



Kinesiology Departments Brace for the Economic Crunch

"These figures are absolutely alarming, both in their magnitude and in the painful decisions they present to lawmakers. The easy budget fixes are gone, only hard and unpopular options remain. ... But as bad as they are, these gaps could pale in comparison with what looms ahead."

The speaker was the program director of the National Conference of State Legislatures, whose ominous comments about state budgets in February have taken on an even bleaker complexion in the ensuing months. The decrepit economy is beginning to impact higher education—especially public institutions—and if pundits are to be believed, this may be merely the tip of the iceberg. Consultants and experts in strategic planning have been in hot demand as institutions struggle to find their way out of what can legitimately be described as a mess. Yet

nobody, including strategic planners and administrators who were around for the economic downturns of the early 1980s, has experience dealing with an economic contraction of this magnitude. For public universities, the funding problem has been compounded further by the prospect of increased enrollments.

At a recent meeting of the Association of American Colleges and Universities, Peter Facione, a strategic consultant with the higher education consulting firm Stratus-Heery International Inc., proposed a laundry list of tactics to college and university presidents: "Be selective in deciding where to cut; avoid across the board cuts." This isn't time for democratic action; consult but don't vote. "Suspend or close all nonprofessional master's programs and all doctoral programs that are not your signature programs or not ranked among the top 50 in the nation." Rather than eliminating positions, opt first to reduce salaries or institute furloughs for staff and faculty. Freeze salaries, halve the size of committees. Do not assign load credit for any courses with fewer than a certain number of students enrolled. ("If that number was once 8 or 10, move it to 15.") Eliminate mid-level administrative positions and shift tenured faculty with light loads to fill the vacancies.

Facione also suggested that every administrator with a master's or doctoral degree be assigned one course, something already planned at University of North Carolina at Greensboro, which faces a possible 7%

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cut in state funding, which may translate into 59 lost faculty positions (and twice that many staff) and the elimination of 275 class sections. Prime mover of the plan to engage deans in classroom teaching was provost David Perrin, a member of the Board of Directors of AKA. Perrin told reporters: "In an environment where we're asking our faculty to step up and teach more sections and larger classes, I thought we should be willing to lend a hand ourselves."

Impact on Departments

A quick sampling of department heads across the country suggests that the budget crunch has severely impacted some departments while others have been left unscathed, a critical variable being the relative health of state budgets. Texas is a good place to be working in a kinesiology department; so is Wyoming. "So far, we have been very blessed in that we have had minimal effects of the economy," reports Rick Krieder at Texas A&M University. "We are continuing to grow and are at all-time highs in students (about 2,200). The only effect I have seen is that some plans for university initiatives (e.g., new programs, building) have been deferred until the new state budget is finalized."

A similar report comes from Mark Byra at University of Wyoming. "To this point in time, there has been no impact in terms of positions, salary, and budgets. However, the university—with input from faculty, unit chairs/directors, and college deans—is in the process of putting together a budget planning white paper to address the Wyoming governor's request of all state agencies to develop budget proposals for 5% and 10% reductions in state-funded budgets for FY 2010 and beyond. It is still too early to determine the impact on the Division of Kinesiology and Health."

A drastically different picture emerges in departments where state budgets teeter on the brink. "Our institution has been hit hard by the current economic challenge," says Carl Maresh at University of Connecticut. "The administration has tried to address shrinking state support. How this compares to other institutions in other states is hard to tell, but certainly this is the most dramatic economic challenge I have seen during my 24 years at Connecticut. Perhaps the most frustrating aspect is that high performance expectations must contend with severe budget reductions." To some extent, Maresh's department has been able to offset deficits with discretionary grant funds. "Without such funds there would be no way to adequately meet these challenges nor would there be opportunities for growth."

Grant Money to the Rescue

Joe Starnes also reported that grant money has been a salvation for his department at UNCG. "We are one of five departments in the School of Health and Human Performance. For the 2008-09 year, the School of Health and Human Performance has experienced cuts amounting to about \$350,000. Fortunately, the School has been able to take these cuts without cutting funds to its five departments. A big reason for this is that the School had a considerable amount of

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funds from grant indirect costs and faculty buyouts from grants, which were generated by the departments. Thus, grant funding has been the saving grace for our department this year."

Grant money is also helping at University of Florida. Says Chair of Kinesiology Michael Delp: "At UF last year, each college budget was reduced by 10%. The effect of this on the department was that the state-funded portion of the departmental operating budget was reduced by 50%. As a result, the department had to fund things like faculty and graduate student travel, and AKA membership fee, from indirect cost returns and salary saving generated from research grants. The cut also resulted in us having to eliminate one adjunct professor position. Thus, the net effect was that we as a department had to trim back some of our course offerings and reduce our ability to invest in our faculty's research efforts."

Delp expects another 10% cut to be levied next year, which, if it happens, will probably result in the closing of a staff-faculty exercise facility that the College of Health and Human Performance has historically operated.

Effects at Private Colleges

So far, private colleges seem to be faring better than public institutions, although there is a threat that the faltering economy might eventually direct more students to public universities and away from private colleges. Bobby Epling, chair of kinesiology at Reinhardt College in Georgia, reports that no serious budget restrictions have been imposed there, but there is some concern that the economy may affect enrollment in the fall.

At Meredith College in North Carolina, Chair Melinda Campbell says, "The crunch is real. While our overall financial picture is solid, our upcoming budget proposal includes a shift to provide more funding for student financial assistance, holding tuition increases to 4%, a reduction in equipment and travel budgets except for student recruitment and athletics. We also have board of trustee mandates to increase our contingency funds and our reserve funds, which automatically builds in a large sum for next year's budget. The proposal includes a reduction in equipment and travel budgets, except for travel for student recruitment (admissions) and athletics travel. Unfortunately for most of us, a reduction in the College's retirement contribution has been proposed. Lapsed salaries plan to accrue centrally rather than allow divisions to spend those funds." Says Campbell, "I expect adjunct positions will be lost, but no full-time positions are in jeopardy. It's hard to plan for the future and to create important visions for our programs in light of economic woes."

Potential Problems for Graduate Programs

Few prognosticators forecast that the economy will recover any time soon, and when it does arrive, it is likely that university budgets will be "lagging indicators." Until then, departments of all disciplines will likely be forced to pare down their programs and rethink priorities. Thankfully, enrollment in undergraduate kinesiology programs is at or

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"I have noticed that when I do travel there are less people at the seminars I go to. I hear my travel money for next year is going to shrink. Again, it all depends on the number of students we sit in August. The administration has changed our budget model to make salary adjustment and budget changes effective in September."

*Dave Pavlat, Chair of
Kinesiology, Central College,
Iowa*

Kinesiology Departments Brace for the Economic Crunch, continued

near record levels for most departments. Graduate programs, however, may face a more severe test. If universities resort to Facione's recommendation to scuttle all but the very best graduate programs, kinesiology departments may find themselves in a fierce struggle for survival.

"When budget reductions are double digit," says Facione, "there is no better time to be strategic." In this case, the best defense may be a strong offense. In the coming weeks and months it will be critical for departments to undertake strategic planning by gathering data to support their relative and comparative advantages, mindful that the tactics recommended by Facione may be thrust upon them by their administrators. (Member departments are reminded that AKA offers a strategic planning service at www.americkinesiology.org.)

Data from an AKA departmental survey that may prove useful in the negotiations will soon be available to member departments. It is encouraging that, despite financial hard times, departments continue to invest in AKA, and for good reason. If ever there was a time when college and university departments can benefit from uniting behind one organizational banner as a way of preserving and advancing the cause of their discipline and departments, this most certainly is it.

By Shirl Hoffman

Sources:

Facione, P. The Economy and Higher Education, January 29, 2009. Podcast available at AACU <http://www.aacu.org/Podcast/podcasts.cfm?id=133>

National Conference of State Legislatures <http://www.ncsl.org/programs/press/2009/pr020409gapupdate.htm>

"I think a combination of good fiscal stewardship on the part of the College administration, a real willingness on the part of faculty and staff to pull together and live with less when possible, and a strong union (UUP) have served us well thus far."

Sue Peterson, The College at Brockport, New York

Project Effort: Serving the Underserved Populations through Sport

*Tom Martinek, EdD
Professor of Kinesiology
University of North Carolina at Greensboro*

Tom Martinek is a professor in the Department of Exercise and Sport Science. During his 32-year tenure at University of North Carolina at Greensboro (UNCG), Martinek has focused on the social and psychological dynamics of teaching and coaching. For the past 16 years, Tom has directed and taught in Project Effort, which consists of after-school sport and leadership programs for underserved children and youth. The basis of his work has evolved from his past research on teacher expectancy effects, learned helplessness, and resiliency of

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Project Effort: Serving the Underserved Populations through Sport, continued

at-risk youth. He is also the director of the Community Youth Sport Development undergraduate and graduate programs at UNCG. Tom has also set up youth leadership programs in various international settings (such as Portugal, Indonesia, Mexico, and Spain). Serving as intern sites for his students, these programs have become an integral part of their professional development program.

Project Effort

Project Effort, which focuses on fostering personal and social responsibility among underserved youngsters, is in its sixteenth year of operation. Throughout its tenure it has served more than 700 children and youth. Project Effort came about as part of a collaborative between UNCG's Department of Kinesiology and the principal of Hampton Elementary School. The principal wanted students who were plagued with low grades, high office referrals, and school suspensions to have a chance to be part of an after-school program that would help them channel negative energy in a positive way. Their school biographies indicated that they would be highly at risk for dropping out of school in their later years.



Project Effort Sport Club in Greensboro

When the Project Effort "Sport Club" first started, all of the youngsters in the program were African American and lived in the "Grove" area of southeast Greensboro. The Grove is in a low socio-economic area of the city with one of the highest crime rates in Greensboro. The Grove is a public housing community where little adult supervision during after-school hours exists. It made sense, then, to provide a program that would give kids something to do during this discretionary time period.

The Project Effort Sport Club was called a "club" because we wanted the kids to feel they had a sense of ownership. Today, participating youngsters continue to come from Hampton, where they

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While the focus of the program is on sports, the underlying message is that kids need to learn how to make decisions that are healthy.

Project Effort: Serving the Underserved Populations through Sport, *continued*

are recommended by teachers, counselors, and the principal. We have also expanded Project Effort to serve kids from other public housing communities, especially those with heavy concentrations of immigrant families from Mexico, Vietnam, and Africa.

While the focus of the program is on sports, the underlying message is that kids need to learn how to make decisions that are healthy—both for themselves and society. Learning experiences are planned around Don Hellison's Teaching Personal and Social Responsibility model, which advocates self-control and respect for others, trying one's best, being self-directed, helping others, and applying these values outside the gym. These values are the cornerstones of program operations. The physical activity sessions are designed to maximize empowerment, self awareness, personal reflection, and a vision of a possible future.



Project Effort in Mexico

Five Components

Since its beginnings, Project Effort has been expanded in order to “stay with” the kids over multiple years. To do this, the program evolved into five components. The first two components are Sports Clubs that operate at the elementary (grades 3-5) and middle school (grades 6-8) levels, respectively.

The third component is an in-school mentoring program that matches each club participant with a university student. The matched pair spends time one day each week on setting goals and designing strategies that will aid in the transfer of the Sports Club values to the classroom. Feedback is sought from the mentor, the student, and the student's teacher with respect to how well the child did on the specific goal and on their general functioning within the school setting.

The fourth component involves providing assistance for parents

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Project Effort, which focuses on fostering personal and social responsibility among underserved youngsters, is in its sixteenth year of operation.

Project Effort: Serving the Underserved Populations through Sport, *continued*

and teachers to help students become effective goal setters in the home and classroom settings. Specifically, teachers attend workshops each semester, and parents are invited to participate in Parent Nights when Hellison's five responsibility goals are reinforced. During the Parent Nights, the parents are treated to sample Sports Club activities taught by their children. We end the evening with a shared meal during which each child, their parent(s), and mentor celebrate the child's accomplishments and discuss future directions for improvement.

The fifth and final component provides incoming and continuing high school youth opportunities to become leaders of their own sport program. The program, called the "Youth Leader Corps," allows youths who are "veteran" members of Project Effort to plan and lead other kids through values-based physical activity instruction. The youth leaders create lessons that incorporate both sport skills and the responsibility goals. They teach them to pre-school (Head Start) children and elementary-age children from various segments of the Greensboro

This experience provides the leaders with opportunities to expand their leadership skills to a broader community purpose.



High School Youth Leader Corps members show the way for others.

community. The Youth Leader Corps runs one day each week during the entire school year. In addition, six undergraduate and graduate students assist the leaders in planning and teaching. They also play a vital role in evaluating the leaders' performance.

Community Service Project

A recent extension of the Youth Leader Corps has been the addition of a community service project. This year the Youth Leader Corps members set up a homeless shelter on UNCG's campus. The shelter was part of a larger program called the Guilford Interfaith Hospitality Network (GIHN). GIHN seeks out agencies (mainly churches) to house and feed homeless families on one-week rotations. The Youth Leader Corps is now part of this network. Leaders provide activity for the

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Project Effort: Serving the Underserved Populations through Sport, continued

children, help to set up rooms for sleeping, and provide dinner and breakfast for three families. This experience provides the leaders with opportunities to expand their leadership skills to a broader community purpose. More importantly, it fortifies my effort to interface leadership skills with the spirit of helping and serving others.

Research and Evaluation

Research and evaluation have been an important part of this youth development program. A number of program variables have been considered through program inquiries. Examples of past research/evaluation efforts have focused on:

- factors affecting program commitment (Schilling, 2001; Schilling, Martinek, & Carson, 2007),
- effects of program and school cultures on value transfer (Martinek, Johnson, & Schilling, 2001; Lee & Martinek, In press),
- effects on office referrals, grades, reprimands, and attitudes (Martinek, McLaughlin, & Schilling, 1999; Martinek & Ruiz, 2005)
- verifying stages of youth leadership development (Martinek, Schilling, & Hellison, 2006).

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President's Report

In Kinesiology Programs, Like Football Offensive Linemen, "Bigger is Better"



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

In today's economic situation, many state and private universities are experiencing difficult financial times. State universities in Arizona, California, and Florida are facing unprecedented budget cuts that require decisions about units (colleges/departments) to eliminate or combine, degrees to drop, facilities to close, and faculty/staff to furlough or eliminate. Many of these decisions are based on enroll-

ment—it's easier to drop smaller departments/colleges and degree programs because fewer students, faculty, and staff are impacted. We have seen this occur in previous years with economic downturns but usually on smaller scales.

If you ask your department chair or dean, they are likely to tell you that annually they receive information from their university about enrollment and graduation data, typically provided by degree program (sometimes by department). Data are developed in that manner because universities are always looking for economies of scale. In difficult financial times, low-enrolled programs are easier to eliminate or combine.

Kinesiology seems to have difficulty learning the rule that being bigger is indeed better. We see many examples of academic units dividing into smaller groups with separate degrees or departments offering multiple degrees at the bachelors or graduate levels. Our friends from Athletic Training are currently making this same mistake—a separate degree for Athletic Training when the program could operate as effectively as part of Kinesiology. Physical education pedagogy programs have split off with separate degrees, sometimes even separate departments. These all produce low-enrollment degrees, and when universities seek efficiencies for budget or other reasons, low-enrollment degrees/programs/departments often get eliminated.

I recognize that having large programs is not the only secret to success; programs must also be of quality and productive in all aspects of university life. However, larger programs/degrees do offer protection on the first look by university administrators. If our departments/degrees are going to survive, we must "act smarter" in this regard. My advice is to combine all your programs at each degree level. Have a single BS in Kinesiology with options (concentrations or

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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*

President's Report, *continued*

whichever word is used at your university) in athletic training, health/fitness management, physical education, pre-health professions, or other options. The number counting is then by the degree, not the options. Degrees can be structured with a common university core, a common degree core, and options, and still have the flexibility to prepare undergraduates for professional opportunities if the faculty will work together. Graduate degrees can be structured in the same way—have one MS program with options, and one PhD program with options.

Kinesiology is one of today's most popular fields of study. Record enrollment growth has occurred over the past 10 years. Health professions (e.g., physical therapy, occupational therapy, physician's assistant, chiropractor, human medicine) all like kinesiology as an undergraduate degree. Health-fitness management and athletic training are popular with students. We need to take advantage of this opportunity to flourish, not split up into little units that lend themselves to elimination when times are difficult. In degrees, programs, and departments, bigger is most surely better.

AKA and Reeve Launch First Strategic Planning Effort

Working in conjunction with Dr. Gil Reeve, chair of the Department of Kinesiology at Louisiana State University and specialist in institutional and departmental strategic planning, AKA sponsored a strategic planning effort for the Department of Kinesiology at University of Mississippi on April 17.

Reeve describes the AKA Strategic Planning and Assessment Support Program as "a discipline-specific resource for kinesiology departments to develop appropriate goals and strategies for improving the teaching, research, and service missions of the department."

He brings a wealth of experience to academic planning, having served as director of strategic planning in the Office of the President at Texas Tech University from 2002 to 2008. He is a graduate of the Society for College and University Planning (SCUP) Planning Institute.

Ole Miss department head Mark Loftin was happy to have Reeve help guide his faculty's planning efforts. "After attending the AKA Leadership and Strategic Planning workshop last September, I realized that Dr. Gil Reeve would be an outstanding resource to guide our faculty in an upcoming departmental strategic planning retreat," said Loftin. "Many thanks to the American Kinesiology Association for their leadership and vision!"

As institutional resources continue to shrink, it is likely that faculty increasingly will be asked to undertake planning and assessment exercises. Helping them do this is one of several ways AKA serves its member departments.

*"My advice is to combine
all your programs at
each degree level."*

Executive Director's Corner

Kinesiology and Anti-Kinesiology

By Shirl J. Hoffman

A provocative article in *The Chronicle of Higher Education* (March 20, 2009) suggests that sports spectatorship owes in large part to our hard-wired passion for self-identification and for affiliating with large groups of people. Weaknesses in the theory notwithstanding, the article managed to draw our attention once again to the enormous numbers of people who opt to spend their free time sitting in stadiums, arenas, and sports fields—watching rather than playing—while drinking and munching on food that their arteries would prefer they forgo. Although kinesiology defines itself as a field centered around physical activity and publicly declares a commitment to increasing the proportion of adults who “engage in vigorous physical activity that promotes the development and maintenance of cardiorespiratory fitness 3 or more days per week for 20 or more minutes per occasion (Healthy People 2010),” it has always been entangled more or less with the entertainment side of sports, and spectatorship has always fit rather awkwardly with kinesiology.

Sports management, with its specializations in sports marketing, crowd control, finance, and event management, comes to mind. So does our long history of preparing coaches. Coaches are teachers and role models of course, but many also are in the business of developing athletic talent for mass consumption. Athletic directors help organize athletic competitions, but viewed from another angle they are executive producers of what often are outlandish extravaganzas for largely passive audiences. Athletic trainers play an important role in ministering to the sick and injured, but from another perspective they are part of a stage crew that keeps the shows rolling along. Likewise, human performance scientists help athletes test and increase their physiological limits, but viewed from another angle, they can be seen as part of an R&D/quality control effort to ensure that the quality of entertainment is maintained at the highest of levels.

How can a field be devoted both to motivating a largely sedentary public to move yet at the same time be at the forefront of efforts to enlarge our appetites for largely sedentary experiences? If kinesiology is the field that studies physical activity, isn't a field that promotes the largely sedentary patterns of entertainment-starved masses “anti-kinesiology”?

Some would say that preparing a professional force for staging athletic shows so the rest of us can sit on our not-always-svelte backsides hasn't bothered us for years. Why should it do so now? Yet on another level, the disconnect chafes like a stone in the shoe. Few kinesiologists would recommend that sport management, coaching education, or the human performance sciences be shown the door on this account (although a surprising number of sports management faculty have moved to other divisions in their institutions that aren't saddled with the obligation of physical activity). Maybe the dissonance could be mitigated a bit if, by working with faculty in exercise science

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Dr. Shirl Hoffman

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Executive Director's Corner, continued

and nutrition, we can reconnect some threads that have been frayed, even if it serves only a symbolic purpose.

Some suggestions: Let's work to ban food peddlers that wander the stands; if fans insist on eating junk food, let them walk to the concessions stand to get it. How about a concerted effort to ban the cheese-drenched nachos and sugary drinks served up to flabby aficionados? If you want to paint your body the color of your team and wear funny hats you also can learn to eat rice cakes and drink tomato juice. Let's lobby baseball teams to arrange for exercise specialists to lead inter-innings calisthenics, and football teams to allow fans to walk around the stadium oval during halftime. Perhaps we should mount an effort to convince stadium architects to locate parking lots at least one mile from stadiums or campaign for discounted tickets for fans who can certify that they can walk a mile in six minutes.

My tongue is firmly in my cheek, of course. I don't really believe that any of this is likely to occur, at least not until universities, the self-proclaimed instruments of social betterment, stop building cavernous cathedrals for the sedentary and begin to take seriously their responsibility for promoting a physically active lifestyle for all. Perhaps a good place for universities to begin to meet this obligation would be to spend as much money on imaginative programs to insure that all students, regardless of major, incorporate physical activity into their daily lifestyles, as they currently do on their intercollegiate athletic programs.

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American Kinesiology Association Program Reviewer Roster

From time to time the American Kinesiology Association is asked to recommend individuals to participate in departmental reviews. Normally these are conducted as part of regular program review cycles and involve an analysis of a departmental self-study plan, a site visit, and a write-up of a final report. In some cases only one external reviewer is required while other reviews may require two or more external reviewers. For a variety of reasons, the AKA has decided not to recommend specific individuals for these assignments. Instead, we are establishing a Program Reviewer Roster (PRR), which prospective clients may consult to select those individuals who appear most suited by virtue of education, experience, and interest to serve their departmental needs. The AKA is acting merely as a resource in this matter; it neither sanctions nor recommends individuals listed in the roster. All financial and other arrangements are to be arranged between the reviewer and the institution.

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AKA Program Reviewer Roster, *continued*

Registering for the Program Reviewers Roster

Those who have previously served as program reviewers or those without prior experience but who feel qualified to serve may go to the AKA Web site page at <http://www.americankinesiology.org/SubmitReviewer.cfm> to submit their names, institutional affiliation, and a brief professional bio (250 words or less) for consideration.

Professional bios should include name and contact information, degrees, employment history, scholarly specialization, experiences that qualify you to be a program reviewer, and whether you would be interested in reviewing doctoral, regional, or liberal arts university or college, or all categories of institution.

Note: The Program Reviewer Roster is not to be confused with AKA's departmental strategic planning consultations provided gratis by Dr. Gil Reeve (see <http://www.americankinesiology.org/Showarticle.cfm?id=31>). This strategic planning service is more targeted and focused on short- and long-range planning. Arrangements for Dr. Reeve's services should be made through AKA by contacting Shirl Hoffman at shoffman@americankinesiology.org.

AKA Seeks Web Site Coordinator

The American Kinesiology Association is in the process of upgrading/revamping its Web site (www.AmericanKinesiology.org) and requires the services of a committed professional to volunteer to coordinate Web postings and activities. The Web site serves as the hub of the organization's member services and is the public face of AKA. The assignment requires working closely with the executive director.

The coordinator is the designated receiver of new postings and is responsible for making simple updates and sending the rest on to IT staff for incorporation into the Web site. The coordinator is NOT responsible for creating content but insures that all submissions are in proper form and that Web site features are updated. This position requires no advanced computer training. Responsibilities can be handled by either a faculty member or doctoral student. The Coordinator may be asked to participate in occasional conference calls with the Executive Committee. The assignment is estimated to require no more than 60 minutes per week. Those interested should contact Shirl Hoffman at shoffman@americankinesiology.org.

*The AKA is looking for a
committed professional
to volunteer to coordinate
Web postings and
activities.*

Short Shots

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

What Makes Newly Tenured Faculty Tick?

What is it that drives professors to choose a career in higher education when other, more alluring and higher paying careers are viable options? The question inspired a three-year study by Anna Neumann, which is reported in a recent book (*Professing to Learn: Creating Tenured Lives in the American Research University*, Johns Hopkins Press, 2009) and summarized in an article in the recent issue of *Change*. Both are deserving of a read by all who work in the halls of academe. Neumann's in-depth study of forty recently tenured professors at four universities revealed that, above all, passion for their work was the primary attraction to the professoriate. Faculty accounts of being absorbed in their work were strikingly similar to what Mihaly Csikszentmihalyi has coined "flow"—in these cases, passionate highs of knowing and feeling similar to artists' description of their attraction to art.

As to how this passion can be preserved in the face of the tumultuous times facing higher education, Neumann has some ideas. She recommends that newly tenured professors create times and communities for transmitting their scholarly passions, limit their focus to what matters most to them in the face of a variety of post-tenure invitations and obligations, and that they form links between what they find meaningful in their own lives and their scholarly work, teaching, and service. Administrators can help, says Neumann, by cultivating a culture of collegiality, supporting efforts for cross-disciplinarity, and being careful not to push newly tenured professors into arenas for which they haven't been prepared.

See full article at: Neumann, A. Protecting the passion of scholars in a time of change, *Change*, March/April, 2009, 10-15.

What Do Full Professors Know that Assistant Professors Do Not?

Do differences in faculty expertise track differences in faculty rank? The question was investigated in a study recently reported in the *Journal of Higher Education* based on "non-directive interviews" of 13 junior (pre-tenure), mid-level, and senior history professors from two different universities.

The investigators, Dorothy Finnegan and Adrienne Hyle, identified a number of different ways faculty at these ranks think about and execute their work. Junior faculty were more likely to spend time elaborating on the formal knowledge acquired in their dissertation and to experience trouble fitting new ideas together. Mid-level faculty were more likely to search for new intellectual challenges and to explore new methodologies and conceptual frameworks. Senior-level faculty placed

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Short Shots, *continued*

a value on synthesizing their scholarship and teaching, assuming an authoritative voice, and picking and choosing with whom they wish to work. While variations in “expertise” varied according to professorial experience, there was no strong association with professorial rank.

The authors conclude that “the awarding of rank (does not) automatically propel a faculty member into a new level of understanding.” Although the investigators confessed that they “do not believe that rank is the sole or dominant force in this growth,” they do allow that the approbation (achieved through promotion) may help to propel faculty toward the next level of expertise.

See full article at: Finnegan, D.E. & Hyle, A. E. Assistant to “Full”: Rank and the Development of Expertise. *Teachers College Record*, 111 (2), 2009, p. 443-479.

Upping Academic Standards

Every faculty member who has railed against the abyss that seemingly separates them from undisciplined, distracted, intellectually incurious students who often “wear ignorance as a titled right” will find commiseration in a provocative article in *Liberal Education* by Kenneth Stewart and Keith Schlegel, professors emeriti at Frostburg State University. Who is to blame for this depressing state of affairs in which we see “a deepening cynicism about the value and relevance of work and educational accomplishment?”

If Stewart and Schlegel are to be believed—almost everybody: college leaders and alumni more concerned about sports than academics, board members more concerned about appeasing politicians than academic quality, elevated tuition costs that require more and more students to work, enrollment-driven budgets, and a tendency for institutional leaders to confuse capitalism with egalitarianism. But, say the authors, faculty must bear part of the blame too, and it is to faculty that they look for the remedy.

The study summons the following instructors to change their ways: cowardly faculty who are fearful that implementing stronger academic standards will lead to student backlash and critical remarks on RateMyProfessor.com; faculty who fail to question administrators’ demands that parents and students be “satisfied” above all else; and faculty whose grading practices are ambiguous and severely tilted toward “A”s.

The authors offer a host of suggestions including instituting grade-reporting mechanisms that allow faculty to report not only grades but an estimate of the student’s overall rank in class. They urge faculty to “speak truth to power” by educating board members, legislators, and administrators on “the limits of efficiency, and of crude measures of productivity, and the corporate model of academe.” Even though many of these ideas have been recommended before, the authors’ skill in

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Mid-level faculty were more likely to search for new intellectual challenges and to explore new methodologies and conceptual frameworks.

The authors urge faculty to “speak truth to power” by educating board members and other decision makers.

Short Shots, *continued*

shining a light on the complex of factors undermining the credibility of higher education makes this a deserving read.

See full article at: Stewart, K.D. & Schlegel, K.W. Expecting More: On Elevating Standards at Public Universities. *Liberal Education*. Winter, 2009, 44-49.

Publishing in Physical Therapy

As the links between kinesiology and physical therapy continue to tighten, and graduates of kinesiology PhD programs continue to assume faculty posts in physical therapy departments, factors contributing to variations in publication/presentation rates among physical therapy faculty are naturally of interest to kinesiologists.

In an interesting study reported in *Physical Therapy*, Regina Kaufman at Springfield College discovered that among career factors that determine research productivity was the type of terminal degree earned by physical therapy faculty. Like kinesiology, physical therapy is a “non-paradigmatic field” that draws its knowledge base from a variety of disciplines. (Noteworthy was Kaufman’s observation that “the body of knowledge unique to physical therapy is arguably the specialized application of information from disciplines such as exercise science and movement science.”) In effect, one non-paradigmatic field derives its foundational knowledge on another non-paradigmatic field. Kaufman found that faculty possessing the doctorate of physical therapy were much less likely to publish and present in peer-reviewed forums than those whose degrees were earned in “paradigmatic” fields such as chemistry, biology, and other traditional disciplines. Since kinesiology is a non-paradigmatic field, it is tempting to conclude that physical therapy faculty whose highest degrees were in kinesiology were also less likely to publish, but Kaufman cautioned us against drawing such conclusions, noting that “how differences in publication and presentation rates play out for individual fields rather than within the general grouping of paradigmatic and non-paradigmatic fields needs further study.”

See full article at: Kaufman, R. R. Career factors help predict productivity in scholarship among faculty members in physical therapist education programs. *Physical Therapy*, 89(3) March, 2009, 204-221.

New Journal Makes Its Debut

A new bimonthly publication, *Sports Health: A Multidisciplinary Approach*, made its appearance in January 2009. The journal is a collaborative effort of the American Orthopaedic Society for Sports Medicine, the National Athletic Trainers’ Association, the Sports Physical Therapy Association, and the American Medical Society for Sports Medicine. Full text downloads of its articles can be found at <http://sph.sagepub.com/>.

Report Outlines Faculty Salaries

Here are tidbits from the AAUP report *2008-2009 Report on the Economic Status of the Profession*:

- Faculty salaries rose 3.4% this year, outstripping inflation.
- Across public and private doctoral institutions, average salaries were as follows: Professors, \$133,456; Associate Professors, \$87,967; Assistant Professors, \$75,172.
- For master's-level institutions: Professors, \$93,956; Associate Professors, \$72,671; Assistant Professors, \$60,701.
- For baccalaureate institutions: Professors, \$91,648; Associate Professors, \$70,456; Assistant Professors, \$57,929.

The Committee on the Economic Status of the Profession concludes: "After six years of stagnation, inflation-adjusted full-time faculty salaries are up on average for 2008–09 because inflation is running at its lowest rate in decades. Yet faculty members around the country—all of us, really—approach the coming year with trepidation. The systematic data we have been able to assemble do not reflect the ominous economic reality that is now confronting colleges and universities across the land."

Source: American Association of University Professors, *Report of the Committee on the Economic Status of the Profession*, Table 4, at <http://www.aaup.org/AAUP/comm/rep/Z/ecstatreport08-09/TOC.htm>. For the complete report, see <http://www.aaup.org/AAUP/comm/rep/Z/ecstatreport08-09/default.htm>.

Faculty salaries rose 3.4% this year, outstripping inflation.

Financial Returns of Teaching and Coaching

The defense rushed to resist any challenge of the enormous salaries large universities pay their football and basketball coaches is almost always financial. During a February press conference, University of Connecticut basketball coach Jim Calhoun gruffly defended his \$1.6 million salary on grounds that his program brings \$12 million into the university each year, failing in the process to note that more than \$6 million is spent on the basketball program. (One poll had 3 out of 5 Connecticut citizens siding in favor of Calhoun's huge paycheck.) Faculty salaries—in contrast to Calhoun's—tend to be viewed by the citizenry as overall liabilities, money paid by universities for which they or the public coffers receive no financial return.

Not so, says Boston University professor of education Thomas Cottle. Writing in the April 3 issue of *The Chronicle of Higher Education*, Cottle compares the financial return on his teaching to that of Calhoun's basketball program and concludes that he is a much more substantial financial asset than the coach. As an education professor, Cottle figures that he has an influence each year on 150 students who, when they

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Short Shots, *continued*

become teachers, will have an influence each year on approximately 85 students, bringing Cottle's range of influence each year to 12,750 students. Over the course of 15 years the coach will bring in a bit more than \$100 million to the university, while over the same time, Cottle estimates that his teaching efforts will have affected 191,250 human beings who will have earned \$8.61 billion and paid \$1.72 billion in federal taxes.

See full article at: Cottle, T. March money madness: The coaches vs the professors. *Chronicle of Higher Education*, April 3, 2009.

Canadian Students Less Prepared for University Work than in 2005

Faculty in the United States who sense that levels of readiness of freshman students have been on the skids for the past few years will be interested in knowing that their colleagues north of the border are echoing the same concerns. In a survey of 22 universities released by the Ontario Confederation of University Faculty Associations, more than 55% of faculty and librarians stated that they believed levels of writing and numeric skills in first-year students have declined over the past three years. They also reported a decline in research skills as evidenced by an overreliance on Internet tools and a growing sense of entitlement among students who expect success without the requisite effort for attaining it. What faculty should do about this dismal trend is not addressed.

Source: Ontario Confederation of University Faculty Associations Press Release, April 6, 2009.

The report is available at <http://notes.ocufa.on.ca/OCUFAPress.nsf/A97A540CA9EEC6D6852573B00053F099/DA2506597AEEBA378525759000497B01?OpenDocument>.

Childhood Obesity Problem Makes Appearance Early and Afflicts Racial and Ethnic Groups Differently

A recent study reported in *Archives of Pediatrics and Adolescent Medicine* is receiving a great deal of attention. Sarah Anderson and Robert Whitaker of The Ohio State University and Temple University, respectively, report observing stark differences among racial and ethnic groups of preschool children.

- Based on body-mass index/growth chart measures collected on 8,550 U.S. preschool children, 18.4% of all 4-year olds were found to be obese.
- Obesity rates were found to differ among racial and ethnic groups as early as age 4.

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Short Shots, *continued*

- 31.2% of Native American and Native Alaskan children, 22% of Hispanics, 20.8% in Afro-Americans, 15.9% of Whites, and 12.8% in Asians were classified as obese.

See full report at: Anderson, S. E. & Whitaker, R.C. Prevalence of obesity among US preschool children in different racial and ethnic groups. *Archives of Pediatrics and Adolescent Medicine*, 209; 163 (4) 344-348.

Member Department News

San Jose State University, Kinesiology Department

Dr. Emily Wughalter, professor of Kinesiology in the College of Applied Sciences and Arts, was selected as the recipient of the 2008-09 San Jose State University Outstanding Professor Award. This award honors faculty whose academic career exemplifies excellence in teaching effectiveness.

According to San Jose State President Jon Whitmore, Wughalter's extraordinary ability to weave lecture material with group activities and critical discussion of the course reading is unparalleled. She is best known for her ability to create a bond of trust that encourages students to become engaged, participatory, and interactive in the classroom.

Texas A&M University, Department of Health and Kinesiology

by Dell Billings

Dr. Danny Ballard, a nationally recognized leader in the field of health, has officially been named division chair of Health Education in the Department of Health and Kinesiology at Texas A&M University.

Ballard, past president of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), will continue in the role she has been serving in an interim basis for the past two years.

After a nationwide search, many in the department believed that the right person was already in place to lead the division. The decision to make Ballard's position permanent was decided from opinions from faculty in the health education division and the approval of department head Dr. Richard Kreider.

"I have been impressed with Dr. Ballard's ability to serve as a strong but reasoned advocate for her division, her ability to provide stability to the division, and the support and confidence she has quickly garnered

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*AKA member
departments service
39,234 undergraduates,
3,537 master's students,
and 855 doctoral
students through the
work of 1,664 faculty.*



Dr. Emily Wughalter



Dr. Danny Ballard

from her faculty," Kreider says. "This decision will not only solidify the leadership within the department but also provide needed faculty support necessary to strengthen the health education division."

Temple University, Department of Kinesiology

Michael R. Sitler, EdD, ATC, chair of Temple's Department of Kinesiology, received Fellow status in the National Athletic Trainers' Association (NATA) in 2009. The NATA Fellows program recognizes professional achievement in research and/or education, combined with service to the profession. Only the most accomplished scholars in the athletic training profession earn this distinction.

News from Affiliated Organizations

American College of Sports Medicine (ACSM)

The ACSM's annual meeting will be held May 27-30 in Seattle, Washington. For 56 years, the American College of Sports Medicine has consistently presented the latest in original research to individuals interested in sports medicine and exercise science. With a record number of abstracts, ACSM's 56th Annual Meeting offers cutting-edge research that professionals can put into action. Join thousands of clinicians, scientists, educators, and students from around the world for this exceptional meeting. Visit www.acsm.org/annualmeeting to register today.

American Psychological Association-Division 47

The APA Convention will take place August 6-9 in Toronto, Ontario, Canada. Division 47 (Exercise and Sport Psychology) has an excellent program. Please see <http://www.apa.org> for convention information.

Association for Applied Sport Psychology (AASP)

Sport and exercise psychologists from around the world will gather in Salt Lake City, Utah, September 15-18, for the 2009 Association for Applied Sport Psychology (AASP) annual conference at the Sheraton City Centre. The conference promotes the science and practice of sport and exercise psychology and will offer seminars, keynote speakers, and networking opportunities for members and pre-registered guests.

This year's Coleman Griffith Lecture Keynote speaker, Dr. Jerry R. May, will speak on "The Hidden Secret of Success: The Fun Factor." He was the first director of sport psychology of the U.S. Olympic

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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 (NASPSA)

North American Society for Sport History (NASSH)

The AAHPERD Research Consortium

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Bridgewater State College

California State University, Fullerton

California State University, Sacramento

California State University, San Bernardino

California State University, Chico

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Training Center in Squaw Valley, California, and was later designated U.S.O.C. sport psychologist to the 1992 Barcelona Olympic Games, serving more than 100 different Olympic athletes and coaches as a member of the Sports Medicine Team. During his extensive career, he has been a member of the U.S.O.C. Sports Medicine Council, and a sport psychologist for U.S. Sailing, and has worked with the U.S. World Cup Soccer Team. Additionally he has worked with elite athletes and coaches of sports ranging from professional tennis and golf to the National Football League, diving, swimming, biathlon, figure skating, rock climbing, and ultra distance running.

In addition to Dr. May, other AASP speakers include Health and Exercise Psychology Keynote Presenter Dr. Robert Sallis on "Exercise is Medicine," Social Psychology Keynote Dr. Ketra Armstrong on "Self and the Social Psychology of Sport Consumption," and the Performance Psychology Keynote J.J. Clark, University of Tennessee track and field/cross country coach, on "Coach Clark's Key Concepts Pertinent to Success." Details are available at www.appliedsportpsych.org.

New to the conference this year is the addition of the AASP Sport Psychology Expo, September 18-19, which is open to the public and will showcase the best practices of sport psychology through advance-registration workshops and programs. The NBA Utah Jazz star Thurl Bailey will deliver the keynote address at the Expo, which is geared to all levels of athletes, coaches, parents of athletes, athletic directors, and community leaders. A full schedule of Expo seminars and speakers can be found at www.SportPsychExpo.com.

About AASP: The Association for Applied Sport Psychology (AASP) promotes the ethical practice, science and advocacy of sport and exercise psychology. Founded in 1986, AASP is an international, multidisciplinary, professional organization that offers certification to qualified professionals who practice sport and exercise psychology. With more than 1,200 members in 28 countries, AASP is a worldwide leader, sharing research and resources with the public via its Web site, www.appliedsportpsych.org.

International Association for the Philosophy of Sport (IAPS)

Doug Hochstetler, IAPS conference chair, announces that the International Association for the Philosophy of Sport will hold its 37th annual conference in Seattle, Washington, August 27-30, with Seattle University serving as the host institution. Dr. Dan Tripps, director of the Seattle University Center for the Study of Sport & Exercise, is chair of the Site Organizing Committee and is working with his committee to prepare what promises to be an outstanding conference.

Presentations will be made in numerous areas of philosophy of sport, including metaphysics, epistemology, aesthetics and ethics, and from theoretical approaches like analytic philosophy and critical theory. In addition to paper presentations, roundtable and panel discussions on a number of specialized topics are often part of the conference. The Distinguished Scholar speakers will be Nick Dixon of Alma College, Michigan, and Sigmund Loland of The Norwegian School of Sport Sciences. Both are internationally acclaimed sport philosophers who will no doubt deliver stimulating addresses. The IAPS conference is noted for graduate-student and emerging-scholar

AKA Member Institutions, continued

California State University,
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Central College
Coastal Carolina University
Colorado State University
East Carolina University
Florida State University
Fort Lewis College
Frostburg State University
Furman University
Hofstra University
Humboldt State University
Indiana University
Iowa State University
James Madison University
Kansas State University
Louisiana State University
Louisiana Tech University
Manhattan College
Meredith College
Michigan State University
Michigan Technological
University
Middle Tennessee State
University
Missouri Western State
University
Morehouse College
North Dakota State University
Northern Illinois University
Palm Beach Atlantic
University
Pennsylvania State University
Reinhardt College
Saginaw Valley State
University
San Diego State University
San Francisco State
University
San Jose State University
Seattle Pacific University
Southeastern Louisiana
University
Springfield College
St. Ambrose University
Taylor University
Teachers College, Columbia
University
Temple University
Texas A&M University
Texas Tech University
The College at Brockport-
State University of
New York

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News from Affiliated Organizations, continued

participants, and welcomes all who share an interest in and passion for sport philosophy.

For further information, please go to the IAPS Web site and follow the conference links at www.iaps.net. To contact the conference chair, e-mail dxh174@psu.edu.



Call for Proposals: 2010 NAKPEHE Conference

The 2010 NAKPEHE Conference will take place January 6-9, 2010, at Millennium Resort, Scottsdale McCormick Ranch, in Scottsdale, Arizona. The theme, "Good to Great: Success Stories in Kinesiology and Physical Education," is based on the book *Good to Great: Why Some Companies Make the Leap . . . and Others Don't* by Jim Collins.

Our field and this organization have confronted difficult times in the past; there have been many questions about how to survive and thrive in a changing academic environment. For this conference, however, we don't want to focus on the negative stories but on the positive. What is it that you are doing in your program and at your university that you can share that shows you have made the leap from "Good to Great"?

Possible topics include:

- What kind of leader are you? How do you know if you are a "Level 5" Leader?
- Which should you do first: Select the right individuals for your program or decide which direction to go?
- In these tough economic times, how are we "facing the brutal facts" and still moving towards greatness?
- Are you a "hedgehog" or a "fox"? Does your program try to do too much instead of doing one thing very well?
- Does your program have a "Culture of Discipline"? Not authoritarianism, but determination and purpose?
- Other topics are welcomed and encouraged.

To submit a program proposal, go to www.nakpehe.org. Proposals are due October 1, 2009. For more information, contact Alison M. Wrynn, California State University, Long Beach, at awrynn@csulb.edu or 562-985-4085.

AKA Member Institutions, continued

University of Florida
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University of Hawaii at Hilo
University of Idaho
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Indianapolis
University of Maryland, College Park
University of Massachusetts
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University of Mississippi
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University of Tennessee at Martin
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