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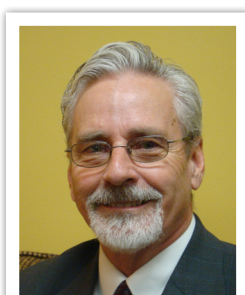
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PRESIDENT'S MESSAGE

Moving Forward While Looking Backward

By T. Gilmour Reeve, Louisiana State University



Gilmour Reeve

One of the important principles of sport performance may be "watch where you're going," but at times it is critical to look back to understand where you've been. The start of each academic year gives us an opportunity to do both: to look ahead to the coming year and to reflect back on the previous year. The past summer provided that moment for the AKA leadership to look back at what has been accomplished and to make plans to move ahead.

The look back was encouraging and impressive. As a new organization, AKA has made significant progress toward achieving our vision of promoting kinesiology as an academic discipline. Building on our initial activities, AKA continued its leadership workshops in 2010. More than 50 faculty and administrators met in Dallas, Texas, to discuss the challenging economic times facing higher education and the impact of those challenges on our academic departments. The importance of positioning the department within the central mission of the institution was emphasized. Strategies were

suggested to develop new revenue streams for departments. The success of the workshop reinforced the unique contributions that AKA can make to our member departments. That is, only an organization that is focused on promoting the discipline through the departments can bring together the academic leaders to discuss the common issues that challenge our discipline.

Other AKA activities included the National Survey of Kinesiology Programs. This AKA survey provided demographic information on student enrollment and growth of our undergraduate and graduate programs and faculty salary and composition. Feedback from department chairs indicates that the information was a valuable resource for benchmarking and requesting additional support from their college and university administrators. Moreover, AKA encouraged *Inside Higher Education* to report on the phenomenal enrollment growth in our kinesiology departments. The article at <http://www.insidehighered.com/news/2010/08/11/kinesiology> provides a positive description of the growth of our discipline.

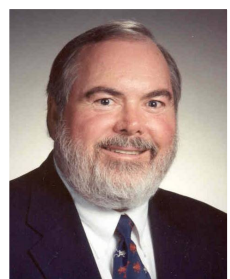
Another AKA commitment is for our organization, through its leaders and members, to be actively engaged with our affiliate organizations (the other professional and scholarly organizations that focus on kinesiology). Last

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INSIGHT

Ethical Issues in Authorship

By Jerry R. Thomas, EdD



Jerry R. Thomas

Editor's Note: Issues surrounding authorship can be a hot-button issue. If authorship is not handled properly, it can disrupt the harmony of a department. In this brief statement, Jerry Thomas, dean and professor in the College of Education at University of North Texas,

lays out some basic guidelines for determining authorship on published work. A discussion of Thomas' comments follows.

Among the many ethical issues in research and scholarship is, "Who should be an author on published papers, and in what order should authors appear in the listing?" This process is somewhat complicated when graduate (or even undergraduate) students are involved in the research and publication. Even adding to this is when the student has completed a thesis or dissertation working with their major professor. This short paper attempts to address these issues.

Research and writing projects often involve multiple authors. About the only way to avoid the difficulty of researching and writing with others is not to research and write with others—a rather poor alternative in today's complex world of scholarship. So the issues regarding multiple authorship are:

"My rule is, students should always be first author on their thesis or dissertation."

- Who should be included as an author?
- In what order should authors' names appear?
- What policies should govern authorship on theses and dissertations?

Who Should Be Included as an Author?

The overriding principle should be "who contributed to the planning, execution, and writing of the project?" However, that is not always easy to determine. For example, if a faculty member has a research grant, and this grant supports a graduate student to collect data and even contribute to the writing of the research, should the student be a co-author? Often a faculty member includes the student as a second or third author because she or he wants to involve the student in the total research process. But what if the student was supported only to be a technician or data collector in the project? That is probably not sufficient involvement to warrant co-authorship. If the student is fully involved in most aspects of the research (funded or not), then the student should

be a co-author (funded or not). My recommendation is that faculty should include their students in their research program from the beginning of the graduate student's work. As soon as the student is making a "substantial contribution," then he or she should be included as a co-author.

The same general model should apply to collaborating with other faculty. If the person makes a substantial contribution, then he or she should be included. Often, directors of research labs expect to be included in projects done in "their" lab. My feeling is that the lab does not in fact belong to the lab director but to the university. Because a person is the director of a specific lab does not entitle co-authorship on projects completed in that facility. If it does, then should the department chair be included on all publications in their department since she or he directs the department?

In What Order Should Authors Appear?

Again, the deciding consideration is "who contributed the most to the planning, execution, and writing of the project?" At the beginning of the project, everyone should agree to the relative amounts and importance of contributions, thus establishing author order. Sometimes that is difficult to determine since projects often go through several phases and revisions, and when this occurs, the relative contributions of investigators can change. At this point, another discussion of author order should take place.

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Ethical Issues in Authorship

Failing to follow a process like this has often resulted in hard feelings among faculty and students as well as the dispersal of effective research groups and even termination of professional and personal friendships.

One special instance about authorship occurs when a research report, originally given as a conference presentation, is written up for publication. In general, the rule is the same: authorship on the paper (and order of authors) should be related to their relative contributions. Sometimes an author on a presentation may not be appropriate for the published paper. Generally, this occurs when the contribution to the research report was minor and recognition on the presentation was sufficient. Again, a discussion of these issues before beginning the work is best, and certainly a discussion at the time of writing the paper is essential.

What about Thesis and Dissertation Work?

The American Psychological Association indicates that, typically, a student is to be listed as primary author if the paper is based on her or his thesis or dissertation. We know that major professors often supply the idea, the methodology, the lab space or field setting, and much editing for a typical thesis. This is not surprising, as the master's student is not sufficiently advanced as a scholar to generate this information. What if the student is supported on a faculty member's grant and the thesis results from part of the grant data? What about if two graduate students are working on related datasets and a single schol-

arly paper results?

All of these decisions are difficult. Throw in the mix a young assistant professor-dissertation mentor whose career depends on publications, and author order and the situation becomes more complex. My rule, remembering that it is easier for a professor to abide by this rule than an assistant professor, is students should always be first author on their thesis or dissertation. When two students' theses are involved in a single publication along with a major professor, the major professor is listed last. Flip a coin to determine which student's name is listed first. Remember, we are paid to prepare students and to guide their development.

Finally, it isn't essential that the major professor be listed as an author on theses or dissertations. It depends on his or her contribution. If the major professor is involved in all aspects of planning and execution of the study and provides guidance and editing for the writing, then clearly she or he should be a second author. However, just because it was done in the major professor's lab or field setting does not entitle him or her to be second author. The major professor must make a substantial contribution to the work beyond editing and providing space.

Summary

So here are Thomas' four rules (with full credit to APA and my research methods textbook co-authors) for joint publication:

1. Anyone listed as an author should have

- made a substantial contribution to the planning, execution, and writing of the project;
2. Determine who should be an author and the author order before beginning the project;
 3. Students should be first author on their thesis or dissertation;
 4. A major professor should be second author on a thesis or dissertation if they contributed substantially to the creation, execution, and editing of the work.

Much of this paper is based on two sources: American Psychological Association (2010) and *Publication Manual and Research Methods in Physical Activity*, J.R. Thomas, J.K. Nelson, & S. Silverman (2011, 6th ed.), Human Kinetics.

The authorship discussion continues on the next page.

INSIGHT

Colloquy on Authorship

AKA asked four well-published scholars to react to Thomas' "Ethical Issues in Authorship" and serve as a panel in a brief colloquy on the topic. Bob McMurray from UNC-Chapel Hill, Carl Maresh from University of Connecticut, Sandy Shultz from UNC-Greensboro, and Dan Gould from Michigan State University are the panelists.

KT: Thomas notes that questions about authorship arise in many different contexts: collaborative



Robert McMurray



Carl Maresh



Sandy Shultz



Dan Gould

efforts with colleagues, students, and technical support staff; publications of grant-supported and lab-supported research; and dissertation/theses publication to name a few. In your experience, which of these are most problematic for scholars?

McMurray: Authorship from thesis work can be very problematic. Typically, these students finish their project late in their programs and move on to jobs, providing no real incentive to publish. For thesis work, decisions regarding publication and presentation should be known to the student during the early stage of the development of the project, before the formal proposal. At the time of the proposal, consideration should also be given to the remainder of the thesis committee and their requirements to become co-authors and order of appearance.

If the student generates the research question, they should be considered primary author, regardless of where the support for the project originates. However, if a manuscript is not forthcoming within a given period of time (six months post defense), then the faculty adviser has the right to develop the manuscript and become primary author, and the student is relegated to second author.

Maresh: As Bob has clearly identified, authorship from thesis work can be problematic. However, these problems can be largely avoided by unam-

biguous discussions with the research team as the project is being developed. For the most part, a master's student deserves to be the first author, provided that substantial contributions have been made at all stages of the research process including hypothesis development, thorough data collection and analyses, and writing. Doctoral research, by its very nature, implies that these contributions have been made. If thesis or dissertation research is funded through extramural support obtained by the major professor, this could be sufficient to justify the major professor as the first author. Again, all these issues should be clarified very early in the research process. I totally agree that if the student has not provided a journal-formatted manuscript within a 6- to 12-month period following degree conferral, either the major professor or another member of the research team who assumes this responsibility can become the primary author.

Shultz: I'm a strong proponent of the student being first author on any thesis or dissertation. I also believe that a 6- to 12-month time period is a reasonable time for a student to complete a journal-formatted manuscript for submission, but I'm not sure that I would always consider it appropriate to assume primary authorship at that point. This in my mind depends on the progress made, how independent the student was throughout the thesis/dissertation process, and how closely the submitted paper may track with the original thesis/dissertation document. Unless

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Colloquy on Authorship

I can make the case that my overall contribution exceeds that of the student's contribution, I will often work to complete a manuscript but retain the student in the primary author position. I also try to keep in mind the rare but real potential of scientific misconduct on the part of the student, who is by nature of the project, doing independent work. So unless I have the opportunity to directly and closely supervise all aspects of the research project, I rarely feel comfortable assuming primary responsibility for the work and will retain the student as primary author.

Gould: I think the authorship issue has become especially complicated in recent years because of the quantity of research being conducted today, the tendency to divide studies into different articles because of journal page limits, the increased speed at which research is being produced (due to enhanced technology), and the fact that top research is best conducted in multidisciplinary teams with individuals having very specific roles (e.g., statistician). For example, if a statistician conducts an analysis that no one on the team can do but was not responsible for the design and conceptualization of the study, where does that person fall in the authorship order if four or five authors are on the article? If a team leader writes a large grant with multiple studies coming from it but is not involved in collecting or analyzing the data on one study outlined in the project, where does he or she fall on the authorship order? Does a student volunteering to help on a research project get

“The decision of authorship should be based on the actual contributions made to the particular study reported in the manuscript and not by position or title.”

more credit than one who works on it as part of a paid research assistantship? Finally, to collect data here at Michigan State, doctoral students cannot take responsibility for being the principal investigator on their dissertations relative to human subjects' approval—only a full-time faculty member can do so according to university policy. Hence, the faculty member is ultimately responsible for good ethical practice all the way through the publication process. How does this weigh in determining authorship?

Given the above, it is imperative that investigators identify guiding principles to use to judge specific authorship order issues. In addition, as Bob, Sandy, and Carl have mentioned, the criteria for authorship order must be discussed early in the research process and be re-evaluated as the work progresses. It is especially important that advisers create an environment for students to

freely discuss authorship issues in the light of the power differences that exist between students and faculty. Lastly, we should recognize that not all faculty will use the same criteria for assigning authorship; while some good general principles should cut across investigators, some individual difference should be expected.

McMurray: There are so many ways an individual can contribute to authorship. An author should have contributed to in the study: conception and design of the study; analysis and interpretation of data; collection or assembly of data; statistical expertise; provision of study material or patients; drafting of the article or part of the article; obtaining funding; administrative, technical, or logistic support; guarantor of the study; and study supervision or coordination. Perhaps authorship credit should be based on 1) substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data; 2) drafting the article or revising it critically for important intellectual content; and 3) final approval of the version to be published (as suggested by the International Committee of Medical Journal Editors). Further, each author should provide a statement regarding their input in the acknowledgment or appendix to the published manuscript.

KT: Jerry also weighs in on what probably is not all that an uncommon of a practice, that of lab directors requiring that they be included on all papers conducted in “his” or “her” laboratory.

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RESEARCH

Engineer Determines “Hidden” Key to Human Speed

By Bill Bowman

In a sporting world where football playbooks are three inches thick and golf rules are so misunderstood even professionals get confused—and disqualified from major tournaments—there is something refreshingly simple about a straightforward 100-meter sprint in track or the 100-meter freestyle swimming event.

Until, of course, someone lets it slip there's been a “hidden” key to winning these events all along and that this key is really just a small part of long-developing evolutionary trends. Throw in the race-related reactions these findings have spurred, and suddenly that football playbook looks as inviting as a coffee table book.

“Absolutely fabulous, explosive, and all positive,” was the tongue-in-cheek description Duke University mechanical engineering professor Adrian Bejan gave to the reaction generated by his recent study *The Evolution of Speed in Athletics: Why the Fastest Runners are Black and Swimmers White*, co-authored by Edward C. Jones and Jordan D. Charles. “People see the topic and think of race, but our studies have nothing to do with that, just with the physics and the concept of falling forward faster.”

A title that describes people as “black” and “white” makes readers think of race? Of course, that is no surprise to anyone involved. But the more politically correct title, which would have revealed the article's interest in the evolutionary effects that the different environments of western Africa and Europe have had on their



Larger athletes run and swim faster than their shorter counterparts, according to Bejan's research.

inhabitants' eventual adeptness at modern-day athletic competitions, would have made for quite the long title—and, perhaps, not gotten quite the attention of the black-and-white version.

Regardless of title choice, the heart of Bejan's work states that for either sprinting or swimming, there is one true anatomical key: the height of the athlete's center of gravity on his or her body.

“For athletes who are equally heavy and equally tall, it's this height of the center of gravity, somewhere in the vicinity of the pelvis, that matters. It is the only meaningful factor,” Bejan said. “This is the ‘real’ or ‘hidden’ height.”

The study reveals there is a 3% difference between the center of gravity between athletes descended from western Africa (the higher point) and Europe (the lower).

“This gives an African a 1.5% advantage in running speed,” Bejan said. “As they run, they are actually falling forward from a higher altitude, which makes a body fall faster and faster.”

Theoretically, this is the same concept as something that falls to the ground from two feet in the air versus something that falls from 200 feet, and the huge difference in their speeds upon impact. But instead of one large difference in distance fallen, it is a 1.5% difference repeated many times.

“But the opposite is true when the athlete is horizontal: swimming. This is where Europeans have the advantage,” Bejan said. “Their lower center of gravity means they have longer torsos, which create higher waves, which fall forward faster, pushing the swimmer along faster. It's two sides of the same coin.”

When examining all of the world's populations, people of Asian descent actually have the longest torsos as a percentage of total height. But no Asian has been the top men's 100-meter freestyle swimmer since 1920. The explanation can be found in Bejan's 2009 study, *The Evolution of Speed, Size and Shape in Modern Athletics*, also co-authored by Charles.

“The fastest athletes can be expected to be heavier and taller,” reads part of this study's conclusion. “Larger athletes lift, push and punch harder than small athletes, and this led to the establishment of weight classes for weight lifting, wrestling and boxing. Larger athletes also run

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PASSAGES

Stelmach and Harris Retire



George Stelmach

George Stelmach retired as professor emeritus at Arizona State University on July 1, 2010. Here are some highlights of his 43-year career.

After earning a BS degree at the University of Illinois and master's and doctorate degrees at the University of California, Berkeley, Stelmach went on to have an illustrious career, holding professorate positions at the University of California, Santa Barbara (1967-1971), the University of Wisconsin, Madison (1971-1990), and Arizona State University (1990-2010). At Arizona State University, he directed the motor control laboratory known for training graduate students and post doctorates. In the laboratory, he was known as a talented scientist, a dedicated supervisor, and a successful mentor.

Stelmach's teaching and research interests have been in the areas of movement control and learning, aging, and the neurosciences. His diverse research examined human movement coordination and sought to understand how the central nervous system controls and regulates movement in normal individuals and in those with neurological impairments. Research topics have included multijoint coordination mechanisms, visuomotor adaptation, sensorimotor integration, fine movement control, reaching and grasping, and force control. His research examined how the macro and microstructure of upper-extremity movement

Professor Stelmach's research has been externally funded from peer-reviewed grant awards in the kinesiology area throughout his 43-year career.

is altered by transient or permanent changes in the human brain due to aging and Parkinson's disease. Of special interest is how motor control strategies are altered through normal aging and pathology.

Stelmach has published 4 books and more than 290 manuscripts in kinesiology-related journals, and he made numerous presentations at national and international meetings, conventions, and congresses. Much of his research is well known and considered groundbreaking in showing how movement short-term memory is influenced by sensory information. Additionally, he was one of the seminal scientists to describe the variant and invariant properties of prehensile movements and how these coordination properties are maintained across a variety of environmental settings. His work not only describes how healthy individuals perform these actions but also which control parameters are disrupted in patients with basal ganglia impairments.

These studies led to one of the prominent hypotheses in the movement disorder's area that can potentially explain why individuals with neurotransmitter disease have difficulty controlling and coordinating movement. This hypothesis utilizes output variability from the basal ganglia to the cortical motor centers, which can predict most of the impairments observed in individuals with Parkinson's disease. Currently, this hypothesis is actively pursued in many laboratories throughout the world. His work also contributed to a better understanding of biological aging by showing that with advanced aging, proprioception deficits produce more variable movements and create a need to move more slowly.

Professor Stelmach's research has been externally funded from peer-reviewed grant awards in the kinesiology area throughout his 43-year career. Consistent with the interdisciplinary nature of his research, grant support came from diverse funding agencies such as the National Institute of Neurological Diseases and Stroke, National Institute on Aging, National Institute of Mental Health, National Institute of Education, American Parkinson's Disease Association, Burroughs-Wellcome Trust, RS Flinn Foundation, and the Air Force Office of Scientific Research.

During the course of his career, Dr. Stelmach's research earned him numerous academic achievement awards such as the University of California President's Fellow, University of Wisconsin Royalty Fund Fellow, National Academy of Science Exchange Fellow, Senior Fulbright Research Fellow,

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Stelmach and Harris Retire

Deutscher Akademischer Austauschdienst Award, Netherlands Institute of Advanced Study Fellow, French National Institute of Medicine Fellow, German Research Council Fellow, Austrian Institute of Space Neurology Fellow, and the Max Planck Research Fellow. In addition, Stelmach was elected to fellow in the American Psychological Association, Divisions of Experimental Psychology and Engineering Psychology, American Psychological Society, and American Academy of Kinesiology. From 1980 to 2009, he served as editor of the "Advances in Psychology" book series, through which 139 volumes were published.

Professor Stelmach lives in Paradise Valley, Arizona, with his wife, Rosmary. Though now retired, Stelmach is involved in the Emeritus College at Arizona State University and will continue to serve on review boards for the National Institutes of Health and Department of Veterans Affairs. He will enjoy more golfing in his free time and visits from his five granddaughters.



Janet Harris

Janet Harris retired from her position as director of the School of Exercise and Nutritional Sciences at San Diego State University on August 21, 2010. KT asked her to reflect on her career and her many contributions to the field.

One of my most memorable academic presentations was the first one I ever

"I have been fortunate to spend most of my career at three different universities that offered interesting and challenging opportunities."

gave, and this was at the annual meeting of the Western Society for Physical Education of College Women in 1977 in Sun River, Oregon. For reasons still not clear to me, the women of WSPECW decided to invite a virtual unknown who was a part-time lecturer—a "freeway flyer" at two different regional state universities in Southern California—to give one of their major keynote addresses.

I had been thinking and writing about the nature of play, and that was the topic I chose. I used sandcastle building as a metaphor, and I still think it is instructive—play often matters tremendously at the time we are doing it, but approaching things with a mindset of "fooling around" means that the outcomes don't matter much beyond the moment. And so it is with sandcastles—people spend hours and hours creating their masterpieces, but in the end they are all washed away with the tide and only memories remain. My presentation was well-received, and this gave me tremendous encouragement as I embarked on my academic career.

I have been fortunate to spend most of my career at three different universities that offered

interesting and challenging opportunities. After growing up in California and doing my university work at UCLA and UC Berkeley (and considering "east" to be east of the Sierra Nevada Mountains!), I went to the Department of Physical Education (now Department of Kinesiology) at the University of North Carolina at Greensboro in 1980, where I continued a tradition of socio-cultural sport studies initially developed by Celeste Ulrich.

Buoyed by an environment of mutually supportive colleagues and excellent graduate students, I worked on a variety of research topics including collegiate football marketing, major themes in boys' understandings of youth baseball, and children's conceptions of heroes. In addition I continued to collaborate at UC Berkeley with Roberta Park, who co-edited with me *Play, Games and Sports in Cultural Contexts* (1983), one of only a handful of anthologies on such topics. I also had time to think and write about the nature of kinesiology and its articulations with the broader academic enterprise. I collaborated with Shirl Hoffman on early renditions of *Introduction to Kinesiology*, which is in its third edition. I also was privileged to be the editor of *Quest* from 1989 to 1991, and during that time, we published Karl Newell's papers on the nature of the discipline, and also a piece on the Olympics by Margaret Duncan, whose work continues to earn kudos from scholars around the world. I also gave leadership to the North American Society for the Sociology of Sport as its 1987-1988 president and to the AAHPERD Research Consortium as its 1992-1993 president.

I moved to California State University, Los Ange-

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UNIVERSITY SPOTLIGHT

Northern Illinois University

By Paul Carpenter, Chair, Department of Kinesiology and Physical Education

The Department of Kinesiology and Physical Education is one of six academic departments in the College of Education at Northern Illinois University. NIU is a comprehensive research university with an on-campus enrollment of approximately 25,000 students and an extensive portfolio of off-campus programs serving communities throughout northern Illinois. The main campus is located in DeKalb, 65 miles west of downtown Chicago and 40 miles southeast of Rockford, with three education centers in Hoffman Estates, Rockford, and Naperville. Its proximity to the greater Chicago region affords numerous opportunities for professional partnerships that engage students in their professions.

The Department of Kinesiology and Physical Education has a highly regarded regional and national reputation for the quality of its programs and its graduates. The department is committed to developing well-educated, competent professionals who are self-reflective practitioners and lifelong learners. Through excellence in teaching, scholarship/artistry, and community and professional service, we address the needs of diverse populations in attaining an optimal quality of life through appreciation of and participation in a physically active, creative, and health-promoting lifestyle. The department's intent is that its graduates will be responsible masters of change and adaptation and be responsive to the needs of an ever-changing society. In its focus on excellence, the department promotes a professional school

development model and establishes relationships and partnerships with school districts, universities, appropriate professional agencies, businesses, and industry.

The department has about 40 tenured and tenure-track faculty and instructors who are nationally and internationally recognized through professional awards for their research and professional service. They serve about 800 students pursuing undergraduate or graduate degrees in physical education teacher certification, athletic training, exercise science, and sport management. The department has a high placement rate for its graduates, with students finding employment in local and regional schools; in corporate, commercial, and community fitness centers; in fitness and rehabilitation centers, clinics and hospitals; in sport businesses; and in intercollegiate, community college, high school, amateur, and professional sports. The department has a BSEd degree in Physical Education that leads to initial teacher certification. The BS degree in kinesiology provides students a solid overview of the disciplines germane to the field and prepares them for



NIU's Department of Kinesiology and Physical Education has a great reputation for its high-quality programs.

their chosen career paths in athletic training or preventive and rehabilitative exercise science. By completion of the program, all majors have a background in physiological responses to exercises, safe and effective methods of fitness development, mechanical analysis of movement, psychological principles related to sport and exercise, nutrition related to physical activity, and assessment of physiological parameters in both

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EXECUTIVE DIRECTOR'S CORNER

Stewardship of the Field is Everybody's Obligation

By Shirl Hoffman



Shirl Hoffman

This issue highlights the retirements of two illustrious members of the profession—George Stelmach and Janet Harris—a reminder to all of us that the public face of the field is ever in flux. If you need a reminder of this, look around the table at your next faculty meeting and

take note of the shades of gray flecking your colleagues' manes, flecks that you may not have noticed when you last met in the spring.

Just as the graying of the workforce at large presents major economic challenges to the national economy, the graying of the professoriate presents critical challenges to higher education. Legislation that struck down mandatory retirements for faculty has increased the percentage of working faculty over the age of 70—three-fold since 1994 by some estimations. Artfully deploying older faculty members in novel ways that play to their strengths without seeming to devalue their past contributions to the department can tax department chairs' ingenuity, not to mention their patience.

But the biggest challenge such transitions pose to kinesiology may not be the maintenance and departure of a graying faculty as much as dealing with a new, fresh-faced, shiny-eyed crop of faculty fresh out of graduate school. If your new

“Most worrisome has been the failure of older generations of faculty to teach this technically gifted crop of recruits the importance of continuing to shepherd the discipline.”

faculty are like most, they come highly trained in the technical aspects of their specialization, equipped to do research and secure grants, but with scant knowledge of the history and tradition of the field, unaware of the problems that plague it, and unaware of the stewardship responsibilities that come with the job. One can hardly imagine a young PhD in psychology unfamiliar with the work of Piaget, Thorndike, or Skinner, but it is all too common to come across young kinesiology faculty unfamiliar with the contributions of such stalwarts as Edward Hitchcock, Delbert Obertueffer, Eleanor Metheny, or T.K. Cureton. Having never been required by their mentors to study the history and culture of kinesiology and kinesiology departments, these talented young people too easily conjure visions of the field largely shaped by whatever political currents

happen to be sweeping through their departments. What they learn is captured “on the fly” and, as a result, they often entertain a skewed picture of what kinesiology is all about.

Most worrisome has been the failure of older generations of faculty to teach this technically gifted crop of recruits the importance of continuing to shepherd the discipline. Kinesiology, like any other field, requires leadership—hands-on, deliberate, informed, communal leadership. Fields of study cannot thrive (or perhaps even continue to exist) without continual, tender loving care from those who practice under its auspices. Some believe they meet this obligation by pledging allegiance to specialized academic societies, but as important as such societies are, the survival of the field as a whole hinges on devotion to a much larger, more encompassing field of study. Advancing the field of kinesiology is most definitely a multi-disciplinary operation. The AKA was founded to unify the field and to help marshal its enormous personal resources to ensure its continued thriving. Alas, organizations can do only so much in this regard. Ultimately it comes down to individual faculty who are willing to forgo other ventures that might offer more immediate rewards to help in this stewardship process. Stewardship of the field is an obligation placed on all of us.

UNIVERSITY SPOTLIGHT

KSU Students Roped into Big Challenges, Bigger Rewards

By Bill Bowman

When newcomers are introduced to the “KSU Challenge Corner,” Kennesaw State University’s ropes course, they quickly learn it’s not the typical campus activity—particularly when they are told one of the goals is to “confront your fears.”

“But it’s an important policy for us that no one is coerced into doing anything they don’t want to do,” said program director Susan Whitlock, an assistant professor in KSU’s Department of Health, Physical Education and Sport Science. “In particular, some people can’t deal with heights.”

Those individuals are probably better off sticking with Challenge Corner’s “low course,” since the “high course” involves helmets, safety ropes, and, well, being really high off the ground.

The theory behind ropes courses is that if participants are moved out of their comfort zones and have successful experiences, then powerful conditions exist for positive change. Whitlock and the other program administrators regularly witness such change at Challenge Corner, with the low course being the ideal instrument for team building and the high course lending itself more to individual accomplishments.

The idea is to challenge students to push their limits but also support them if they’ve reached their limit. And the results have been rewarding.

“We have had a few substance abuse recovery kids who voiced that the course was very meaningful to them,” Whitlock said. “We have a very high participation rate, especially among the students attending for official classes. But even when the

social groups come to the course, the individuals participate at a very high rate.”

Challenge Corner opened in 2007, driven by the potential benefit to several groups, including students in the teacher education preparation program; student life groups, including fraternities and sororities; various student leaders from around campus; graduate students pursuing a master’s in conflict management; and for new freshman classes, “to expose them to something at the college that would get them engaged,” Whitlock said.

In a calendar year, the program enrolls 75 to 100 participants through outdoor recreation classes and about the same amount through leadership programs, while the student life group enrollment fluctuates greatly from year to year but can reach several hundred. Those are encouraging—and growing—numbers for the 23,000-student Georgia university, which had been exclusively a commuter school until about 10 years ago.

The theory behind ropes courses is that if participants are moved out of their comfort zones and have successful experiences, then powerful conditions exist for positive change.



Participants on the high ropes course perform the postman's walk and a two-line bridge.

And while it is far from a tropical setting, the southern location helps to get more use out of Challenge Corner.

“We really go year-round,” Whitlock said. “We don’t do quite as much in the winter, but we’re out there when people’s hands are quite cold and the courses become more challenging.”

Even harsh conditions become easier to handle when every day presents the potential of a huge payoff—making a positive difference in a student’s life.

“We had an undergraduate student with cerebral palsy who was actually able to do the ‘swing by choice’ on the high course,” Whitlock said. “When he was able to pull the rip cord and do what probably felt like a 20-foot freefall, it was really something for him and was really meaningful to all of us who were there.

“That was a great day.”

NEWS

Kinesiology Becomes a National Story

With some gentle prodding from AKA, *Inside Higher Education* ran a lead story in its August 11 issue about surging growths in our field. (Links to the story were mailed to all departments in the country, but if you didn't receive it, you can access it at <http://www.insidehighered.com/news/2010/08/11/kinesiology>.)

The US News and World Report has published, for the first time to our knowledge, a "ranking" of "kinesiology and exercise science majors." While we should be pleased that kinesiology finally is being recognized as a major by such a prestigious publication it isn't at all clear how majors were "ranked," if indeed they were ranked at all. Check it out at <http://colleges.usnews.rankingsandreviews.com/best-colleges/national-universities-rankings/majors+31.0505+31.0505>.

More recently, *The Chronicle of Higher Education—Almanac Issue 2010-2011* reported on growth in bachelor's degrees awarded by field of study (August 27, 2010, p. 28). Degrees earned in "Parks, Recreation, Leisure, and Fitness Studies" show a 10-year growth of 94%. Since kinesiology is embedded in this global category, it is difficult to determine how much of this growth can be attributed to enrollment

growth in our departments vs. departments of parks and recreation.

The problem can be traced to the U.S. Department of Education's Classification of Instructional Programs, which treats "kinesiology and exercise science," "sport and fitness administration/management," "socio-psychological sport studies," and "physical education teaching and coaching" as separate subdisciplines of the category. At the same time, exercise physiology is listed as a subdiscipline in "Biological and Biomedical Sciences" and athletic training/trainer as a subdiscipline under "Health Professions and Related Clinical Sciences," even though both areas of study are commonly included in the kinesiology curriculum. Presumably, both areas of study were not included in the data set on degrees awarded.

Unfortunately, such data shed little light on enrollments and trends within our discipline. AKA has contacted the Department of Education on a number of occasions, offering to help in revising the categories, but so far there has been no signal that such revisions are envisioned by the Department. We will keep trying.

Welcome New AKA Members

Asbury University
Department of Health, Physical
Education and Recreation

Auburn University, Montgomery
Department of Physical Education
and Exercise Science

Brigham Young University, Hawaii
Department of Exercise and Sport
Sciences

Kentucky Wesleyan College
Department of Physical Education
and Health

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

Troy University
Department of Kinesiology and
Health Promotion

University of Central Oklahoma
Department of Kinesiology and
Health Studies

For a complete list of AKA members,
go to www.americankinesiology.org.

SHORT SHOTS

Doctoral Rankings Released, Faculty Attire, and NCAA Money Makers

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

NRC and AAKPE Doctoral Rankings to Be Released

The day some thought would never come has finally been set. After years of delays, methodology changes, and griping about the delays and methodology changes, the National Research Council released its rankings of doctoral programs to the public on September 28. See highlights in the winter 2010 issue of *Kinesiology Today*.

AAKPE fought hard and successfully for kinesiology to be included in the doctoral survey, but there is reason to question (as many institutions are) whether or not the data are already outdated. For example, faculty and administrative turnover at many departments included in the survey have been substantial since the original data were collected. The doctoral ranking of kinesiology departments that was sponsored by AAKPE is scheduled to be released around the same time that the NRC publishes its data. The feeling among many is that the AAKPE data will more accurately depict the picture of kinesiology doctoral programs across the country.

What Faculty Wear Matters

College faculty receive their fair share of criticism but rarely for being overdressed when they

meet their classes. At least since the 1960s' "authenticity revolution," coat and ties for men and dresses for women have been out; jeans, sloppy shirts, and sneakers have been in. Now, a study reported in a recent issue of the *College Student Journal* suggests that students tend to rate their educational experience higher when faculty members wear professional attire as opposed to business casual or casual clothing in the classroom. This isn't the first study to have discovered that clothes can make a difference. Other investigators, for example, have found that formal clothing adds to student perceptions of credibility, intelligence, competence, organization, preparedness, and respect, while informally dressed faculty were viewed as friendlier, more flexible, and more approachable. No word yet on whether approachability and friendliness lead to higher student evaluations than respect and credibility.

Full study available at: Carr, D.L. et al. (2010). Impact of attire on college student satisfaction. *College Student Journal*, March, 44(1), 101-111.

"But Having a Big-time Athletic Program Brings in a Lot of Money to the School Coffers"

A report recently released by the NCAA shows that just 14 of the 120 athletic programs at Football Bowl Subdivision schools made money in the

2009 fiscal year, down from 25 the year before. The study was conducted by Dan Fulks, an accounting professor at Transylvania University in Lexington, Kentucky. Deficits incurred in the athletic program must be covered by subsidies from the general fund of the university. Fulks found that the median amount paid by these schools to support athletic programs grew in one year from \$8 million to \$10 million. The interim president of the NCAA, Jim Isch, told reporters that the results do not point to "runaway spending" by programs but to the sagging economy. Some other findings:

- The largest amount of revenue generated by a program was \$138.5 million; the largest amount expended by a program was \$127.6 million.
- None of the 97 schools that had big-time athletic programs but no football made money, suffering median losses of \$2.8 million.
- The NCAA doesn't release data on individual schools, but Fulks confirmed that Alabama, Florida, Ohio State, Texas, and Tennessee were among those that ended the year in the black.

As universities struggle to survive in the current economic climate, questions are being raised about subsidizing athletic programs. In Iowa, the Board of Regents has instructed presidents

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READERS RESPOND

Consulting Assistance is a Great Member Benefit

I'd like to take an opportunity to share some information with the members of the AKA and the readership of *Kinesiology Today*.

Our department recently went through a major curricular revision that resulted in five new stand-alone majors and a new name for the department (Physical Education and Sport became Kinesiology, Sport Studies, and Physical Education). Although our program has always been large (approximately 1,000 majors) and mostly comprised of teacher education students (PETE), we are now seeing real growth in areas such as Athletic Training, Exercise Physiology, Kinesiology, and Sport Management. This seemed like the perfect time to think about "What now?"

When I saw the invitation in *Kinesiology Today* to get some consulting assistance with strategic planning, I knew our department needed some help in managing our new identity and our potential for growth, and contacted AKA President Gil Reeve. With Gil's help, we just completed our first steps in a new strategic plan last week, and I'm certain that we have a better start than any department on campus on some Middle States reaffirmation work we'll need to complete this year. What a great way to start the school year!

Gil's background is unique. He has experience as a department chair in three large universities but perhaps more importantly for us in the AKA, he has extensive background in strategic planning as the chair of the University Program Review Committee at Auburn, as the chair of the SACS

Reaffirmation Steering Committee at Auburn, as the director of Strategic Planning (Office of the President) at Texas Tech, and as the coordinator of Planning and Assessment (Office of the Provost) at LSU. With Gil's help, for two-plus days, our department began to understand the strategic planning process and why it's important to our future; we began to draft our department's strategic plan with mission/vision, goals, benchmarks, and strategies; we discussed the alignment of the department's strategic plan with the College's goals; and we began to consider assessments within the strategic plan.

Gil tailored the workshop to the needs of our college and our department. His expertise in strategic planning and Middle States accreditation quickly earned him the respect of even our most cynical faculty. For any faculty member to willingly sit and be engaged in something like strategic planning for two days is difficult, especially when it's the two days before classes start and they have so much to do. However, they agreed that it was time very well spent. I think we all realized that those two days have changed the direction of our program for the near and distant future.

Gil's ability to meet us where we were in the planning process, adjust his presentation to what we needed, and work with some of our limitations was really helpful. He made the process seem very doable, and we're poised to take it from here, although, we'll probably ask him for

"For departments who do not have a clear roadmap to the future, I can't recommend Gil and this process heartily enough."

some feedback as we move along in the process.

Given the precipitous growth of kinesiology programs throughout the country, strategic planning is a process that will allow programs to not only enjoy the current climate of growth in the short term but will also allow them to sustain their position and garner support into the future. Without a foundation on which to build, the rise in kinesiology majors could well be a passing demographic. For departments who do not have a clear roadmap to the future, I can't recommend Gil and this process heartily enough. He is such a wonderful resource and he unselfishly provides his expertise as a "service" to the organization. What a benefit of membership!

Susan C. Petersen, EdD
Associate Professor and Chair
Department of KSSPE
The College at Brockport, S.U.N.Y.

EVENTS

Upcoming Conferences and Meetings

Mayo Clinic Center for Translational Science Activities

International Symposium on Exercise Therapy
Exercise Therapy – Scientific and Practical Issues
October 14-15, 2010
Mayo Clinic, Gonda Building, David Geffen
Auditorium, Subway Level
Rochester, Minnesota

This symposium is in conjunction with the annual Mayo Clinic—Karolinska Institute Conference and the Frontiers of Medicine Program jointly sponsored by Mayo Clinic, Karolinska Institute and University of Minnesota.

For information, contact Jacquelyn Gosse at 507-266-0681 or gosse.jacquelyn@mayo.edu.

2010 Texas Obesity Research Center Conference

“Advancing Obesity Research in a New Decade”
November 18-19, 2010
Elizabeth D. Rockwell Pavilion, University of Houston
Houston, Texas

The conference will serve as a platform for exchange of obesity research from cell biology, energy regulation, and clinical management to epidemiology, public health, and built environmental policy.

Conference highlights include keynote speaker Michael I. Goran, PhD; a clinical and translational research panel; a community-based research panel; and health care reform and obesity debate and discussion. This event is designed for researchers, community leaders and groups, epidemiologists, graduate students, health educators, integrative biologists, kinesiologists, dietitians/nutritionists, and policy researchers. Continuing education credit is offered.

For more information: Go to www.hhp.uh.edu/obesity/conference/, e-mail texasobesityresearchcenter@yahoo.com, or call 713-743-9310.

2011 NAKPEHE Conference

“The Quest for Significance: A Dialogue on Professional Impact”
January 5–8, 2011
Hilton in the Walt Disney World Resort
Orlando, Florida

The 2011 conference theme will not only explore what we are doing within the profession but also the significance of what we are doing. Professionals in our field have a long and storied history of contributions to, and impact on, the profession. Program proposals will include a statement of significance along with the program abstract.

European Association for the Philosophy of Sport (EAPS)

May 19-21, 2011
Charles University
Prague, Czech Republic

For more information: <http://www.ftvs.cuni.cz/katedry/confer/EAPS.htm>

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Moving Forward While Looking Backward

year, AKA representatives participated in two of our affiliate organizations' conferences. At the 2010 AAHPERD Convention, Jerry Thomas, as founding AKA president, and I, representing the Research Consortium, did a presentation on the future directions of kinesiology research and the role of professional organizations, such as AKA and RC, in fostering collaborative research in kinesiology. During the summer, I had an opportunity to represent AKA at the NAKPEHE Workshop in Atlanta. Dr. Steve Estes brought together a small group of emerging and established leaders (or young and old people, respectively) to provide a professional development opportunity for some of our emerging leaders in kinesiology. Again, the collaborative and supportive relationship between NAKPEHE and AKA were apparent throughout the two-day workshop. These collaborative presentations between affiliate organizations highlight how organizations with different membership bases (remember, AKA's members are the academic departments) can work together to promote the academic discipline of kinesiology.

There are numerous other successes from the past year, including the continued high-quality and informative articles published in *Kinesiology Today* for our member departments and the initial recognition of the AKA National Scholar Award Winners (<http://www.americankinesiology.org/news--announcements/news--announcements/aka-national-scholar-award-winners->). In 2010, AKA recognized 30 national scholars from our member departments. These students were recommended by their departments and approved

“Our greatest task for the coming year is to grow our departmental membership.”

by the AKA Award Selection Committee. Each recipient was awarded an AKA certification and letter congratulating the student on her or his accomplishments.

AKA plans for moving forward during the coming year. AKA is on the move, looking forward to continued progress in fulfilling our commitment to promote kinesiology as an academic discipline. Based on the success of our National Scholar Award program for undergraduate students, AKA is developing a similar program for graduate students. Member departments will be encouraged to nominate their outstanding master's and doctoral students for recognition by AKA. As with the undergraduate program, we envision the presentation of these scholars on our Web pages and also with certificates awarded to the individual students.

The preliminary planning for the 2011 AKA Leadership Workshop is underway. The workshop will take place Sunday, January 30, through Tuesday, February 1, 2011, at the Marriott Solana in Dallas, Texas. This is the conference facility that we have used previously. The central location in the country, the location of the hotel/conference center to the Dallas-Ft. Worth Airport, and the high quality and relatively low cost of the

rooms make this an ideal meeting location for small conferences such as the AKA workshop. The focus of the workshop is on strengthening administrative leadership to promote and advance the study of physical activity. This year, the AKA Board of Directors will meet at the same location immediately prior to the Leadership Workshop.

We will continue to develop and expand our support services to benefit our member departments. The Strategic Planning and Assessment Support Program has been well received. Information regarding this program is available at <http://www.americankinesiology.org/strategic-planning-assessment-support-program>. Other member services include our national surveys on topics of importance to kinesiology departments and the National Scholar awards described previously. For a list of these and other services, visit our Web site at <http://www.americankinesiology.org/about-our-services>. Additionally, we will continue to seek opportunities to collaborate with our affiliate organizations to promote kinesiology.

A major challenge for AKA during the coming year will be to replace Dr. Shirl Hoffman as our executive director. Shirl has served the past two years as the founding executive director. His contributions to our organization have been tremendous. As the executive director, Shirl coordinated and managed most of the AKA initiatives. *Kinesiology Today* has become an important source of information about our discipline because of Shirl's tireless efforts to develop thought-provoking articles on topics central to our discipline. We have begun a search for the

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Moving Forward While Looking Backward

next executive director. The position description was distributed to our member departments. If you are interested in the position or would like to recommend an individual to be considered, please contact me at tgreeve@lsu.edu.

Finally, our greatest task for the coming year is to grow our departmental membership. It is only through the collective commitment of our academic departments that AKA can exist. The need for an organized and focused effort to promote the study of physical activity and its many applications as an academic discipline is critical for the success of each of our departments on college and university campuses. In his recent commentary, Dr. Hal Lawson stated, *"So, there's work to be done. AKA can and should lead this work, but it cannot and will not succeed without active member engagement and commitment. The work of advancing the field via AKA is not a spectator sport."* (See the article at <http://www.americankinesiology.org/white-papers/white-papers/the-american-kinesiology-association-and-the-future-of-kinesiology>.) Thanks to each of our member departments for their investment in supporting AKA in its mission of promoting the academic discipline of kinesiology.

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Engineer Determines "Hidden" Key ...

and swim faster."

So while those of Asian descent may typically have the longest torsos, "because they are not tall they cannot be the fastest swimmers," Bejan said.

Bejan brings both an engineering background and a passion for athletics to his work. A member of the Romanian national basketball program in the late 1960s—"my period of glory," he said with a laugh—Bejan went on to earn undergraduate, graduate, and doctorate degrees from the Massachusetts Institute of Technology. He has been a highly honored professor at Duke since 1984, but his work returned to the realm of athletics only recently.

"I come originally from sports and physical education," Bejan said. "I was raised in locker rooms where sport was a religion. I was there when the American basketball players were first visiting the Communist bloc. We wanted to be athletic like them and to be trained like them, like Lew Alcindor at UCLA." "We wondered how the Americans could jump as high as a house, which was our expression for it."

In 1996, Bejan defined the term Constructal Law, which states, "For a finite-size (flow) system to persist in time (to live), its configuration must evolve such that it provides easier access to the imposed currents that flow through it." In many ways, Constructal Law could be called Darwinian mechanical engineering, and it has wide-ranging implications throughout nature and biological development, applying as much to river basins as it does to the evolution of animals and athletes. It is a continual streamlining of physical

effort to maximize effectiveness and efficiency.

"Currently, in the U.S., we all have equal access to training," Bejan said. "So what was the reason for the difference in performance between those of African origin and European origin?"

His short answer is, of course, the difference in their centers of gravity. But the long answer, beyond the scope of his current studies, would be found in the environmental and biological factors that prompted the development of this difference over the millennia.

"In athletics, we train players to be better than we were," Bejan said. "Locker room life is just like animal evolution. Athletes are no different than gazelles and cheetahs."

As he goes about comparing humans versus wild animals, and humans of one geographical origin versus another, Bejan certainly does not mind stirring the pot. But such is usually the case for those striving to move science forward.

"I'm really excited about this work," Bejan said. "We engineers now have something to say about the design of nature. The whole idea of engineering is to make a better design tomorrow than what we have today. This is propelling engineering to a higher appreciation among scientists."

And maybe among the athletic world as well.
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Colloquy on Authorship

Thomas questions such practices, noting that laboratories are, in fact, not owned by faculty but by the university. What do you think? In your opinion, does such a policy raise ethical concerns?

Maresh: Certainly the practice of laboratory directors being included on all papers generated in “his” or “her” laboratory does occur, but I don’t believe it is all that common any longer—at least not in the sense that there is a single individual responsible for coordinating most of the day-to-day operations in a single multifaceted laboratory where several professors conduct their research. If Jerry is referring to laboratory directors as professors with their own line of research, who may require that their name be included on all papers conducted by “his” or “her” students, certainly that is more common. In this regard, I see no problem with the professor doing this if, in fact, they are performing the myriad of responsibilities required of an involved professor and if the research is being supported with extramural research funds obtained by the professor. Since this is a requirement imposed by universities on research faculty, I see it as totally appropriate for the professor’s name to be included on corresponding manuscripts. Beyond the direct costs of the research, large amounts of indirect dollars are often generated for the university by research faculty. Agreed, laboratories are not owned by faculty, but would we ever expect the name of the university not to be included on the manuscript? In the case of

research that does not involve monetary expenditures (very rare these days with biophysical research), I suspect this can be up for debate. However, I can’t imagine a student doing meaningful research that is not closely supervised by faculty performing the responsibilities that would rightly merit the professor’s name on the manuscript. I understand that this is a contentious topic in some circles, but I haven’t seen the issue gain much credibility or continued debate when all faculty are doing what is expected of them by the university.

Gould: I don’t agree that laboratory directors should automatically be listed on all papers that come out of the laboratory they direct. For me, best practice is to judge authorship relative to contributions each person makes to each manuscript being published. If the director makes a worthy contribution to the manuscript or study, he or she could be listed. However, just because one directs a laboratory does not mean he or she made a significant contribution to the article.

McMurray: I have had experiences in four different labs, as recent as this decade, in which the lab director requested authorship on all manuscripts produced by members of the lab staff. The person’s name usually appeared as the last author. In many instances I had little difficulty accepting this approach because the lab director was very active in the research process; obtained the funding; provided the environment;

met weekly on the project; and provided input to the analysis, interpretation, and writing. In these instances I believe the authorship is appropriate. I have also worked in situations where the lab director’s name appeared on all publications regardless of his or her input (or lack of input). I questioned this approach because as an author, the person is responsible for the content of the manuscript, and how can the person be responsible if they have not participated? On this I tend to agree with Dan but understand the arguments raised by Carl.

Shultz: I would have to agree with Dan that the decision of authorship should be based on the actual contributions made to the particular study reported in the manuscript and not by position or title. My litmus test is the “Uniform Requirements for Manuscripts Submitted to Biomedical Journals” (<http://www.icmje.org/index.html>), which states: “Authorship credit should be based on 1) substantial contributions to conception and design, acquisition of data, or analysis and interpretation of data; 2) drafting the article or revising it critically for important intellectual content; and 3) final approval of the version to be published. Authors should meet conditions 1, 2, and 3.” If the lab director’s involvement does not meet all three conditions, then ethically I don’t believe it is appropriate to include them as a co-author. An acknowledgement, recognizing the laboratory and any assistance provided by the lab director, may be more appropriate. If it is the case that the lab director requires co-authorship to allow

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Colloquy on Authorship

research to be conducted in his lab, then the onus is on the primary investigator to involve them to the level that they indeed qualify. I think this once again brings us back to the point of how important it is to fully discuss these issues prior to the initiation of any study.

Maresh: Actually, I have not said that a laboratory director's name should be automatically added to manuscripts. It is important that they make appropriate contributions to the research process for this to occur.

KT: The Council of Science Editors, dismayed that authorship issues continue to persist, stipulates in its *White Paper on Promoting Integrity in Scientific Journal Publications* (<http://www.councilscienceeditors.org/i4a/pages/index.cfm?pageid=3354#2.1.8>) that journals “develop and define authorship or ‘contributorship’ criteria to minimize confusion about expectations.” Assuming that kinesiologists could reach agreement on some of the major issues surrounding authorship, do you think it would be a worthwhile endeavor for AKA to sponsor a seminar on the topic with an eye toward developing a consensus on authorship as it did on the kinesiology core?

Shultz: I am not sure that we would need a separate consensus statement, but perhaps we could do a better job of referring authors to existing guidelines and recommendations (e.g., the Council of Science Editors) prior to

preparation of manuscripts. As one example, the *Journal of Athletic Training* lists the requirements for authorship (as I noted in my response above) and requires that the corresponding author specifically identify the contribution of each author to the manuscript. Perhaps if more journals had similarly stated guidelines for authorship, this would put the issue more in the forefront of author's minds. I do believe, however, that the AKA could take the lead with some of the situational specific issues that we have raised but not fully addressed here by continuing to encourage further dialogue on these important issues. This could be particularly helpful to young scholars who may face these dilemmas but have no prior experience or knowledge of how to deal with it. These are always healthy discussions to have.

Maresh: The fact that there might be differences of opinion on these issues is not surprising and likely the reason for addressing them in the first place. I don't think it would be wise to formulate a consensus statement or propose a specific standard practice. Given the diversity of research interests and institutions within AKA, there will always be differences of opinion on how these matters should be handled, and it is probably best that people concern themselves with practices within their own institutions and what works best for them. I understand there is a tendency to judge these matters as either ethical or unethical practices. I think we need to be careful here.

Gould: I don't think a separate conference on this issue would work as it is too specific to generate considerable interest. However, discussing the issue as a part of a larger discussion on the role of research in kinesiology would be a good idea. Such a conference might discuss how the emphasis on external funding is changing kinesiology (in both good and bad ways) as well as administrative issues such as problems administrators have in covering courses for bought-out faculty, the de-emphasis on teaching that might accompany an increased interest on external funding (e.g., faculty are hired for their ability to get grants with much less emphasis placed on how they might fit into the teaching emphasis of the department), and, of course, authorship. Given differences in subdisciplines and no shortage of personal views on authorship, it would be difficult to come to a definitive consensus on authorship guidelines. However, as Sandy said, encouraging kinesiology journal boards to publish specific criteria for determining authorship could be useful. Finally, encouraging AKA members to discuss these issues in their departments and encouraging units to be transparent in identifying authorship would be a good idea.

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Northern Illinois University

laboratory and field-based settings. In addition to the common core, students are engaged in learning activities specific to one of the two program emphases. The MS in Sport Management prepares students for a management career in the sport industry. Students attain theoretical knowledge and practical skills in preparation for various sport managerial careers in athletic and sport organizations; amateur, intercollegiate, and professional sports; equipment merchandising; and sport consulting. The MSED degree in Kinesiology and Physical Education has specializations in adapted physical education, exercise physiology/fitness leadership, pedagogy and curriculum development, and exercise and sport psychology. The program prepares students for successful careers in school settings, fitness-related areas, exercise science, performance areas, and sport-related areas; it also prepares students who plan to undertake doctoral study. Initial certification in physical education teaching is also available through the master's degree. Twenty-two faculty members comprise the graduate faculty, which graduates 30 to 40 students per year. The department supports the equivalent of 25 full-time graduate assistantships.

Supporting the department's academic programs, research and scholarship, and service activities is an array of facilities, financial support for students through scholarships, and outreach programming and community-based partnerships. The department is housed in Anderson Hall, which has a swimming pool and diving area, fully equipped stage and dance area,

*The department maintains
12 scholarships, many
initiated by retired faculty
and former students.*

two large gyms and two small gyms, a library, athletic training treatment room, weight room, and biomechanics, exercise physiology, and neuromuscular laboratories. All these areas are well-equipped with state-of-the-art testing equipment, fitness equipment, and instructional technology to facilitate teaching and research. Anderson also has five SMART classrooms, and the building has wireless access. The facilities are well supported by a full-time laboratory technician, an equipment room manager, undergraduate advisor, and administrative assistants.

The department maintains 12 scholarships, many initiated by retired faculty and former students, all of whom are also actively engaged in supporting the department. The scholarships are available to undergraduate and graduate students, and typically, 20 to 24 students are supported each academic year with annual awards to individual students ranging from \$500 to \$6,000. In addition to the scholarships, a number of graduate assistantships are supported each year through partnerships with local agencies and through the clinics and outreach programs that the department runs. Through expendable gifts from alumni, funding is also available for

graduate research and to support lecture series such as the Roger Kalisiak Distinguished Alumni lecture.

The department has numerous outreach programs that serve the university and the community and also support students' educational experiences. These include the Celebrating Abilities in Physical Education program (CAPE), a Fitness Program (FIT), a Motor Development Research Laboratory (MDRL), and a fitness program for seniors (Oak Crest). CAPE is a university-based community service program that offers individualized instruction to children with unique needs. There are three groups in CAPE, including MEET for preschool-age children, LEARN for elementary students, and GROW for secondary students. Program emphasis is placed on health promotion through development in the following areas: gross motor development, health-related physical fitness, lifetime sports, play-social skills, aquatics, and dance-creative movement.

FIT is an exercise program for NIU employees and residents of the surrounding communities. The FIT Program has been serving the NIU Community since the early 1980s and continues to provide affordable and effective exercise opportunities for its members. The Motor Development Research Laboratory offers children from the community an opportunity to develop motor abilities, acquire motor skills, and experience the joy of physical activity. It also provides a resident group of young children for research in motor development and learning. The department has partnered with Oak Crest Retirement Center

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Stelmach and Harris Retire

les, in 1998 to become chair of the Department of Kinesiology and Physical Education (now School of Kinesiology and Nutritional Science). There, I was fortunate to be associated with a group of mutually supportive faculty colleagues and with our dean, Jim Kelly, who was extremely helpful and incredibly energetic. There, we were able to hire several outstanding new faculty colleagues, make major curriculum revisions, greatly expand our lab space, and join forces with Nutritional Science, which led to our re-designation as a School. In 2006, I moved to San Diego State University to be chair of the Department of Exercise and Nutritional Sciences (now School of Exercise and Nutritional Sciences), where we have expanded and renovated lab space, hired new faculty colleagues, and developed an externally funded, annual colloquium dealing with intersections of exercise and nutrition that bear on chronic health conditions.

As I move into retirement, I plan initially to enjoy not having much of a schedule and hope this will facilitate more playing. Then I'll see what unfolds. I hope to be on the tennis courts more, do a lot of gardening, and continue trips to Los Angeles to hear the L.A. Philharmonic at Disney Hall. Sail boarding, surfing (definitely on baby waves!), local bike rides, and maybe even senior rowing are possibilities. I've recently renovated a house near the beach, so water activities as well as beach biking and walking will be easy. I will also probably take occasional trips to distant lands, I may get more involved in community service, and I will undoubtedly continue with a few professional activities.

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Doctoral Rankings Released ...

at Iowa, Iowa State, and Northern Iowa to come up with plans for eliminating athletic subsidies.

For more information: *NCAA Report: Economy Cuts into Sports*. Associated Press. August 23, 2010. The report can be accessed at <http://sports.espn.go.com/ncaa/news/story?id=5490686>.

Athletic Defeat, North Korean Style

While American coaches worry about tightening budgets, North Korean coaches worry about losing, and for good reason. The North Korean soccer team, which lost all three games in the World Cup, returned home to be subjected to a six-hour public "reprimand" at the People's Palace of Culture in Pyongyang. Among other things, the team was accused of "betraying" the country in "the great ideological struggle." What about the coach, you ask? He was given a new job as a laborer.

Trek Poles Are Boon to Hikers

If you are an avid hiker, particularly in mountainous terrain, you may have wondered about the physiological payoffs of using trek poles. Recent research at Northumbria University in the United Kingdom and reported in *Science Daily* (June 3, 2010) showed that hikers using poles to hike up and down Mt. Snowden, the highest peak in England and Wales, lost less strength, recovered much faster and suffered much less muscle damage than those covering the same route without poles.

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in DeKalb to offer an exercise program for the residents while providing students with clinical experience. The program focuses on strength, mobility, and balance, and the average age of the participants is 85 years young. Recently, this partnership has been expanded to provide fitness training for the Oak Crest employees. In addition to the outreach programs, through the athletic training, exercise science, and physical education programs, the department has numerous partnerships with school- and industry-based organizations and agencies for students' early clinical experiences. In the Kinesiology and Sport Management programs, students undertake an internship, and the department has extensive links with fitness, sport businesses, and intercollegiate, amateur, and professional sport organizations. Many students elect to go further afield for their internship experiences, finding sites across the United States and overseas.

For more information: <http://www.cedu.niu.edu/knpe/>

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Managing Editors: Kim Scott, Amy Rose

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