Ultimately, how institutions deal with this situation depends on the depth of the pockets of alumni and others who

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The debt incurred by many athletic departments to finance these projects is staggering.

contribute to athletic departments, but a managing director at bond rating firm Standard & Poor's told *The Chronicle*, "I think there could be a fundamental shift in what's financed in college sports."

Source: Sander, L. and Wolverton, B. (2009) Debt loads weigh heavily on athletics programs. *The Chronicle of Higher Education,* October 2, A1, A14-A16.

Universities Should Prepare for the Roller Coaster Ride of Funding

Public higher education has long served as what some have called "the balance wheel for state budgets." When economic times are good, colleges and universities benefit by generous, sometimes disproportionate, budget allocations; when times are bad, they suffer disproportionately greater cuts.

William Doyle and Jennifer Delaney say it hasn't always been this way. In the August issue of *Change* they track state budget data back to 1950 showing that until 1980 funding for higher education in rough economic times tended not to be cut much more than were budgets for other state entities; in fact, in some cases, budgets for higher education were increased during years of economic downturn. This changed in the 1980s when funding for higher education became highly volatile with budgets for colleges and universities faring very well when state revenues were plentiful, but being cut, often in extraordinary ways, when state revenues plummeted. There has been a steadily increasing pattern of volatility since then.

Doyle and Delaney believe that there will be no return to the good old days of relatively steady funding for higher education. Accordingly, university leaders need to recognize "the unfortunate reality that the good times (when they come) won't last," and "they should begin preparing for the next downturn as soon as the economy begins to revive." They advise institutional leaders, for example, not to restore all of the programs they have cut. Instead, they should invest in programs that increase productivity without sacrificing quality.

University leaders need to begin preparing for the next downturn as soon as the economy begins to revive.

Source: Doyle, William R. and Delaney, Jennifer A. (2009) Higher Education Funding: The New Normal, *Change*, July/August, 60-62.

Physical Activity in Adolescence May Play a Role in Preventing Brain Cancer in Adults

Researchers at the National Cancer Institute report having discovered that increased energy expenditure during adolescence may prevent the onset of glioma, the most common form of brain cancer, in later

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life. Questionnaires about body weight, height, and physical activity were distributed to half a million men and women; they were followed for seven years during which time 480 gliomas occurred. Study participants who were physically active at ages 15 to 18 had a 36% lower risk rate than those who were largely inactive. Those who were obese at age 18 (only 11 cases) were nearly four times more likely to suffer from glioma than those of normal weight. The amount of physical activity after age 18 had no apparent effect.

Source: Summary in *Science Daily* online at: http://www.sciencedaily.com/releases/2009/10/091006134818.htm.
Full article in *Cancer Research* (online): Steven C. Moore, et al. (October 6, 2009), Height, Body Mass Index, and Physical Activity in Relation to Glioma Risk.

Those who were obese at age 18 were nearly four times more likely to suffer from glioma than those of normal weight.

On Academic Writing

It is hardly novel to suggest that academics—viewed from the perspective of those in the publishing business, at least—are fairly bad writers. In a fascinating article in the September 11 issue of the *Chronicle of Higher Education*, psychology professor Gail Horstein, who discovered how to write by taking an undergraduate course in nonfiction while on a sabbatical at Harvard, offers up these tidbits:

- "Do you ever read your prose aloud, either quietly to yourself or at a public reading of your work? Too many academics would answer no to that question. We have a kind of reverse aestheticism, if your writing is dense and unwieldy, filled with technical terms and convoluted sentences, we wear its lack of accessibility as a badge of honor."
- "A friend in mainstream trade publishing, who'd like nothing better than to buy books written by smart people on important topics, cringes when she spies an academic heading toward her at a party."
- "We think that writing for a broad audience requires 'dumbing down' our arguments. But that's wrong. Popular audiences are tougher critics than fellow academics are. You have to be saying something of interest; otherwise, people will just ignore you and read something else, or play video games, or watch television."
- "Beyond the aesthetic and intellectual rewards of writing for a broader public, there are practical advantages as well. We're living at a time when academics are increasingly being called upon to explain and justify our work. Aren't we playing right into the hands of our critics when abstruseness makes us seem irrelevant?"

Source: Horstein, Gail, A. (2009) Prune that prose, *The Chronicle of Higher Education*, September 11, B11-B12.

Do you ever read your prose aloud? Too many academics would answer no to that question.

High Survey Response Rates May Not Ensure Accuracy of Results

David Radwin, principal analyst in the Office of Student Research and Campus Surveys at the University of California at Berkeley, points out that high response rates are not always good indicators of the accuracy of data collected in student surveys. He cites data from a study of 15 years worth of political voting in Ohio showing that a mail survey with a 20% response rate was a better predictor of actual voting behavior than a telephone survey with a 60% response rate. Radwin concludes: "Emerging research shows that despite all the hand-wringing about survey nonresponse, the actual effect of response rate on survey accuracy is generally small and inconsistent, and in any case it is less consequential than many other serious but often ignored sources of bias." He suggests that all of those hours spent tracking down nonrespondents in order to reduce nonresponse bias might better be spent on eliminating vague terms and ambiguously constructed questions, paying attention to question-order effects, and other nitty-gritty aspects of survey construction.

Source: Radwin, D (2009), High response rates don't insure survey accuracy. *The Chronicle Review*, October 5 (online at: http://chronicle.com/article/High-Response-Rates-Dont/48642/)

High response rates are not always good indicators of the accuracy of data collected in student surveys.

Something to Ponder When You're Having a Bad Day

Being a college professor is the third best job in the country, according to *Money* magazine in a recent article that ranks "The 50 Best Jobs in America." The ranking system was based on a *Money* and PayScale.com survey of 35,000 people concerning what makes for a great job. The respondents identified flexibility, intellectual challenge, and a passion for work as being critical determiners of enjoyment. Consequently, these factors were given heavy weight in the ranking system devised by the magazine's editors.

The position of professor received a rating of A on flexibility, benefit to society, and personal satisfaction, and was assigned a relatively good score of B on stress. (Really?) The career of professor was cited as having a median pay of $70,000 per year, top pay of $115,000, and a 10-year growth rate of 23%.

The top job identified in the ranking system was a systems engineer, and the second was physician assistant. A Missouri State University professor was quoted in the article: "The best part (of the job) is the freedom and flexibility. It's up to me what I do research on. I'm basically getting paid to do what I love. I don't know if I could take having to show up at a job from nine to five every day." As to whether the professorate was well served by these remarks, we will leave that up to you.

Source: Rosato, D. (2009) The best 50 jobs in America, *Money*, November, 88-96.

Being a college professor is the third best job in the country, according to Money magazine.

Executive Director's Corner

Kinesiologists and the Tower of Babel

By Shirl J. Hoffman

The book of Genesis in the Old Testament records a scene in which the people, united in language following the great flood, decide to build a great tower—the Tower of Babel—so high it would reach into heaven. Angry with the people because of their pride and arrogance, God disperses them throughout the land and confounds their language so that they cannot understand what each other is saying.

The story of the Tower of Babel reminds me a bit of kinesiology at this critical juncture in its history. We haven't constructed a tower to reach to the heavens, but we have constructed a discipline, a compilation of distinct areas of study, each with its own theories, frames of reference, and nomenclature. One result is that we find it difficult—in some cases, impossible—to speak with each other about our work. It probably is unfair to extend the analogy to suggest that it may ultimately lead to our dispersal throughout the kingdom of the academy, but it seems to me that a discipline whose members speak in several different languages puts itself at risk.

I doubt that there is a good way to solve this problem, short of reconstructing the discipline itself—something none of us likely would favor. But perhaps we should be taking steps to ensure that all members of our field have access to a single lexicon, a glossary as it were, of important terms and concepts used in all subareas that comprise kinesiology. Our friends in psychology, a discipline divided into many subareas, publish such a glossary on the Web site http://www.psychologymatters.org/glossary.html. Not only would an online glossary of kinesiology help us to better understand the work of our colleagues and provide a handy resource for laypersons who come across our Web site, it would be especially helpful to students who (unlike their professors) must navigate some or most of the areas of specialization on their way to a degree.

How to go about constructing a glossary of terms in kinesiology is, of course, the challenge. I and the Executive Committee invite suggestions from our members as to the best way to do this. We also would be glad to hear from any of you who would like to participate in such a venture. Those interested should contact me at shoffman@americankinesiology.org.

Dr. Shirl Hoffman

An online glossary of kinesiology would be especially helpful to students who must navigate areas of specialization on their way to a degree.

AKA Becomes Affiliate Organization of the National Physical Activity Plan

AKA recently became an affiliate organization of the National Physical Activity Plan, a joint effort by policy makers in the industry, education, health care, media, public health, parks, recreation and fitness, transportation, urban design and community planning, volunteer and nonprofit sectors to increase the level of physical activity in the general population. Input from all sectors will be included in the final draft of the Plan. A national conference held in Washington, DC, on July 1-2 provided an additional opportunity for input. AKA participated through the Education Sector. The project is being coordinated by the Centers for Disease Control and Prevention and the Prevention Research Center at the University of South Carolina. The NPAP Web site (http://www.physicalactivityplan.org/) contains complete information on the Plan.

AKA already has submitted a brief white paper, a copy of which follows:

AKA recently became an affiliate organization of the National Physical Activity Plan, a joint effort by policy makers to increase the level of physical activity in the general population.

AMERICAN KINESIOLOGY ASSOCIATION

Physical Activity Guidelines Implementation Plan:
A Recommendation for a Broad Interpretation of Physical Activity

The American Kinesiology Association applauds the efforts of the National Physical Activity Plan. In the interest of the Plan appealing to as broad a population as possible, AKA recommends that implementation be developed around a broad rather than narrow definition of physical activity. Definitions such as that used in the Surgeon General's Report (1996) for example ("bodily movement that is produced by the contraction of skeletal muscle *and that substantially increases energy expenditure*) underestimate the full range of physical activities that can lead to productive, enjoyable, and healthy lives. AKA has adopted a comprehensive interpretation of physical activity that includes "activities of daily living, work, sport, dance, and play as well as exercise for improvement of health and physical fitness, rehabilitation from injury, disability, and disease, and conditioning and training for athletics and other high performance activities." We urge those involved in implementation of the Guidelines to adopt an equally broad interpretation. The broader definition of physical activity addresses two problems that arise from a narrow emphasis on the physiological and health benefits of physical activity. Often unintentionally, a narrow interpretation fails to emphasize the importance of motor skill competencies in promoting physical activity across the population. Emerging research demonstrates that those with higher motor skill competences have higher overall physical fitness and suggests the important link between efficient and effective (i.e., skillful) movement and participation in a physically active lifestyle (Stodden, Langendorfer, & Roberton, 2009, "The Association Between Motor Skill Competencies and Physical Fitness in Young Adults," *RQES, 80*, 223–229). Also, promoting physical activity as mere medicine or reducing it to "doses" tends to overlook the fact that, in spite of all of its extrinsic benefits, ultimately

it is the meaningfulness of physical activity that causes individuals to make it an integral part of their lives. In this regard, philosopher-kinesiologist Scott Kretchmar's warning is worthy of note: "If we are smart," said Kretchmar, "we will not want the power of healthful utility to overwhelm the other part of what makes life good—the meanings and delights that are so closely associated with our activity playgrounds" (Kretchmar, R.S., 2008, "The Utility of Bunkers and Silos in the Evolution of Kinesiology," *Quest, 60*, 3-12).

Member Department News

University of Massachusetts

Edward Debold, assistant professor in the Department of Kinesiology, has received a three-year, $197,294 American Heart Association Scientist Development Grant to study the molecular mechanisms that underlie heart failure during heart attacks.

Ned Debold

For his project, "The Molecular Basis of Depressed Cardiac Contractility During Acute Myocardial Ischemia," Debold will use the single molecule laser trap and in vitro motility assays to determine the effect that ischemic conditions have on the ability of the heart's molecular motor, myosin, to generate force and motion. Ultimately, the findings will improve understanding of myocardial ischemia and reveal new therapeutic targets for agents capable of reversing the devastating consequences of the highly prevalent condition.

Brian Umberger, assistant professor of kinesiology, has received a five-year, $593,504 National Science Foundation grant to study morphological and energetic factors in the evolution of human locomotion.

Brian Umberger

Habitual upright bipedalism—walking exclusively on two straight legs—is one of the key evolutionary adaptations that sets modern humans apart from other primates such as chimpanzees, gorillas, and orangutans. In the project, Umberger will use detailed computer simulation models

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Umberger will use detailed computer simulation models of modern humans, chimpanzees, and extinct human ancestors to better understand the energetic consequences of specific evolutionary adaptations in the structure of the bones and muscles in the legs.

of modern humans, chimpanzees, and extinct human ancestors to better understand the energetic consequences of specific evolutionary adaptations in the structure of the bones and muscles in the legs. This should lead to a better understanding of the transition from four-legged to two-legged locomotion in early human ancestors. Umberger is collaborating with researchers from Stony Brook University in New York on the study.

Patty Freedson, professor and chair in the Kinesiology Department, received a two-year, $985,000 NIH Challenge Grant (from the American Recovery and Reinvestment Act Funds). Her project, "Advancing Physical Activity Measurement Using Pattern Recognition Techniques," will use accelerometer-based physical activity dose measures developed in her laboratory to determine if habitual physical activity performed outside of purposeful exercise training influences biomarkers of cardiovascular health. UMass Kinesiology faculty member Barry Braun and John Staudenmayer from the UMass Department of Math and Statistics are co-investigators. Two of Dr. Freedson's doctoral students, Sarah Kozey and Kate Lyden, were also key contributors to development of the proposal.

Freedson's project will use accelerometer-based physical activity dose measures developed in her laboratory to determine if habitual physical activity performed outside of purposeful exercise training influences biomarkers of cardiovascular health.

Passage

Word has reached us of the death of **Dr. Michael Orfitelli**, chair of the Department of Kinesiology at St. Ambrose University. Many in AKA will remember Mike as an active participant in the Orlando AKA Conference. A member of the faculty at St. Ambrose for more than 30 years, Dr. Orfitelli served many different roles in the athletic and physical education departments. He was the chair of the Physical Education Department for 16 years while also teaching classes in such subjects as kinesiology, wellness, sport promotions and marketing, and individual and team sport skills. He was the first head coach for the St. Ambrose women's soccer team, serving in that role from 1994 to 2000. He was named Midwest Classic Conference Coach of the Year in 1996, 1997, and 1999, and NAIA Region VII Coach of the Year in 2000, while coaching St. Ambrose to top 25 finishes in 1999 and 2000. This year he was in his fifth season as women's golf coach. Dr. Orfitelli was nominated for Faculty Member of the Year honors four times. He was inducted into the St. Ambrose Athletic Hall of Fame in 2003.

Before coming to St. Ambrose, Dr. Orfitelli earned bachelor's and master's degrees in health and physical education from Pittsburg State in Pittsburg, Kansas. He continued his education at the University of New Mexico in Albuquerque, where he earned a doctorate in curriculum and instruction. He then attended the University of Iowa, where he earned his post-doctorate degree in education administration.

SAVE THE DATE

AKA Leadership Workshop

Issues and Strategies for Advancing Kinesiology during Challenging Times

3:30 PM, Sunday, January 31, 2010 – Noon, Tuesday, February 2, 2010

Workshop Topics:

- Understanding the current academic/economic landscape in higher education
- Developing effective strategies for managing budget reductions
- Creating innovative approaches to funding teaching and research programs
- Using assessment and accountability strategically to advance the department

Workshop Activities:

- Networking with other administrators and faculty
- In-depth sessions on critical issues in higher education
- New chairs breakfast
- Roundtable discussions with other administrators and faculty in kinesiology
- Chairs' forum on strategies for managing kinesiology departments and faculty
- Breakout sessions – resolving issues through collaborative planning

Hotel Arrangements:

- Dallas Marriott Solana
- Sleeping Room Rates: $105/night
- Complimentary transportation to/from DFW (only 9 miles from DFW)

Workshop Registration:

- $195 per attendee from AKA member departments
- $250 per attendee from non-AKA member departments
- Registration will be limited to 75 attendees

The American Kinesiology Association (AKA) is an organization for departments of kinesiology in higher education. Visit our Web site at www.americankinesiology.org.

Additional workshop and registration information will be distributed shortly, or contact T. Gilmour Reeve, Department of Kinesiology, Louisiana State University, 225-578-7311, tgreeve@lsu.edu.

Affiliated Organizations

American Academy of Kinesiology and Physical Education (AAKPE)

American College of Sports Medicine (ACSM)

APA-Division 47

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)

National Strength and Conditioning Association (NSCA)

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

North American Society for Sport History (NASSH)

The AAHPERD Research Consortium

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