

American Kinesiology Association 2018 Leadership Workshop

Promoting Quality Undergraduate Programs in Kinesiology

Denver, CO January 25-27, 2018

Marriott Denver Airport at Gateway Park

Pre-Workshop Sessions

Pre-Workshop #1: Challenging People and Challenging Discussions

This pre-workshop will focus on managing challenging faculty and staff. It will be led by Dr. John Bartholomew, professor and chair of Kinesiology & Health Education at the University of Texas at Austin. The first day of the pre-workshop will aim to establish a set of principles for how one might approach challenging faculty and staff, and will include Sheri Sanders, Faculty Research Associate, University of Colorado Boulder and former Associate Vice President for Inclusion and Equity and Title IX Coordinator at UT Austin, as a co-facilitator. The second day of the pre-workshop will build upon the first day discussions, and focus more on case studies and small group discussions, which will draw upon the collective knowledge of all pre-workshop participants. Consistent with the main AKA workshop, each session is designed to be interactive and engaging. Target Audience: Deans, Department Chairs, and Faculty.

Pre-Workshop #2: Best Practices for Kinesiology Internships and Practicums

This pre-workshop will focus on best practices for student internships and practicums. It will be led by Dr. Mark Urtel, associate professor and chair of Kinesiology at Indiana University – Purdue University Indianapolis (IUPUI) and Dr. Rafael Bahamonde, Interim Dean and professor, School of Physical Education and Tourism Management at IUPUI. Plenary speakers for this session include (1) Jared Russell, associate professor for the School of Kinesiology and Director of Student Development for the College of Education at Auburn University, and (2) Tim Gavin, professor and head of Health and Kinesiology at Purdue University. The pre-workshop also includes multiple IGNITE sessions that will allow attendees to present how they approach internships and practicums at their university, and round table discussions aimed at sharing and establishing best practices. The pre-workshop will conclude with interactive, roundtable summaries that will be reported out to the larger group for open discussion. Target Audience: Department Chairs, Faculty, and Internship/Practicum Coordinators.

Thursday, January 25, 2018

12:00pm – 12:30pm Introductions by session organizers

- Pre-Workshop #1: John Bartholomew, University of Texas – Austin
- Pre-Workshop #2: Mark Urtel and Rafael Bahamonde, Indiana University – Purdue University Indianapolis

12:30pm – 2:00pm Pre-Workshop Session 1

- Pre-Workshop #1: Guiding Principles
John Bartholomew, University of Texas – Austin
Shari Sanders, University of Colorado Boulder
- Pre-Workshop #2: Plenary by Jared Russell, Auburn University and IGNITE sessions

2:00pm – 2:30pm Break and Networking (includes snacks and refreshments)

2:30pm – 4:00pm

Pre-Workshop Session 2

- Pre-Workshop #1: Addressing Faculty & Staff Behavior
John Bartholomew, University of Texas – Austin
Shari Sanders, University of Colorado – Boulder
- Pre-Workshop #2: IGNITE sessions and roundtable discussions

Friday, January 26, 2018

8:30am – 10:00am

Pre-Workshop Session 3

- Pre-Workshop #1: Difficult Conversations as a Form of Negotiation
John Bartholomew, University of Texas – Austin
- Pre-Workshop #2: Plenary by Tim Gavin, Purdue University, and IGNITE sessions

10:00am – 10:30am

Break and Networking (includes snacks and refreshments)

10:30am – 12:00pm

Pre-Workshop Session 4

- Pre-Workshop #1: Finding a Path Forward
John Bartholomew, University of Texas – Austin
- Pre-Workshop #2: IGNITE sessions and roundtable summaries
Mark Urtel, Indiana University – Purdue University Indianapolis

Workshop Sessions

Friday, January 26, 2018

1:00pm – 1:15 pm **Welcome, Thomas Templin, President**

1:15pm – 2:30pm **Keynote Speaker, Ryan Jenkins, Next Generation Speaker, Atlanta, GA**
Next Generation Leadership: Proven Strategies to Engage Millennials

Description: A generationally diverse workforce is better equipped to respond to today's high-flux and disruption-prone marketplace. Since Millennials became a majority of the labor force, generational differences have never been wider as each generation has a varying perspective of work, leadership, technology, and selling/buying. In fact, 52% of workers say they are least likely to get along with someone from another generation. Those that learn to lead and engage Millennials (and across generations), will gain the necessary competitive advantage in today's exponential and fast-changing times.

2:30pm – 2:45pm **Q & A**

2:45pm – 2:50pm **BREAK**

2:50pm – 3:50pm **Innovative Approaches and Issues Related to Teaching/Curriculum**

Podium Presentations:

Presider: Jason Carter, Michigan Technological University

- **2:50pm – 3:05pm** Melinda Solmon, Louisiana State University, Dealing with Academic Dishonesty in the World of Technology
- **3:05pm – 3:20pm** Dan Schmidt, University of Wisconsin-Oshkosh, CoAES/CAAHEP Accreditation: Worth the Time and Effort?
- **3:20pm – 3:35pm** Melissa Pangelinan, Danielle Wadsworth, James McDonald and Mary Rudisill, Auburn University, Enhancing Student Learning and Research via Community Engaged Scholarship
- **3:35pm – 3:50pm** Megan MacDonald and Marc Norcross, Oregon State University, Learning by Doing (For Us and Them): Creating and Managing an Undergraduate Experiential Learning Requirement at Oregon State University

3:50pm – 4:05pm **Q & A**

4:05pm – 4:30pm **BREAK**

4:30pm – 5:15pm Continued Topic on Innovative Approaches and Issues Related to Teaching/Curriculum

Podium Presentations

Presider: Kim Graber, University of Illinois

- 4:30pm – 4:45pm Gretchen Kerr, University of Toronto, Transforming Practicum Experiences in Kinesiology
- 4:45pm – 5:00pm John Petrella, Samford University, A Required Undergraduate Research Curriculum in Kinesiology
- 5:00pm – 5:15pm Jared Russell, Auburn University, Developing an Effective Physical Activity and Wellness Program (PAWP) Instructional and Administrative Support Program

5:15pm – 5:30pm Q & A

5:30pm – 6:15pm Panel Presentation: Teaching Kinesiology in the 21st Century

Presider: Lanie Dornier, Tulane University

Panel: Jeffrey Fairbrother, University of Tennessee; David Bassett, University of Tennessee; Phil Martin, Iowa State University; Lynn Panton, Florida State University; Ann Swartz, University of Wisconsin-Milwaukee

6:15pm – 6:30pm Q & A

6:30pm – 8:00pm Reception

Saturday, January 27, 2018

8:00am – 8:40am Keynote Presentation

Presider: Thomas Templin, University of Michigan

Speakers: Melissa Gross and Peter Bodary, University of Michigan

Helping Faculty Improve Teaching: Innovative Models of Instruction

Description: For success in the 21st century, Kinesiology undergraduate students need to develop skills and competencies beyond domain-specific knowledge. The traditional lecture-based classroom may no longer be sufficient to meet the needs of contemporary students, and innovative practices that engage students and help them develop the skills required for success in the 21st century are needed. In this presentation, three different pedagogical approaches to enhance student engagement will be examined: active learning, blended learning and gameful learning. For each approach, examples from a Movement Science curriculum will be described, as well as benefits for student learning and challenges for faculty innovators.

8:40am – 8:55am Q&A

8:55am – 9:15am Lead Presentation

Presider: Thomas Templin, University of Michigan

Speakers: Karen Meaney and Duane Knudson, Texas State University – Promoting Active Learning Instruction and Research in Kinesiology Departments

9:15 am-9:30 am Q&A

9:30am – 10:15am BREAK and Poster Session

Presider: Dan Schmidt, University of Wisconsin- Oshkosh

- Poster 1: Rebecca Schultz, University of Sioux Falls, #CooPhys Culture for Service
- Poster 2: Ray Thompson, University of South Carolina, EXSC 401: Making the Transition to Post-baccalaureate Life
- Poster 3: Angela Lanier, Berry College, Advising Buffet- Innovative Approach to Group Advising
- Poster 4: Chad McEvoy, Steve Howell, and Todd Gilson - Northern Illinois University, Professional Development in Kinesiology/Exercise Science Programs
- Poster 5: Diana Sturges and Jody Langdon, Georgia Southern University, Making the Case for the Scholarship of Teaching and Learning (SoTL)
- Poster 6: Heather Van Mullen, Lewis-Clark State College, Who am I? Strategies for Teaching about Power and Privilege in a Kinesiology Class
- Poster 7: Vanessa Yingling, California State University, East Bay, Undergraduate Research and Service-Learning Programs in a Kinesiology Program at a Teaching University
- Poster 8: Harald Barkhoff, University of Hawaii-Hilo, Uluakea & Hawaii Papa O Ke Ao- Indigenizing Kinesiology
- Poster 9: Nicole Smith, California State University – Fresno, Striving to Infuse Innovation into the PETE Curriculum: A Tale of Two Programs
- Poster 10: Sylvia Goodman, Southern Nazarene University, An Examination of Ethics Education in Sport Management Programs
- Poster 11: Sheri Brock, Auburn University, Innovative Approaches to Teacher Development in a PETE Program

10:15am – 11:00am Innovative Approaches and Issues related to Teaching/Curriculum

Podium Presentations:

Presider: Mary Rudisill, Auburn University

- **10:15am – 10:30am** Tannah Broman and Joseph Marsit , Arizona State University, Letting Go and Narrowing the Focus: Specialized Curriculum for Kinesiology
- **10:30am – 10:45am** Leanne Smith, Elizabeth Chapman, and Kathryn Sinden, Lakehead University, Canada, Kinesiology as a Health Care Profession in Ontario: The Evolution and Post-Secondary Education Response
- **10:45am – 11:00am** Tim Brusseau, University of Utah, Benefits and Challenges of Kinesiology as a Pre-Allied Health Degree

11:00am – 11:15am Q & A

11:15am – 11:30am Recognition of Sponsors and Break

11:30am – 12:30pm Roundtables

Presider: Jayne Jenkins, University of Wyoming

- RT 1: Charlie Robison, George Mason University, “Guess the Ending”: A Strategy to Evoke Student Engagement in a Journal Article Discussion
- RT 2: James Carson, University of South Carolina, Opportunities for Undergraduate Research at the University of South Carolina
- RT 3: Ting Liu and Lisa Lloyd, Texas State University, Promoting Hands-On Learning for Undergraduate Students through Service-Learning
- RT 4: Stephen Coulon and Michelle Moosbrugger, Springfield College, Home School Physical Education as Service Learning
- RT 5: John Dobson and Diana Sturges, Georgia Southern University, Assessing and Enhancing Higher Order Thinking in Kinesiology Students
- RT 6: Lara Duke, Douglas College, Developing an Integrated Movement Analysis Curriculum
- RT 7: Chad Killian and Amy Woods, University of Illinois, Using Flipped Instruction to Expand and Enhance Learning
- RT 8: Lisa Hicks, University of Indianapolis, The Wide World of Kinesiology: Mentoring and Advising Undergraduate Students through Their Career Preparation
- RT 9: Steve Prewitt and Tara Tietjen-Smith, Texas A & M University-Commerce, Overcoming Barriers of a Rural University
- RT 10: Cassandra Ledman, Lane Yahiro, and Tim Gavin, Purdue University, Setting Students Up for Success: Advancement in Exercise Science Curriculum
- RT 11: La’Joya Orr, University of Michigan, Inclusive Programming in Times of Social Unrest on Campus
- RT 12: Mallory Marshall and Rebecca Rogers, Samford University, Assessment of Undergraduate Research Curriculum in Kinesiology
- RT13: Carla Murphy, Delta College, Flipping Out in Exercise Physiology

12:30pm – 1:30pm LUNCH

1:30pm – 2:00pm Keynote Presentation

Presider: Kim Graber, University of Illinois

Speaker: Wojtek Chodzko-Zajko, Dean of the Graduate School, University of Illinois

Getting to the Core of the Matter: The Establishment of a Common Curriculum in Kinesiology

Description: Several years ago, the AKA identified the following elements as central to the core of our discipline (1) Physical activity in health, wellness, and quality of life; (2) Scientific foundations of physical activity; (3) Cultural, historical and philosophical dimensions of physical activity; and (4) The practice of physical activity. This presentation will review the process used to identify the core elements of Kinesiology and discuss the mapping and assessment of undergraduate student learning outcomes in relation to the AKA core.

2:00pm – 2:15pm Q & A

2:15pm – 3:00pm **Panel Presentation** What is the Bigger Context in a Kinesiology Curriculum?

Presider: Jason Carter, Michigan Technological University

Panel: Barry Braun, Colorado State University; Matt Hickey, Colorado State University; Nancy Williams, Pennsylvania State University; Michael D. Brown, Auburn University; Carol Ewing Garber, Teachers College, Columbia University

3:00pm – 3:15pm **Q&A**

3:15pm – 3:30pm **BREAK**

3:30pm – 4:15pm **Curriculum, Research, and Other Issues in Undergraduate Education**

Podium Presentations:

Presider: Dana Brooks, West Virginia University

- **3:30pm – 3:45pm** Erica Taylor, Delaware State University & Patrice Elder, Tennessee State University, Developing a Strong Curriculum Based on the AKA Core
- **3:45pm – 4:00pm** Knolan Rawlins, Delaware State University, Perceptions of Group Work and Peer Assessment
- **4:00pm – 4:15pm** Janelle Handlos, University of Montana Western, Teaching Kinesiology in the X1 Block Schedule

4:15pm – 4:30pm **Q & A**

4:30pm – 4:45pm **AKA Leadership Institute**

J. Carter, Michigan Technological University and J. Bartholomew, University of Texas-Austin

4:45pm – 5:15pm **Summary Keynote:**

Presider: Thomas Templin, University of Michigan

Speaker: Jim Morrow, University of North Texas

Kinesiology Undergraduate Preparation: 1965 to 2018

Description: This presentation will provide a review of the conference and the various themes that emerged about undergraduate education in Kinesiology.

5:15pm – 5:30pm **Transfer of Leadership** (Tom Templin, Jason Carter & Mary Rudisill)

5:30pm – 8:00pm **Reception/Awards Banquet – Thomas Templin, MC**

Presentation of AKA leadership awards and fun!

Keynote Speaker Biographies

Ryan Jenkins

Ryan Jenkins is an internationally recognized keynote speaker and author of the book, *The Millennial Manual: The Complete How-To Guide to Manage, Develop, and Engage Millennials at Work*. He helps organizations gain clarity around Millennials and Generation Z so that leaders can effectively lead, engage, and sell in today's multigenerational marketplace. Ryan has been featured in Forbes, Fast Company, Inc, and SUCCESS Magazine. Ryan's blog, podcast, and Inc.com column inspire and equip thousands of people every week. Ryan's passion, experience as a Millennial himself, and his fresh and forward-thinking approach to generations have made him one of the most highly sought after generational and future of work keynote speakers. Ryan is also a Partner at 21Mill.com, a micro-learning training platform dedicated to helping Millennials perform better at work. When Ryan is not speaking and writing, you can find him sampling craft beers from around the U.S. or religiously cheering on the Denver Broncos with his wife, 2 children, and yellow Labrador from their home in Atlanta, GA.

Melissa Gross

Melissa Gross is a faculty member in the Department of Movement Science in the School of Kinesiology at the University of Michigan. A biomechanist by training, she investigates the effects of emotion and mood disorders on body movements. Dr. Gross is also interested in digital technologies and education, and serves as the Director of Innovative Teaching and Learning in the School of Kinesiology. In 2014, she was awarded the Arthur F. Thurnau Professorship in recognition for her distinguished accomplishments in undergraduate education at the University of Michigan.

Pete Bodary

Pete Bodary is a clinical faculty member in the Departments of Movement Science and Health & Fitness in the School of Kinesiology at the University of Michigan. He teaches courses related to exercise physiology at all academic levels (100-level through graduate) within the School of Kinesiology and is the director of the Graduate Certificate in Physical Activity and Nutrition offered in conjunction with the School of Public Health Nutrition Program. His interests beyond teaching and learning include the importance of physical activity in reducing chronic disease and the evaluation of wearable technology for improving health and athletic performance.

Wojtek Chodzko-Zajko

Wojtek Chodzko-Zajko earned a bachelor's degree in Education from the University of London and a Ph.D. degree in Kinesiology from Purdue University. Chodzko-Zajko's primary research interests are in the area of aging and health. He is the Shahid and Ann Carlson Khan Endowed Professor of Applied Health Sciences and Dean of the Graduate College at the University of Illinois.

In his role as Dean of the Graduate College, Chodzko-Zajko leads campus efforts in setting policies, defining standards, and enabling excellence in graduate programs, graduate research, and graduate student life. With graduate programs in more than 100 disciplinary areas, the Graduate College at the University of Illinois fosters a vibrant campus community of scholars. Graduate students and faculty at Illinois enjoy an intellectual environment that reaches across the Arts, Sciences, Humanities, Social Sciences, and Engineering to create, challenge, and transform knowledge.

In his professional life, Chodzko-Zajko remains active in the dissemination of information about healthy aging through his work on several major professional advisory boards. He served on the World Health Organization committee that developed the WHO Guidelines for Physical Activity among Older Persons. Chodzko-Zajko was the Principal Investigator for a series of projects charged with developing a national strategy for promoting healthy aging in the USA. The National Blueprint: Increasing Physical Activity among Adults Age 50 and Older serves as a guide for multiple organizations, associations, and agencies, to inform and support their planning work related to increasing physical activity among America's aging population. Chodzko-Zajko chaired the writing group that authored the American College of Sports Medicine's Position Stand on Physical Activity and Exercise for Older Adults. He currently serves on the Executive Committee of the AAU Association of Graduate Schools and on the Board of Directors of the GRE.

Chodzko-Zajko was the founding Editor of the Journal of Aging and Physical Activity from 1992-2002. He served as Chairman of the Board of Directors of the American Council on Exercise and is a Past-President of the American Kinesiology Association.

James Morrow

James R. Morrow, Jr. is a Regents Professor Emeritus in the Department of Kinesiology, Health Promotion, and Recreation at the University of North Texas. His background is in research and evaluation methodology, having conducted research on fitness testing and taught measurement, research, and evaluation courses for more than 40 years. He has published more than 150 manuscripts, chapters, and 4 textbooks. His co-authored measurement text, *Measurement and Evaluation in Human Performance*, is in its 5th edition. He presented his research annually before national and international audiences. He has served on the FitnessGram® Advisory Committee for more than 30 years. He previously served a 4-year term on the President's Council on Physical Fitness and Sports Science Board as member and then Chair. Morrow is a Fellow in the American College of Sports Medicine, the National Academy of Kinesiology (for which he was President in 2003-2004), the Research Fellow of SHAPE America, and the North American Society of Health, Physical Education, Recreation, Sport and Dance Professionals. He was the Editor-in-Chief of the *Research Quarterly for Exercise and Sport* (1989-1993) and founding Co-Editor (with Steven N. Blair) of the *Journal of Physical Activity & Health* (2004-2006). He has received numerous state and national awards for his research and service activities. Honors include the AAHPERD Scholar, AAHPERD McCloy Lecturer, AAHPERD RQES Lecturer, the AAHPERD Research Consortium Distinguished Service Award, the Measurement and Evaluation Council Lifetime Achievement Award, TAHPERD's David K. Brace Award, SDAHPERD Scholar, TAHPERD Honor Award, the AAHPERD' RQES Writing Award (3 times), and the National Academy of Kinesiology's Hetherington Award. He has been Principal or Co-Investigator on research awards funded for approximately \$8,000,000.