

California State University, East Bay
5-Year Program Review for
Kinesiology
2013-2014

Self-Study and 5-Year Plan approved by faculty on: April 2, 2014

External Reviewer Report received by the program on: May 2, 2014

Program's Response to External Reviewer's Report completed on: May 7, 2014

Reviewed by Dean Nelson May 13, 2014

Complete 5-Year Program Review Report submitted to CAPR on: _____

SUMMARY

Mission Statement – CSU East Bay

Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society. Through its education programs and activities the University strives to meet the educational needs and to contribute to the vitality of the East Bay, the state, the nation and global communities.

Mission Statement

Kinesiology

[http://www20.csueastbay.edu/ceas/departments/kin/index.](http://www20.csueastbay.edu/ceas/departments/kin/index.html)

html

Kinesiology is the discipline related to the scholarly study of sport, exercise and related activities from anatomical, biomechanical, developmental, physiological, psychological, sociological, philosophical and historical perspectives.

Mission Statement: *To prepare graduates who are knowledgeable, professional, and take a multidisciplinary approach to promoting physical activity.*

1. Summary of the Program

Kinesiology is a cross-disciplinary subject that spans from the humanities, to behavioral sciences, to life sciences. As such Kinesiology offers a broad curriculum both in the major and across all categories of General Education. Within the CSU system, Kinesiology is primarily housed within Colleges of Health and Human Performance or Science. Here at CSUEB, Kinesiology is housed in the College of Education and Allied Studies.

The program in Kinesiology at Hayward started in 1962. For over 35 years Athletics was housed in the department and most tenure-track faculty taught classes and coached. The program had a strong disciplinary approach but little scholarship was produced. Over the years the tenure track faculty dropped their coaching duties and individuals were hired specifically as coaches, yet all remained under one roof. In 1999, the focus of the department started to change and more scholarship was emphasized. As faculty retired, new faculty with scholarly interests were hired and the climate of the department began to change.

Kinesiology is one of the fastest growing majors in the CSU and across the USA. As of Fall 2013 Kinesiology has grown to over 700 majors. However, the Department has only 10 tenure track faculty. Therefore, we are sorely lacking in the ability to offer our curriculum, particularly given that it is often difficult to secure adequately trained doctoral faculty as lectures because there are no doctoral program in Kinesiology in the state of California.

The Kinesiology program has changed dramatically in the last five years:

- Intercollegiate athletics which had been housed in KPE since its inception, moved to Division II and its own unit in 2009. This has allowed Kinesiology to dramatically change its focus to align with other academic programs on campus and throughout the CSU system. With different emphasis and increasing need from each program, there is a severe shortage of space to adequately house both Athletics and Kinesiology.
- Kinesiology and Physical Education changed its name to Kinesiology in 2009 to align with national organizations and with other CSU campuses. (Physical Education is considered as a sub-area under the umbrella of Kinesiology.)
- According to figures provided by the Provost, CSUEB must move toward developing a framework to guide the nearly 3000 students interested in Allied Health Fields. Many of these students are Kinesiology majors.
- Kinesiology has embarked on development of assessment plans for both the graduate and undergraduate programs. The Department learning outcomes are aligned with Learning Outcomes developed by the American Kinesiology Association.
- Whereas there was little focus on scholarship in Kinesiology through the early 1990's here at CSUEB, new faculty have come in tremendously well prepared and eager to conduct research and engage students. Kinesiology has received a tremendous boost with the advent of the A2E2 funds to help secure equipment to provide adequate experiences. (see appendix 9)

2.1 Summary of Previous Review and Five Year Plan

- Nearly all the points from the previous CAPR summary and the MOU have been addressed.
- New faculty are engaged in scholarship and involve students in their research endeavors.
- Kinesiology students have been active in the CSU Research Competition and two of our students have won statewide awards.
- Two faculty members started the Kinesiology Research Groups (KRG) in the Fall of 2013 and have nearly 30 undergraduate and graduate students actively involved. This program is designed to get students involved in research, as well as provide community outreach service. See the Appendix for a copy of the program.
- The Get Fit Stay Fit program was started in the Fall of 2013. This program provides fitness assessments and personal trainers to over 50 faculty/staff. The program is led by a Full Time Lecturer and received financial support from the Presidential LEEP program. Student trainers enroll in KIN 4031 (Professional Field Experience) and are supervised by a Program Manager.

2.2 Curriculum and Student Learning

- One option at the undergraduate level – Pre-Athletic Training – has been eliminated because we did not have an accredited program. Students cannot become Athletic Trainers unless they attend graduate school, and any of our other options will allow them to do so.
- The Pre-Physical Therapy option, which is our most popular, has been renamed to Therapeutic Studies. Although many students enter the option thinking they will attend Physical Therapy school, most do not do so. The “Pre” title on their degree is therefore not indicative of what they will do professionally. Thus, the title Therapeutic Studies better represents this option.
- Two new options have been added to the major. Social Justice aligns with faculty interests and the Center for Sport and Social Justice. A second more general option – Physical Activity Studies—is an option that allows students to pursue a wider range of topics within Kinesiology that meet their particular interests.
- The Exercise, Nutrition, and Wellness Option and Physical Education Teaching Option remain.
- The entire graduate curriculum has been modified and we are now in the process of recruiting new students to the program.
- The department offers GE across the Humanities, Social Sciences and Science and offers a broad range of courses on-line.
- Assessment is now becoming integral to the department on an annual basis.

2.3 Students, Advising, Retention

- Our students are diverse and reflective of the campus population.
- We have more freshman than in previous years.
- Our tenure track faculty, while growing, is still not sufficient to cover our major demands.
- We have staff academic advisors that help the students maneuver through the system.

2.4 Faculty

- We have hired five new faculty since the last review. All are engaged in active scholarship programs and are doing well teaching our students.
- Many faculty are now applying for grants to support their scholarship and students and some have received substantial grants. One Kaiser grant for \$150,000 was just completed and was on developing healthy living programs in two of the Hayward Promise Neighborhood Schools. A former faculty member to become the PI for the Planning Grant and was a Co-PI in the Hayward Promise Neighborhood grant.
- Our faculty are fairly diverse, comprised of 8 females and 2 males.

2.5 Resources

- While A2E2 funds have helped support our laboratory and classes we are sorely in need of more appropriate space. Our one KIN lab that used to host five 2.5 hrs labs per week now must accommodate up to 18 labs per week, plus students using the space to study and work on group projects. Faculty research space is extremely limited.
- We are in competition with Athletics for Fitness/Weight Room Space, as well as other activity spaces for our classes and labs.
- The KPE building was built in the 1960's to host very different functions and far fewer people/activities than today's needs.

2.6 Unit Requirements

- We have modified all our Options so they now fit the 180 unit requirement.

2.7 Transfer Model Curriculum

- The Kinesiology programs in the CSU have worked diligently over the past 8 years to develop a TMS including adding an Introduction to Kinesiology class that is now taught at the Community College Level.

SELF STUDY

2.0 Self-Study

2.1 Specific Responses to Previous Review and 5-Year Plan

This report will focus on two documents: The CAPR (May 15, 2008) report and the MOU from the Provost (March, 2009) (For both reports see Appendices)

CAPR recommends that particular attention be given to the following:

- 1. The Department must create Student Learning Outcomes (SLO's) at the undergraduate and graduate levels that can be measured through an analysis of student work and other sources of data. The identification of signature assignments and development of evaluation rubrics will define department goals and expectations for students.**

The department immediately responded to this issue and in November of 2008 adopted five Learning Outcomes for the undergraduate program. During that academic year one of the outcomes was self-assessed by 100 students and evaluated based on a rubric. That same year all core classes were analyzed to determine if outcomes were introduced, practiced, or demonstrated. The assessment efforts have continued over the review period and the most recent results are presented in the self-study report included here. In addition Learning Outcomes were developed for the graduate program.

- 2. The Department will also need a) a system for collecting and analyzing the data gathered in order to determine progress towards meeting the program SLO's and b) second system for program and course modification based on the data gathered.**

The progress in this has been slower than expected, as the initially planned logistics did not allow for adequate data collection for comparisons. This year it was decided that the data would be collected on Blackboard and thus would be accessible for future use. We think this will greatly improve our ability to use the data to make adjustments in the program.

- 3. Although the undergraduate program is increasing in enrollment, graduate enrollment has been decreasing. Over the next five years the Department plans to revise its graduate program to attract and retain students and create a vibrant learning community.**

The Department spent considerable time to revamp the graduate program. The previous graduate program (only one person from that program is still on faculty) was based on a seminar type model. With the addition of 7 new faculty, and evaluation of the program, it was decided that this format was not appropriate for the type of students in the program. While some students have successfully gained entry to Ph.D. programs in Kinesiology outside of the state of California (there is no program in California), most students are full time workers in the

community or are students that are changing fields from a variety of fields including engineering, sales, and education to name a few. It was felt that the graduate program should more clearly address the needs of these students. We now have our second wave of students entering the new program and we think

we are now approaching a closer approximation of student needs as evidenced by the types of jobs they pursue upon graduation. Recent graduates have indicated that their broad-based curriculum helped them expand their job opportunities upon graduation.

We now want to prepare students so they can approach problems related to physical activity from a cross-disciplinary perspective (integrating humanities, behavioral sciences, and life sciences into analyses and solutions). We still have some students who want to pursue a Ph.D. and we engage those students in research projects. Some have been very successful and two students in the last seven years have won the CSU Research Competition and gone on to successful PhD work. Also with the influx of four new faculty in the last two years who are highly engaged in research, there is now an effort to recruit some of our own undergraduate students into the program (in the past very few Kinesiology undergraduates continued on at CSUEB).

4. KPE is rightly concerned about the impact of the move of CSUEB to Division II Athletics on the organization and structure of the department. Thoughtful consideration is required on the issues of the inclusion/exclusion of Athletics in the Department.

The current Chair was Chair when the department was called Kinesiology and Physical Education and housed the intercollegiate athletic Division III program. She became Chair again right after Athletics moved to Division II. At that time the department changed the name to Kinesiology to align with trends throughout the CSU and the nation to more appropriately describe the discipline without focusing on any particular professional orientation.

The climate and focus of the department has subsequently changed tremendously. In previous years a great amount of time and effort was spent on athletic issues. In the last five years the department has been able to re-design itself to resemble other academic departments with a focus on teaching, scholarship, and service.

One new faculty was hired in 2009 and four more in the last two years. The emphasis now is to recruit doctoral faculty who have a promise for scholarly productivity but who also have a desire to teach our diverse student body. Faculty meetings are now dedicated 100% to these topics.

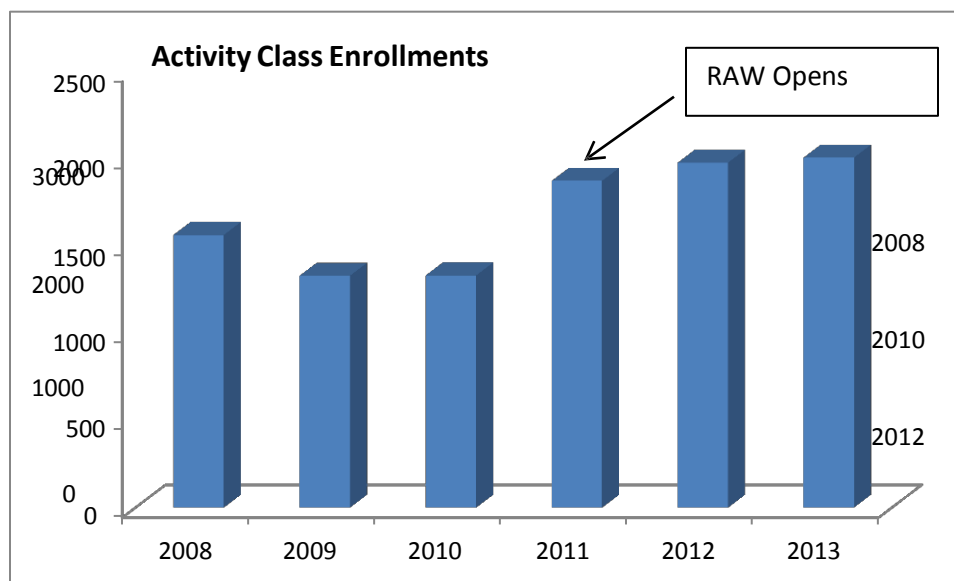
A major issues of contention since the separation has been space. Both Kinesiology and Athletics require extensive use of activity space (fields, gymnasium, fitness/weight room). Under previous administration an MOU regarding space was formulated under considerable tension. With new leadership, Kinesiology and Athletics are attempting to renovate additional space to meet both

unit needs. Such efforts highlight an improved relationship. In addition new faculty are

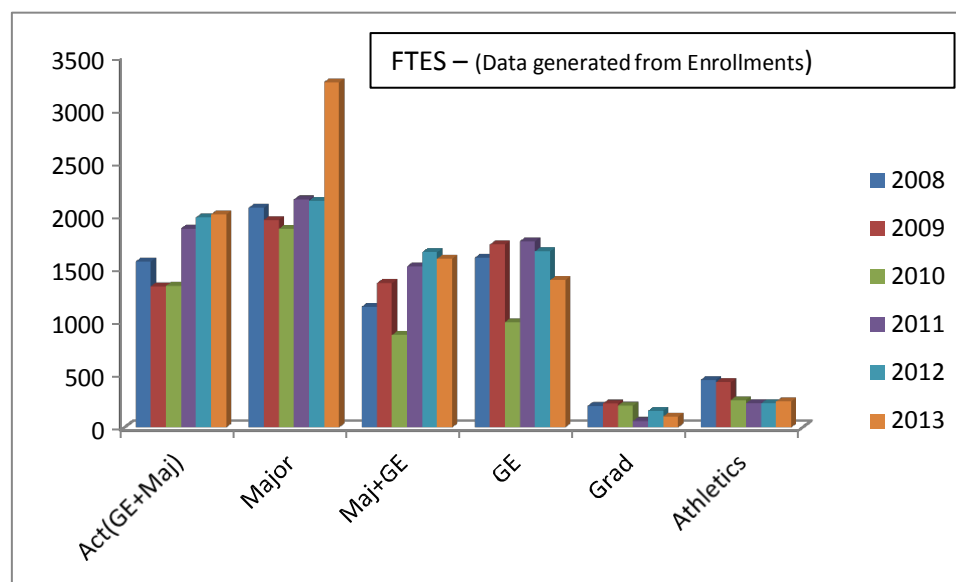
providing “pro bono” service to the athletic department. Some of our faculty are experts in sport and exercise psychology and are providing these services to athletes. There has been recent conversation about cooperating on grants efforts for such programs from the NCAA. It is hoped that both units will continue to strive for enhanced cooperation.

- 5. The completion of the student funded Recreation and Wellness center may impact negatively the enrollment of students in KPE activity classes. The Department and University will need to work together to minimize the change in activity options and identify new/additional sources of FTES generation.**

As can be seen from the graph below, the opening of the RAW has not impacted the enrollment in activity classes.



In 2010 we had severe budget cuts and had to reduce activity class offerings. However, because of the increase in majors we have not had any problem generating FTES. It has been the focus of the department to build increases in tenure track faculty based on increases in the major and not based primarily on the ability to offer GE (Kinesiology offers GE courses in four categories: Humanities, Social Science, Natural Science and Area F –Performing Arts and Activity). Nonetheless, Kinesiology recognizes the importance of providing a service to campus and thus developed GE courses to fulfill these needs. The student learning outcomes for all GE courses match those required by GE and the courses were approved on that basis. We do offer minimal programming at Concord, with two classes for Liberal Studies being offered. We are attempting to get space so we can offer some physical activity (Area F) course for students on that campus. The graph below illustrates the FTES generated by type of offering.



6. It is critical for the continued growth of KPE that its facilities be upgraded and that space is crated for classes and faculty offices. University and Department collaboration is necessary to develop a plan for such renovations.

The building is very old and apparently one of the most earthquake safe on campus, so it is unlikely we will be looking at a new facility soon. The Chair has visited many of the CSU campuses and seen many of the Kinesiology facilities and our building is definitely in the lower quartile of suitable space. Historically, when PPclassrooms, office space, and facilities for an athletic and physical education program. Beginning in the 1970's, Physical Education programs morphed into Kinesiology programs that had a more research oriented focus. Now Kinesiology departments throughout the CSU and throughout the nation have taken on a disciplinary approach from the humanities, behavioral, and life science perspective to examine the influence of physical activity on individuals. Along with this change came a dramatic change in the type of facilities needed to house this academic program. Unfortunately, our building is the same (except for changing the gymnastics facility into one large laboratory). The Chair has just submitted to the Dean a request for facility renovations to the following: (See renovations in Appendices)

- a. The Laboratory space is unwieldy. While the room used to host approximately 5 laboratory sessions per week, it now has up to 18 (2.5 hours) sessions per week due to the growth in the major. It also serves as a work space for students working on projects and sometimes upwards of 75 students are in the space at a time. Two viable solutions have been discussed among the faculty. The facility does have room for a second floor, which could greatly improve space and utility. At a minimum some sort of dividers are needed to abate noise between the different areas in the lab.

- b. The Fitness/Wellness center is programmed by Kinesiology and Athletics from 6 am to 8 pm every day and we still do not have enough space. The Kinesiology program now also runs a Get Fit Stay Fit Program for faculty and staff that is part of the student learning experience for the Exercise, Nutrition, and Wellness option. There is a huge hallway (15' X 108') that could be modified to host additional fitness equipment and serve as a useable space for both KIN and Athletics.
- c. Room 201 (Matt Room) is primarily used by KIN but it cannot be used at alltimes due to noise in the gym if Athletics has main events. Building a wall and erecting another divider to make two spaces in that room would greatly enhance teachable spaces.
- d. There are two racquetball courts. These are largely unused for their original purpose. If one had a door added it could serve as a dedicated space for the Get Fit Stay Fit program which is impinging on lab space at the present time.

Kinesiology cannot continue to operate with over 700+ majors and growing in the present facilities. With addition of faculty, more space is needed. Because of the lab space and the interplay between faculty and lab activities, it is critical that faculty remain in the same building as the lab. The Department is in clear need of improvements/expansion of facilities.

The MOU from the Provost (March 16, 2009) and included in the Appendix suggested:

- 1. It is encouraging to learn that the new faculty members have helped the Department create a culture supportive of assessment and that progress is now being made on assessment of student learning outcomes. The Department is encouraged to work with the assessment coordinator or the CEAS Dean's Office to develop an assessment methodology and how the results of the assessment will be used to inform curricular decisions. Progress on assessment should be noted in the Annual Reports submitted CAPR.**

As indicated above, the department has developed SLO's for both the Undergraduate and Graduate programs and assessment has been under way since the last review.

- 2. The Department is encouraged to continue its development of a plan to address the decline in enrollment in its graduate program including a revision of the curriculum.**

The undergraduate major has exploded since the last review. In 2007 there were 351 majors. In the Fall of 2013 there were 724 majors, so the program has doubled in five years. A great deal of attention has focused on trying to get undergraduate students through the program. The graduate program has been revised and efforts are underway to better advertise the program to appropriate potential students. Further, the department is now in the process of actively recruiting promising undergraduate students from our own program to enroll. This did not occur in the past. We believe the program revision and the new recruiting efforts will help increase enrollments.

- 3. The Recreation and Wellness Center will be a major improvement for the university. However, it is possible that it may negatively impact the amount of FTE currently generated in activities courses for the Department. The Department, the College, and the university should monitor this and develop strategies to mitigate significant negative impacts should they occur.**

As indicated by the graph above, enrollments continue to climb. The activity classes count for GE credit and are also instructionally- as opposed to recreation-based, and students seem to enjoy that aspect

4. The Department is encouraged to continue its partnership with DCIE as a means of generating non-state funds to help with space and facilities upgrades. The Department, through the Dean's Office, should work with Administration and Finance to identify as source of funding for remodel of Room 201 in the Gym.

The Department continues to offer programs through DCIE that have provided funds – primarily for professional development but also some equipment to the program. This program continues and the department is looking at additional options to enhance this source of revenue. As noted above, a request for facility renovations has been submitted to the Dean to be forwarded to the Provost.

2.2 Curriculum and Student Learning

- Our assessment efforts started after the last program review. Because Kinesiology does not have national accreditation standards the department was on its own to develop an assessment plan. In 2008-09, we started developing learning outcomes for both our graduate and undergraduate programs. We then moved on to map the curriculum to the learning outcomes. For annual updates see the CAPR Annual Reports in Appendices.
- The Kinesiology Learning Outcomes align with the Learning Outcomes just released by the
- American Kinesiology Association (2013) and CSUEB Kinesiology serves as one of the exemplary programs on the AKA web site.

Undergraduate Student Learning Outcomes - Department of Kinesiology-Revised -March 13, 2013

Content Knowledge – Students will demonstrate foundational knowledge and skills related to the broad domain of physical activity, and will have the ability to apply perspectives from the humanities and the social, behavioral, and life sciences. (Aligns with ILO number 6, specialized discipline)

Professional Application – Students will be able to identify and integrate relevant information to design, act, and evaluate within disciplinary practice. (Aligns with ILO number 1, critical thinking and number 6, specialized discipline)

Critical Thinking – Students will demonstrate critical thinking skills when evaluating situations, questions, and issues related to physical activity. (Aligns with ILO number 1, critical thinking and number 6, specialized discipline)

Communication Skills – Students will be able to use appropriate, relevant, and compelling content to articulate physical activity issues in both oral and written forms. (Aligns with ILO number 2, communication skills) **Professionalism and Ethics** – Students will demonstrate professional dispositions--such as integrity, personal and cultural sensitivity, collaboration, and leadership--and commitment to social justice for physical activity participants. (Aligns with ILO number 3, social justice and ILO number 4, leadership)

Commitment to Life-Long Physical Activity – Students will be able to articulate the importance of a commitment to life-long physical activity for all. (aligns with ILO number 6, specialized discipline)

Graduate Program Student Learning Outcomes - Department of Kinesiology- Revised March 13, 2013

Cross-Disciplinary Knowledge: Students will demonstrate the ability to synthesize and apply perspectives from the humanities, and the social-, behavioral-, and life-sciences. (Aligns with ILO number 1, critical thinking and ILO number 6 specialized discipline)

Problem Solving: Students will be able to use disciplinary knowledge to design and implement innovative professional applications. (Aligns with ILO number 1, critical thinking and ILO number 6 specialized discipline)

Critical Thinking: Students' thought process will be characterized by the exploration of discipline-relevant issues, ideas, artifacts, and events before accepting or formulating a perspective. (Aligns with ILO number 1, critical thinking)

Communication Skills: Students will be able to use contextually-grounded and compelling content to articulate physical activity issues in both oral and written form. (aligns with ILO number 2, communication)

Leadership: When leading others in a kinesiology-relevant domain, students will demonstrate professional dispositions – such as integrity, personal and cultural sensitivity, and collaboration – as well as a commitment to social justice for physical activity participants. (Aligns with ILO number 3, social justice and to ILO number 4, leadership)

Undergraduate Curricular Map, showing how undergraduate courses meet

BOTH the undergrad SLOs and the ILOs

Institutional Learning Outcomes

Thinking and Reasoning	Communication	Diversity	Collaboration	Sustainability	Specialized Discipline
All KCC	All KCC except 3300 3305 3310	KCC 3305 3310 3350 3700 3740	All KCC except 3340 3700	No KCC	All KCC

Kinesiology Undergraduate Core Courses (KCC)

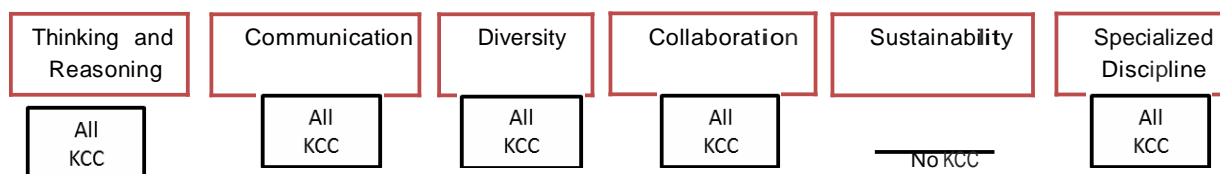
KIN 3300	KIN 3305	KIN 3310	KIN 3320	KIN 3300	KIN 3340	KIN 3350	KIN 3700	KIN 3740	KIN 3750
-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------

All KCC	All KCC except 3300 3305 3310	KCC 3305 3310 3350 3700 3740	KCC 3310 3320 3350 3740	All KCC except 3340 3700	All KCC
Critical Thinking	Communication	Professionalism and Ethics	Life-Long Physical Activity	Professional Application	Content Knowledge

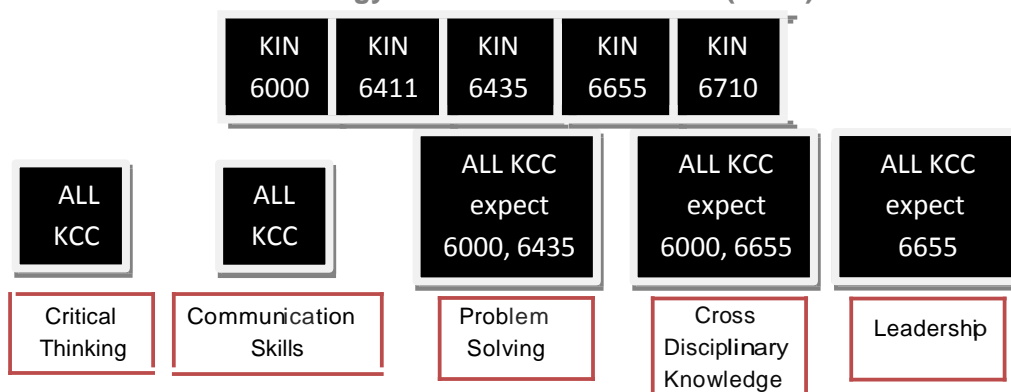
Kinesiology Undergraduate Student Learning Outcomes

Graduate Curricular Map, showing how graduate courses meet both the graduate SLOs and the ILOs

Institutional Learning Outcomes



Kinesiology Graduate Core Courses (KCC)



Kinesiology Graduate Student Learning Outcomes

Assessment Activities of Kinesiology Department 2013

The department of Kinesiology took several steps toward institutionalizing assessment practices this past year. We refined our undergraduate student learning outcomes (SLOs) and then mapped those to our core curriculum (see appendix). We developed graduate student learning outcomes and then mapped those to the core curriculum of our graduate program. In both cases we also correlated our SLOs with the Institutional Learning Outcomes.

We also assessed one of our undergraduate SLOs, critical thinking. We used the AAC&U critical thinking value rubric and applied that to an appropriate assignment from one of our core classes. We held a practice session with the faculty in which we worked through applying the rubric to student work and were able to discuss how we interpreted and used the different criteria. This conversation was quite impactful in having our faculty reflect on what we consider significant to critical thinking and how that gets structured into our curriculum. We then systematically assessed student work which the details are described below. The last part of this report addresses plans to “close the loop” on how we will use this data to improve our curriculum.

Methods

Data. The stratified sample data comprised 10 student ‘Blog’ assignments from the upper division KIN 3350 core course (“Introduction to Sport and Exercise Psychology”; Appendix A). Four assignments represented the “Pre-Physical Therapy” option, three assignments represented the “Exercise, Nutrition, and Wellness” option, two assignments represented the “Physical Education Teaching” option, and one assignment represented the “Pre-Athletic Therapy” option. This division of number of assignments among the various Kinesiology options represented the relative percentage contribution from each Kinesiology option toward the total number of Kinesiology Seniors ($n = 137$) identified as having met all graduation requirements in the 2012-2013 academic year.

Measure. The critical thinking rubric selected for this assessment was the Association of American Colleges and Universities’ (AACU) Critical Thinking Value Rubric (AACU, n.d.). The Rubric was developed by teams of faculty experts representing colleges and universities across the U.S., in a process involving extensive examination of existing U.S. campus rubrics and related documents for critical thinking and faculty input. The Rubric articulates fundamental factors for critical thinking (i.e., “Explanation of Issues”, “Evidence”, “Influence of Context and Assumptions”, “Student’s Position”, and “Conclusions and Related outcomes”), and employs performance descriptors which demonstrate progressively more sophisticated levels of attainment (“1” = “Under-developed” critical thinking; “4” = “highly developed” critical thinking). The AACU (AACU, n.d.) notes that the Rubric is intended only for institutional-level evaluation and discussion on student learning (i.e., not for student grading purposes). The Rubric has been provided in Appendix B.

Procedure. In order to assess the current quality of critical thinking demonstrated among Kinesiology Majors (graduating Seniors, only) the Department SLO Assessment Committee (i.e., Dr.’s Beal and O) selected a signature assignment (i.e., KIN 3350 Blog assignment) to be independently rated by five tenure-track Kinesiology faculty members. Prior to independent rating of the assignments, a familiarization session was held with all Department faculty members wherein the Assessment Committee introduced the AACU scoring rubric to faculty members and facilitated a discussion of faculty members’ perceptions, concerns, and questions regarding the rubric. Prior to this session, all faculty were asked to independently score two

sample signature assignments (KIN 3350 Blog assignments) using the Rubric in order to provide a scoring-experience context upon which faculty could base their initial perceptions. The familiarization session did not conclude until all faculty members verbally expressed that he/she was comfortable with the scale employed on the rubric, with the operational definition of ‘critical thinking’ being employed, and with the scoring task, itself.

Following the familiarization session, the Departmental SLO Assessment Committee compiled the signature assignment package consisting of 10 anonymous student Blog assignments, the scoring rubric, a scoring-data spreadsheet template, and the outline of the KIN 3350 Blog assignment. The packages were delivered electronically to faculty, who were asked to electronically return their scores within a 10-day period.

Data analysis. Inter-rater reliability was assessed using two-way mixed, consistency, average-measures intra-class correlations (ICCs) to assess the degree of consistency among the five independent scorers’ ratings for each factor of critical thinking. Descriptive data was computed for each factor of critical thinking assessed in the Rubric (i.e., “Explanation of Issues”, “Evidence”, “Influence of Context and Assumptions”, “Student’s Position”, and, “Conclusions and Related outcomes”). Last, to explore the differences between mean scores of each of the five critical thinking factors assessed, a single-group repeated measures analysis of variance (RM-ANOVA; $p = .05$) and subsequent post hoc analyses were conducted. No independent variables were entered into the RM-ANOVA analyses (i.e., there were no groups), and each critical thinking factor was entered as a dependent variable for the analysis.

Results

ICCs. The resulting ICCs were all in the acceptable range ($ICC = 0.79-0.94$), indicating that raters demonstrated an acceptable degree of inter-rater reliability (e.g., Cicchetti, 1994) and consistent ratings for each of the five factors of critical thinking assessed.

Descriptive statistics. Descriptive statistics for each of the five critical thinking factors are provided in Table 1. Values ranged from 1.91-2.67 (out of 4), with a grand mean rating of 2.23 ($SD = 0.31$). This indicates that graduating Kinesiology Seniors at CSUEB currently demonstrate critical thinking skills that are “Minimally Developed” (based on classifications within the AACU Rubric).

Main analysis. Results of the single-group repeated measures ANOVA indicated that significant differences existed among mean ratings for the various factors of critical thinking ($F(1.75, 7.01) = 13.18, p = .005, \eta^2 = .96$). To explore this significant effect further, post hoc analyses were calculated for each pair of critical thinking factors (10 paired-sample t -tests; adjusted $\alpha = 0.01$). The post hoc analyses indicated that the significant main effect centered on significant differences between the mean score for critical thinking factor: “Explanation of Issues” and that of all remaining critical thinking factors (i.e., factor “Explanation of Issues” demonstrated a significantly higher mean score than each remaining factor of critical thinking assessed). Moreover, all of the remaining paired critical thinking factors failed to demonstrate statistically significant differences in mean scores ($p > 0.01$). A summary of the results of the post hoc analysis is presented in Table 2. Taken collectively, the data and subsequent analyses indicate that, based on the current sample, graduating Seniors in Kinesiology at CSUEB demonstrate significantly greater critical thinking skills relative to the “Explanation of issues”, as compared to the other factors of critical thinking (i.e., “Evidence”, “Influence of Context and Assumptions”, “Student’s Position”, and, “Conclusions and Related outcomes”).

Implications of Results

The Department of Kinesiology’s assessment of the critical thinking SLO indicated that graduating Kinesiology seniors at CSUEB are demonstrating minimally-developed critical thinking skills ($M = 2.23(0.31)$ out of 4.00) as independently assessed by Kinesiology faculty

raters based on a stratified sample of 10 KIN 3350 Blog Assignments (the assignment is geared toward challenging students to think critically). In addition, results indicated that graduating Kinesiology seniors at CSUEB are most-skilled at explaining an issue critically (see Appendix B to review Rubric), and significantly less skilled at critically presenting evidence, taking context and assumptions into consideration, critically presenting their position, and, advancing critically-driven conclusions and related outcomes.

Limitations

There were a few limitations of this first round of assessing critical thinking. First, we chose an assignment that highlighted 3 of the 5 criteria (explanation, evidence and conclusion) and because the assignment had a word limit, there was not space to develop differing positions and assumptions.

The other limitation is that this is essentially a post-test without a pre-test. We don't have evidence indicating what their skill levels were before they became majors. Relatedly, the vast majority of our students are transfer students giving us two years to develop these skills. It is important to note that level 4 (highly developed) may be aspirational, but we would be satisfied if our undergraduates could leave CSU East Bay with level 3 (adequately developed). Nonetheless, this information can inform our educational practices.

Closing the Loop

Our department has a fall faculty retreat every year. In the upcoming retreat, we will be discussing the results of our assessment and how those can impact our curriculum and teaching practices. We have already agreed that we need to create a standardized signature assignment (but with flexibility for specific options) that would serve as our main evidence to assess all our SLOs. With regard to teaching, we will use the rubric as a guideline to discuss what faculty currently do to focus on/teach CT skills. We will also discuss our perceptions on the effectiveness of the current CT teaching methods identified and generate a pool of pedagogical resources that faculty can use in their classrooms. This heightened intentionality to teaching critical thinking can allow for common reference across classes so that students' awareness and practice of critical thinking can be enhanced.

We hired two new faculty members starting Fall 2014 to primarily teach our Measurement in Kinesiology. All faculty worked with these two new faculty to redesign this course which will be called Critical Inquiry in Kinesiology and has been expanded to include both qualitative and quantitative research methods. This course is also designed to help students with their critical thinking skills.

Table 1. *Descriptive statistics for signature assignment scores of graduating CSUEB Kin Seniors (N = 10).*

Critical Thinking Factor	ICC	Mean	SD
A: Explanation of Issues	0.79	2.67	0.44
B: Evidence	0.90	2.41	0.53
C: Influence of Context and Assumptions	0.92	2.08	0.92
D: Student's Position	0.94	1.91	0.79
E: Conclusions and Related Outcomes	0.94	2.07	0.82
Grand Mean		2.23	0.31

Note. ICC = Intra-class correlations (consistency in ratings between faculty raters); SD = standard deviation

Table 2. *Post hoc (paired sample t-tests) results comparing the mean difference between each respective pair of critical thinking factors.*

<i>t</i> -test pair	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
CTA - CTB	0.40	0.16	5.66	0.01*
CTA - CTC	0.70	0.35	4.45	0.01*
CTA - CTD	0.76	0.40	4.29	0.01*
CTA - CTE	0.71	0.36	4.39	0.01*
CTB - CTC	0.30	0.20	3.30	0.03
CTB - CTD	0.36	0.27	2.95	0.04
CTB - CTE	0.31	0.30	2.34	0.08
CTC - CTD	0.06	0.16	0.86	0.44
CTC - CTE	0.01	0.29	0.08	0.94
CTD - CTE	-0.05	0.17	-0.65	0.55

Note. Adjusted $\alpha = 0.01$; *M* = Mean difference between factor pair; CTA = “Explanation of Issues” factor, CTB = “Evidence” factor; CTC = “Influence of Context and Assumptions” factor, CTD = “Student’s Position” factor, CTE = “Conclusions and Related Outcomes” factor; * = Statistically significant difference.

- The Kinesiology Core at CSUEB is quite broad and embraces the humanities, behavioral sciences, and social sciences. We really have one of the broader cores in the CSU system. Since we are still on the quarter system we have the opportunity to offer a lot of classes and stay within our unit maximum. Our department philosophy is also to provide students with a cross-disciplinary perspective that they can use in their various professional options. Our program is quite similar to CSU San Bernardino which is also on the quarter system and is a similar campus. The core is also similar to programs at major universities such as University of Maryland, a highly recognized program in the country, that requires a wide breadth of core classes and also has an activity class requirement for kinesiology majors.

California State University, East Bay

Required before upper division Anatomy and Physiology

Required Kinesiology Courses – Kinesiological Measurement, Structural Kinesiology, Introduction to Kinesiology and Performance Requirements.



Core Knowledge Base in Kinesiology

Humanities

Philosophical Foundations
History of Sport
Sport & Society

Behavioral & Social Sciences

Motor Development
Sport & Exercise Psychology
Motor Learning/Control

Life Sciences

Exercise Physiology
Biomechanics

Professional Applications



Physical Education Teaching (PET)



Exercise, Nutrition, & Wellness



Social Justice



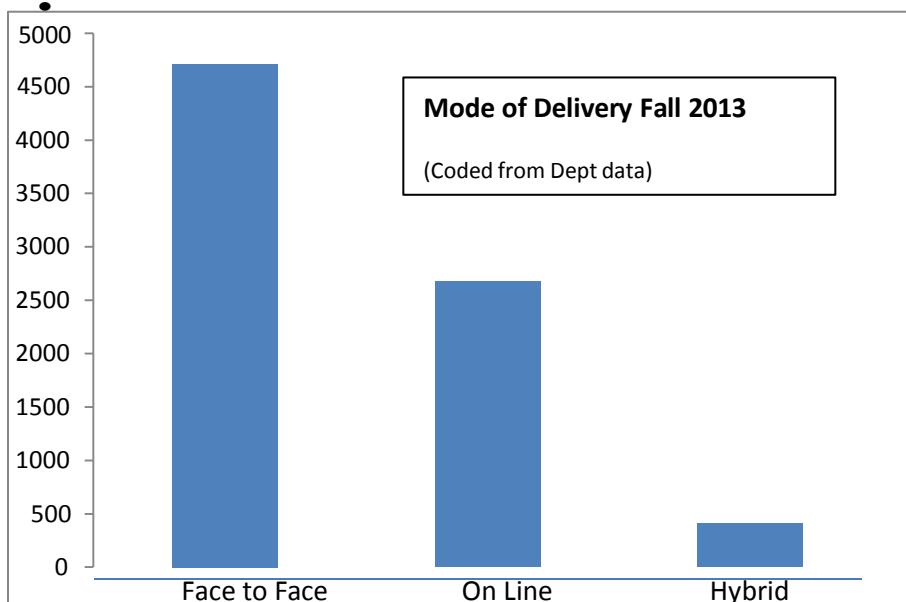
Physical Activity Studies



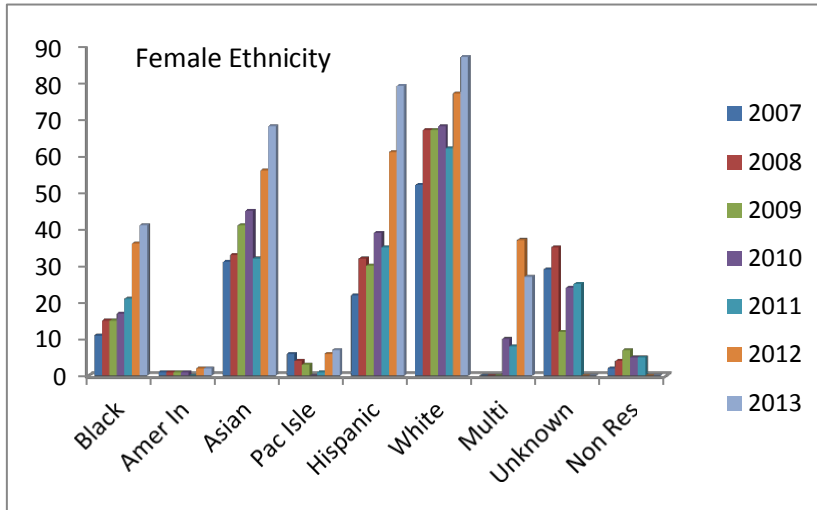
*Therapeutic Studies
(Formerly Pre-Physical Therapy)
*Prep for Physical and Occupational Therapy & Chiropractic

Required before Upper division – Anatomy and Physiology

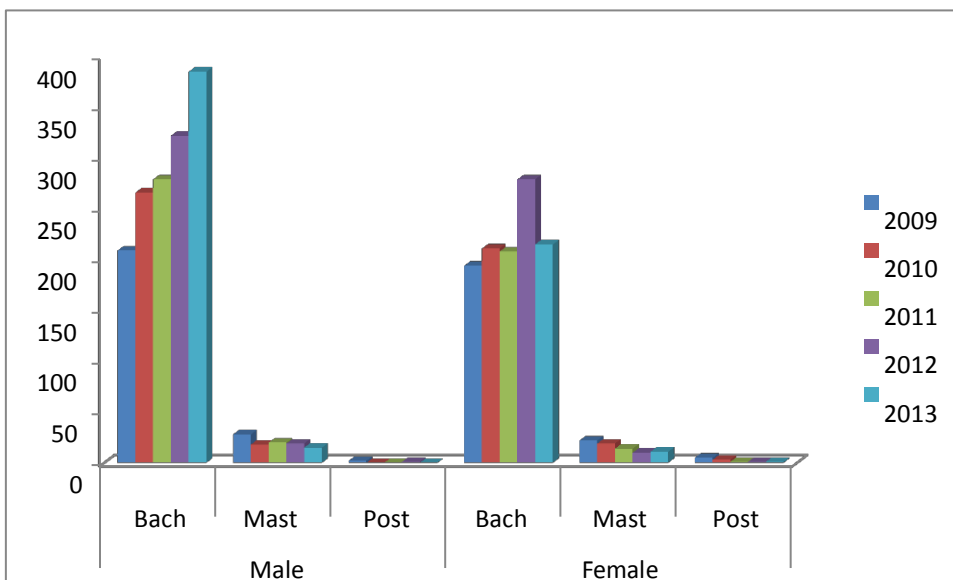
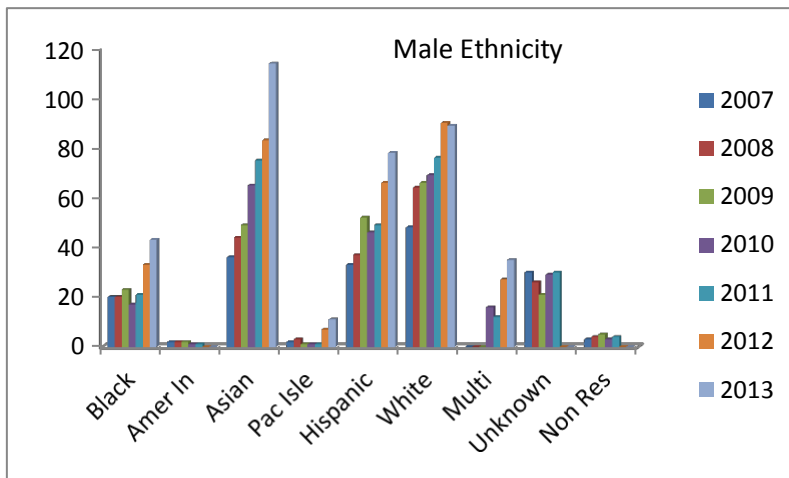
- As mentioned above, the department offers GE courses in Areas B (Science and Quantitative Reasoning), C (Humanities), D (Social Science) as well as Area F (Performance). The department does offer a number of course in the on-line format and many of these are GE classes that allow a broad range of students to enroll.



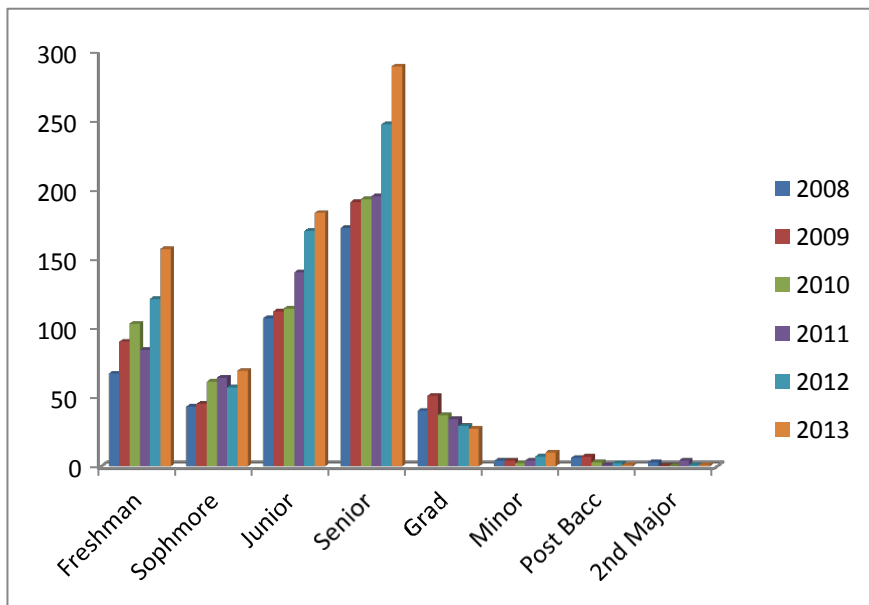
2.3 Students, Advising and Retention



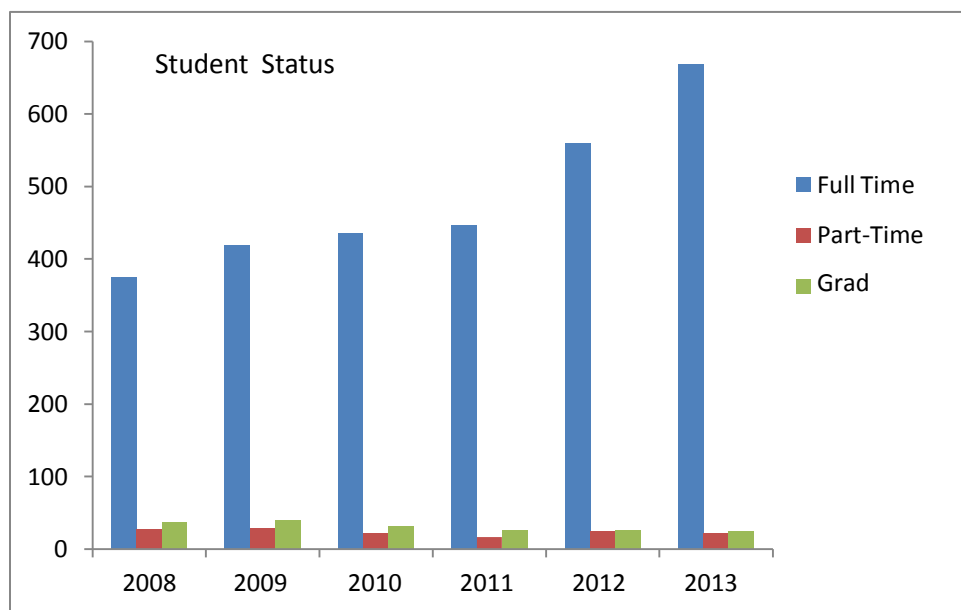
The data presented in the following figures was derived from Institutional Data Sources. As can be seen from the graphs below, Kinesiology is a fairly diverse major. While the majority of students are classified as white, the remaining spread across many ethnicities and in the past year Black, Asian, and Hispanic have all increased.



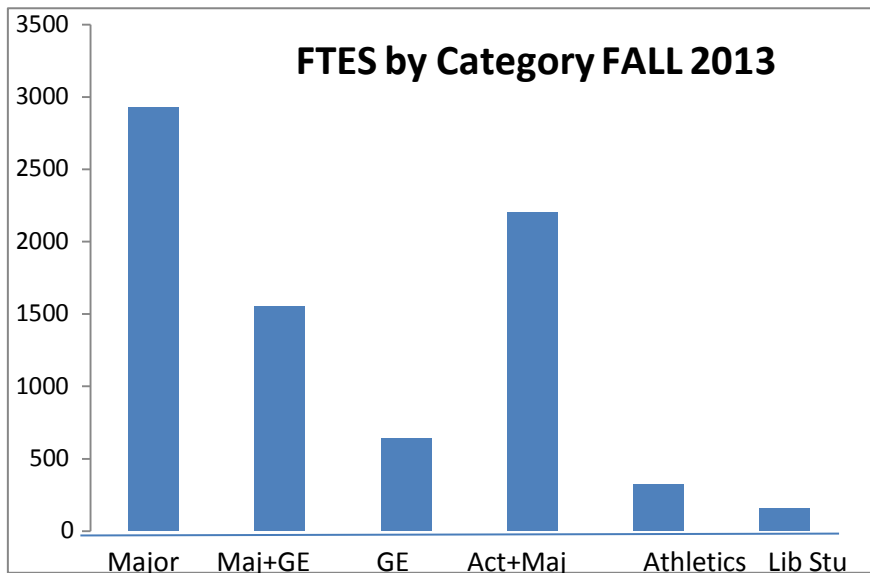
Kinesiology has more male than female students (Date Warehouse).



Probably the biggest change is in the number of Freshman entering Kinesiology. In the last five years the number of Freshman has tripled. At Freshman orientation we typically have well over 100 students in attendance and most want to become KIN majors. Many campuses have impacted their KIN majors but we have been told that is not an option here at CSUEB. The programs have found they can better plan course offerings and help students graduate in a timely fashion. (DataWarehouse)

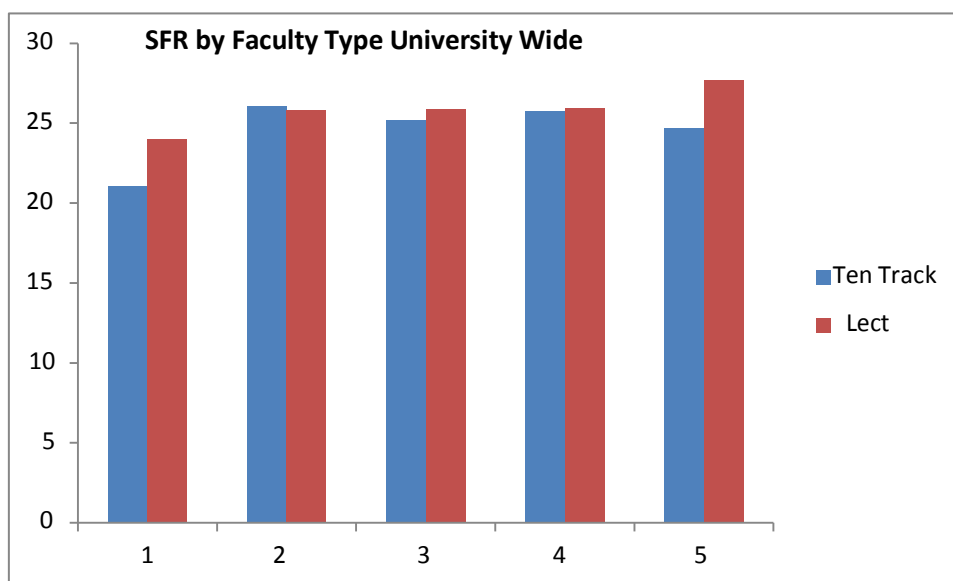


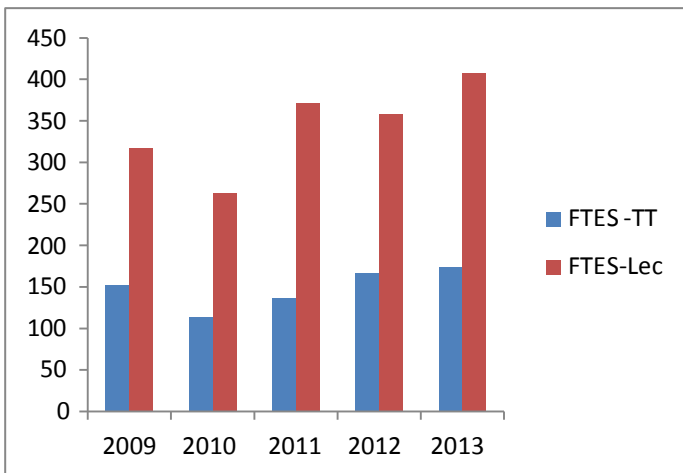
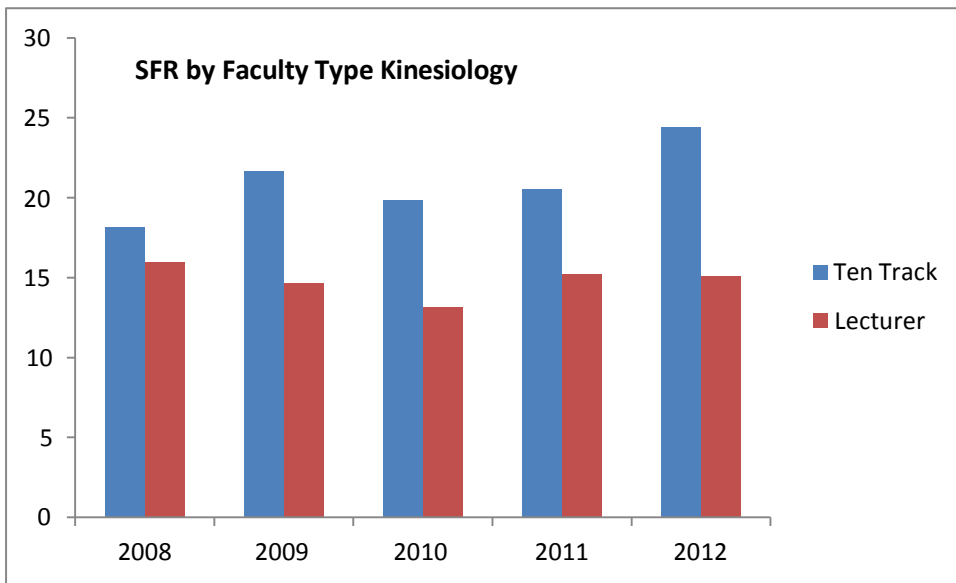
Most students are full-time. (Warehouse special report)



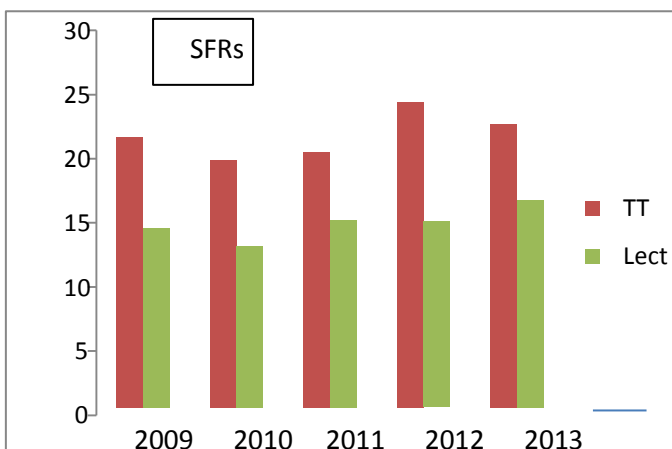
The types of courses offered by Kinesiology range from courses designed for Majors, courses that fulfill both GE and Major, GE classes, Activity Classes (that are also used in the major), Intercollegiate Athletic courses (which are still listed in department despite the fact that athletics has separated), and courses designed for Liberal Studies students. As can be seen from the figure, the majority of classes are delivered to fulfill the major. (From Departmental Data)

The following two graphs show the SFR by Tenure Track versus Lecturer faculty in the department and university-wide. As can be seen a large proportion of classes in Kinesiology are taught by lecturers. However, the data is a little problematic. As a result of the Planning for Distinction and a close examination of the data it was discovered that although coaches are no longer in the department they are still part of the head count of lectures for some of the review years, and Intercollegiate Athletic classes are considerably smaller than typical activity classes in the department. Also a large number of activity classes are taught by non-tenure track faculty and this is considered reasonable to the faculty. Despite these two anomalies, the department still has a large percentage of classes taught by lecturers.





A majority of classes are taught by Lecturers but at times we also have graduate students who teach these lower division activity classes.



The SFR ratios for tenure track is actually higher than for lecturers. One data point that does skew this data however is that Intercollegiate Athletic Teams are still offered with a KIN prefix and while almost all our lower division classes have 32 to 40 students, intercollegiate athletic classes are relatively small in comparison yet still count in this ratio.

Kinesiology at CSUEB mirrors the growth that is happening across the nation.



The American Kinesiology Association

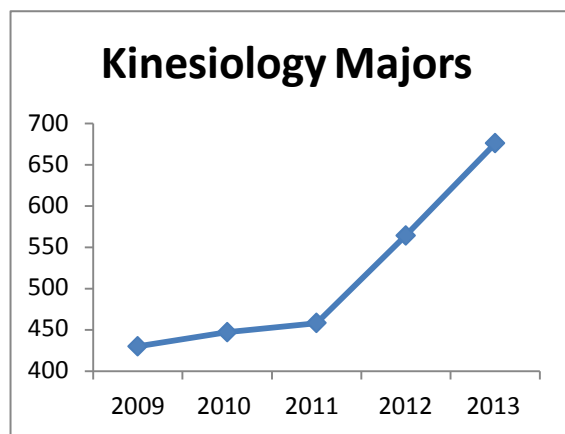
Kinesiology on the Move:

One of the Fastest Growing (But Often Misunderstood) Majors in Academia

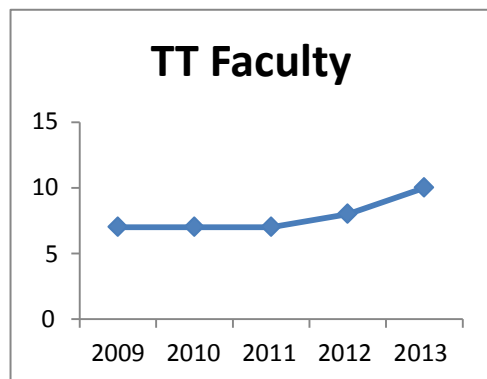
In universities across the country, kinesiology programs continue to expand and evolve as they address some of society's greatest concerns, with larger departments often enrolling well over 1,000 majors. Kinesiology, the academic discipline that studies physical activity and its impact on health, society, and quality of life, has emerged in recent years as the undergraduate degree of choice for many students seeking careers in a variety of allied health/medical fields, as well as in more traditional areas such as fitness, health promotion, physical education, recreation, and sport. .

The Multi-Faceted Scientific Nature of Kinesiology

A key factor in kinesiology's unprecedented growth and increased popularity as an undergraduate degree choice has been its expanded scientific basis and its increased professional application opportunities. Kinesiology departments are generally comprised of several specialized areas of study such as biomechanics, sociocultural foundations of sport, sport and exercise psychology, exercise physiology, motor behavior, physical education teacher education, athletic training, sport medicine, and sport management, all of which are viewed by the American Kinesiology Association as either fundamental building blocks of the field or professional applications.



The number of students has nearly doubled over the last five years. Many of our required classes have wait lists of over 20 students and many seniors are scrambling to get classes to graduate in a timely fashion.



While the number of tenure track faculty has increased to 10, we are still extremely low in terms of faculty to deliver the upper division major. Also since there are no doctoral programs in California it is often difficult to find lecturers.

Kinesiology majors are a tight group of students. Since we only have one laboratory space, all students circulate through the lab on almost a daily basis. At any time you can find more than 50 students in the lab. Also we are housed in one building so that gives the added advantage of students seeing each other daily. We share office staff with HRT and we have two academic advisors that help students maneuver through the system. Students rely on faculty for career advising and use the academic advisors to help them with course scheduling, etc. Kinesiology has three staff members that are shared within a CEAS cooperative.

Scheduling is a major problem for us. Because we share the facility with athletics and we both are in need to the same spaces for physical activity, it is very challenging to offer as many classes as we would like in the appropriate space. Courses that are especially affected are our KIN 4031 Professional Field Experience.

Besides attending freshman orientations and cooperating with Community Colleges, we do little to recruit students. We have worked with Skyline HS in Oakland to develop a Kinesiology Academy and each year a group of students come to campus for a visit.

2.4 Faculty

New Hires since 2009

(See appendices for descriptions)

- i. Pedagogy – Hired ZaNeen McClain – Fall 2009
- ii. Psychology of Physical Activity – Hired Jenny O – Fall 2012
- iii. Biomechanics – Hired Vanessa Yingling – Fall 2013
- iv. Methodology – Hired Elizabeth Wright – Fall 2013
- v. Methodology – Hired Matthew Atencio – Fall 2013

KIN was successful in all positions advertised.

During last five year period

- One Tenure Track no longer with the university – tenure declined
- One Tenure Track retired in Dec of 2009 and moved to FERP in Fall of 2010

At the present time we are having a difficult time in delivering our major. We just do not have available instructors to add new sections of these classes so many students are delayed in their graduation. We have requested to impact our program but that was not agreed upon by administration so we are looking how we limit enrollment but putting higher standards on entry classes.

The climate of the Kinesiology faculty has changed dramatically over the last decade. Whereas the focus on the department had been on athletics and teaching, new hires beginning with the outside Chair hire in 1999 began to emphasize scholarship along with other faculty duties. While it has taken considerable time to change the culture, there is no doubt that the emphasis in the department is on teaching, scholarship and service and the blend of these faculty activities. Appendix 9 illustrates the diversity and embrace of scholarship in the department. For the week of Scholarship 2014, 17 samples of faculty, student, and staff research will be displayed. Three individuals on the faculty were nominated for Provost Outstanding Research Award, and one faculty (Dr. Liberti) was awarded and award. In addition, Dr. McCullagh was asked to do a small talk about the importance of Scholarship in

Kinesiology. (see appendix 9)

2.5 Resources

Our laboratory has seen significant improvements with the A2E2 funding opportunities. However are laboratory space is severely limited and is being used to the maximum. In the past we typically had five 2.5 hrs sessions per week and we are now up to 18 lab sessions per week. We are severely limited in space to offer activity classes since we share all the facilities with Athletics. We are in desperate need of additional fitness/weight room space to host the Get Fit Stay Fit program which is an important Professional Field Experience for our students in the Exercise, Nutrition, and Wellness Option. We have four spaces in need of renovation: KIN laboratory, Room 201, upstairs hallway and perhaps a racquetball court. See Renovations in Appendix for a more detailed description.

We have excellent staff. We have a CEAS staff cooperative that oversees two departments (KIN and HRT). KIN has over 700 majors and HRT has about 350 so the staff members are servicing a large student body. We have two full time staff, one 80% percent staff and two full time advisors. In addition we have an Instructional Support Assistant in the Lab and a person who works in Women's Locker Room and one that works in Men's locker room that are paid for by athletics but service Kinesiology as well.

2.6 Units Requirement

The options can all be completed in 180 units. If students pursue the Therapeutic Studies Option and desire to gain admission to Health Allied Fields such as Physical Therapy or Occupational Therapy – they may need to take additional units to gain admission.

<http://www20.csueastbay.edu/ecat/undergrad-chapters/u-kin.html>

Exercise, Nutrition & Wellness

Core Classes (54 units)
Option (47 units)
Performance Requirements (6 units)
GE Requirements (72 units)
Total: 179 units

Physical Education Teaching

Core Classes (54 units)
Option (38 units)
Performance Requirements (6 units)
GE Requirements (72 units)
Total: 170 units

Physical Activity Studies

Core Classes (54 units)
Option (44-45 units)
Performance Requirements (6 units)
GE Requirements (72 units)
Total: 176-177 units

Social Justice

Core Classes (54 units)
Option (44 units)
Performance Requirements (6 units)
GE Requirements (72 units)
Total: 176 units

Therapeutic Studies

Core Classes (54 units)

Option (55 units)

Performance Requirements (6 units)

GE Requirements (72 units) * At least 10 units of required option classes count towards B 1 & B 2 GE sections

Total: 177 units

2. 7 Transfer Model Curriculum

The current Department Chair worked on the state-wide system to help develop the Transfer Model Curriculum and pushed for more than six years to get an Introduction to Kinesiology lower division course in the curriculum. It is now at almost every CSU in the system and many Community Colleges are developing Introduction to Kinesiology Courses. The Department Chair also serves on the Academic Senate Committee to review courses for the TMC.

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

Articulation Agreement by Major
Effective during the 13-14 Academic Year

====Kinesiology B.S. - Physical Activity Studies Option====

The Kinesiology B.S. degree requires a total of 180 quarter units, the major with the Physical Activity Studies Option consists of 104 quarter units including both lower and upper division coursework. Kinesiology is a multidisciplinary field that explores human movement from the perspectives of the humanities and social, behavioral, and life sciences. This option would allow students to take additional classes in Kinesiology from across the spectrum of the discipline.

The following courses are the required lower division (freshman-sophomore) major requirements:

- BIOL 2010 Human Physiology and (5) / BIOSC 139 & Human Anatomy (5)
Anatomy I
Same as: BIOL 2011 BIOSC 140 Human Physiology (5)
- KIN 1610 Introduction to (4) / KINES 210 Introduction to (3)
Kinesiology

Performance Requirement: Complete one activity course, at the beginning level, in each of five categories: Swimming, combative, team sports, individual or dual sports, and fitness activities. Repeat one activity course at the intermediate level for a total of six activity courses.

FIVE YEAR PLAN

3. FIVE YEAR PLAN

This five year plan was developed with faculty input. However, the department is hiring an outside Chair to start in the Fall of 2014 and that Chair will review and may suggest some modifications once they have met with the Faculty at a retreat in early Fall 2014.

3.1 Curriculum

- Both the graduate and undergraduate programs, have been significantly overhauled in the last five years. However, if we change to semesters the entire curriculum will need to be modified.
- It would be desirable if all options had a KIN 4031 Professional Field Experience built in. Currently the Physical Education Teaching Option; Exercise, Nutrition, & Wellness Option, and Therapeutic Studies option all have field experience. The two new options Physical Activity Studies and Social Justice do not have required field work built into the degree.
- Many of the course offerings in the department were built many years in the past and laboratory courses were designed based on equipment and space available at the time. With the influx of majors it is now time to carefully review the entire curriculum, but once again if we are changing to quarters in the near future, that would be the time to do so.

3.2 Students

- Based on the data provided above, it is likely that Kinesiology will continue to grow in the future. The faculty will need to carefully examine pre-requisites for courses and may need to put grade requirements on some of these pre-requisites in an attempt to limit the number of majors. Also it is important to maintain strong programs (e.g. Get Fit Stay Fit, and Kinesiology Research Group (KRG) to help retain students in the program.
- Career opportunities are expanding for Kinesiology majors. It is critical that we make strong connections with companies that have corporate wellness programs (e.g., Google, Apple, Facebook, Genentech, Cisco etc.). Other factors that will influence opportunities for our students include:
 - Kaiser Permanente's heavy publicity blitz, now lists physical inactivity as a risk factor for coronary artery disease, and public awareness is increasing about the benefits of physical activity and will lead to new opportunities for majors.
 - Affordable Care Act will trigger growth of medically supervised exercise programs and workplace wellness programs, thereby increasing the need for employment or trained professionals
 - With the growth in the aging population, our students are prepared to work with senior wellness programs and programs that target fall prevention
- We currently have two academic advisors who serve over 1000 students in Kinesiology and the HRT program. Recent conversations have started with other majors on campus that prepare student for allied health fields. It is estimated that there are over 3000 majors in various

departments around campus and it is critical that we get some central advising available so students can align their interests with the proper degree.

- Action – work with Academic Affairs to bring together all programs that prepare students for Allied Health Fields
 - Timeline – Fall 2014
 - Person in Charge – Chair with assistance from Academic Affairs
 - Estimated Cost – no direct cost to department at present time
- Provide assistance to the Kinesiology Research Group.
 - Action: Work with Faculty and the Instructional Support Assistant in the lab to secure and maintain equipment to be used by students and faculty for research
 - Timeline – All year but especially when call for A2E2 funds occur
 - Person in Charge – Chair and Instructional Support Assistant and 2 leading faculty
 - Estimated Cost – no direct cost to department
- Provide support to the Get Fit Stay Fit program.

In the initial year generous support was received from the Presidential LEEP initiative. The program offers a fitness assessment and then personal training program to faculty and staff and Kinesiology students enroll in KIN 4031 Professional Field Experience to help train the clients. This is an excellent program for students and they provide valuable assistance to faculty and staff.

 - Action – Build KIN 4031 Professional Field Experience into faculty workload
 - Timeline – Fall 2014
 - Person in Charge – Chair
 - Estimated Cost – 6 units of workload per academic year
- Currently Kinesiology hires about 20 peer mentors each quarter to help do academic advising with coursework.
 - Action – Continue the program
 - Timeline – On going
 - Person in Charge – Faculty Committee
 - Estimated Cost – about \$3000 per year
- Explore the possibility of offering a Cohort program at the Concord campus.
 - Action – Search the data base and determine how many of our current majors are in that district
 - Action – Speak with Community College that are closest to Concord and determine their interest
 - Time-line – 2014-2015 Academic year
 - Person in Charge – Chair and Academic Advisors
 - Estimated Costs - time

3.3 Faculty

- If growth continues and we are not able to restrict the number of majors, we will need additional faculty. At present with over 700 majors and only 10 tenure track faculty, we just do not have sufficient faculty to teach our students and move them through the program in a timely fashion.
 - Anticipated Hires – Next Five Years
 - 2014 – Department Chair –in progress
 - 2015 – Exercise Physiology/Wellness – 2 positions

2016 – Behavioral Kinesiology

2017 – If Sport and Social Justice option grows we may need additional faculty in that area

2018 – To be determined depending on growth

- The climate in Kinesiology is good. In nearly all cases faculty get along very well and all are supportive of others. Some faculty spend more time at school than others and this creates some unevenness in student/faculty contact outside of class.
- The College and the Department are in the process of establishing more definable PTR standards – especially with regard to Professional Achievement. It is the anticipated goal that these guidelines will provide better guidance to both faculty members and faculty on evaluations committees to make sound judgments about tenure and promotion.
 - Action – Will be discussed at Faculty Meeting on April 2, 2014
 - Timeline – Will be voted on at May faculty meeting
 - Person in Charge – Strategic Planning Faculty Representative
 - Cost – none
- One of the biggest challenges for our faculty is workload issues and trying to engage in scholarship with heavy teaching loads. Almost every faculty member in our department is applying for either outside funds or internal grants and some of this will include buyouts. While this is exciting, it is also problematic since it is difficult to hire qualified faculty in the bay area in Kinesiology.
 - Action – Continue to support scholarship activity of faculty and continue to encourage student involvement.
 - Time Line – Ongoing
 - Person in Charge – Chair and all faculty
 - Estimated Cost – time

3.4 Resources

a. Space and Staff

With the number of students in our program we are running out of space. There are four areas that could be modified to enhance the space – See Appendix – Renovations for a lengthier description.

- The Kinesiology Laboratory – used to offer 5 to 6 labs were week not offer up to 18 per week. We have an Instructional Support Assistant and she is maxed out. Because she has a Master's degree in Kinesiology she serves a valuable function helping with set up of labs and equipment as well as helping our students understand various techniques. This Spring she also got certified in Dartfish (motion analysis system) and PQET (bone scanning) and will be able to help our students and faculty maintain and use the equipment.
- Action – Move to increase her classification to reflect her skills and perhaps get a second person to help on at least a half time basis.
- Time Line – During staff evaluation period – Spring 2014
- Person in Charge – Chair
- Estimated Cost – increase in staff salary
- Action to modify lab – A request has already been placed with the Dean to determine if we could modify the lab space
- Time Line – Spring 2014
- Person in Charge – Chair
- Estimated Cost – Would need to be determined by Facilities Management

The Hallway between 201 and 202.

- Action – need approval to use this space for fitness type classes
- Time Line – Spring Fall 2014
- Person in Charge – Chair
- Estimated Cost – no structural work is needed – need new equipment to place in facility

- Room 201 – This room needs walled and divided into two spaces
- Action - proposal is being considered as cooperative between KIN and athletics
- Time Line – in progress
- Person in Charge – Chair and Director of Athletics
- Estimated Cost – being calculated by Facilities Management

- Racquet Ball Court could also serve as additional lab space
- Action – request approval to modify
- Time Line – Already submitted to the Dean
- Person in Charge – Chair and Faculty member who applied for PIEL funding
- Cost – Would need to be determined by Facilities Management

- Chuck Wagon Snack Bar
The space inside the front door used to be snack bar. It is now rarely used.
- Action-consider using this space for kinesiology majors
- Time Line – 2014 – 2015
- Person in Charge – entire faculty
- Cost – time - TBD

b. Funding for Equipment and Student Activities

- With the addition of A2E2 funding EIRA funding, additional activities are being made available to our students.
- Action – continue to apply for funding
- Time Line – every year
- Person in Charge – entire faculty and Instructional Support Assistant
- Cost - time

c. Staff

In years past we had 6 to 8 (2.5 hr) lab sessions in the Kinesiology lab. We now have up to 18 labs per week.

- Action – Consider adding another ½ time lab tech
- Time Line – by end of summer – 2014
- Person in Charge – Chair
- Cost – additional staff cost to College

d. DCIE

Over the last ten years, the department has been able to generate additional funds through classes housed in DCIE. While some of these funds have been used for equipment, the majority of funds have been used for professional development including class buy-outs, and travel. Each year new courses are developed by the faculty. However, the registration has been declining in recent years. Discussions have been held with DCIE to move these courses to an on-line format, but that idea has been met with resistance by DCIE.

- Action – Review enrollments and determine if a new format should be developed for courses
- Time Line – During academic 2014-2015 determine if new direction should be taken
- Person in Charge – Chair and entire faculty
- Cost - time

4. OUTSIDE REVIEWER'S REPORT

CSU East Bay

College of Education

Academic Program Review for the Department of Kinesiology Spring 2014

Submitted by:

Terry L. Rizzo, Ph.D.
Professor and Chair
HP 120
Department of Kinesiology
5500 University Parkway
California State University, San Bernardino
San Bernardino, CA 92407
909.537.5355 (office)
trizzo@csusb.edu

Table of Contents

Background.....	3
Evaluation Models Employed.....	3
Department Overview.....	5
A Special Commendation.....	6
Undergraduate Program.....	7
Students.....	8
Academic Scheduling of Classes in Kinesiology.....	9
Class Syllabi.....	11
Space Utilization.....	11
Academic Advising.....	14
Recommendations.....	15
Summary.....	18

Introduction

CSU policy requires periodic review of academic programs to judge their efficacy within the context of the university. This external review represents data collected and analyzed according to university protocol for the Department of Kinesiology (KINE) Self Study Report on the Kinesiology Program (KP). In addition to providing an opportunity to review program effectiveness data for the university, the external visit afforded me an opportunity to learn about California State University, East Bay (CSUEB). It is worth mentioning that I was impressed with the College Dean and Kinesiology Department Chair, the KIN faculty and university students. CSUEB is a strong and vibrant university.

This reviewer spent most of his career on a campus somewhat similar to CSUEB and served as a Kinesiology department chair for 19 years. Unfortunately, he has not been privy to enjoy the type of facilities, wonderful faculty, dedicated students and supportive central administration like I experienced at CSUEB. Nonetheless, I made a concerted effort to apply professional knowledge and experience to this review as described through the materials provided in advance of the campus visit and the conversations with the faculty, students, and central administrators while on campus.

Evaluation Models Employed

This report employed three evaluation models: an administrative/managerial perspective, a micro case study, and connoisseur approach. My intention is for this report to articulate conditions that CSUEB Kinesiology faculty and CSUEB central administrators can discuss and use to prioritize items for immediate, midrange, and long-term attention. The review of the Kinesiology program follows the basic principles of evaluation and includes suggestions for

central administration and Kinesiology faculty to consider as they advance their mission at the university.

An academic review can take on many different forms and I was encouraged to comment on the salient issues associated with the Kinesiology Department such as the faculty, space, environment, student resources, etc. Accordingly, this report is written in response to that directive. The purpose then is to provide suitable evaluative information based on a professional perspective. Data were gathered from materials provided by the Department of Kinesiology report, including but not limited to: the self-study report, an external reviewer responsibilities, a review of the CSUEB Kinesiology bulletin and web site, interviews with Kinesiology faculty, staff, and students, and interviews with the College Dean.

Additional data were collected based on a one-day 10 hour visit. It is worth noting that the people with whom I interacted were open, honest, and friendly. I was impressed with the engaging students, enthusiastic and dedicated faculty, and professionalism exhibited by the campus central administration. Consequently, it was easy to apply professional knowledge and experience to this report.

CSUEB Kinesiology

By definition, Kinesiology is an academic discipline which involves the study of physical activity and its impact on health, society, and quality of life. It includes, but is not limited to, such areas of study as exercise science, sports management, athletic training and sports medicine, socio-cultural analyses of sports, sport and exercise psychology, fitness leadership, physical education-teacher education, and pre-professional training for physical therapy, occupational therapy, medicine and other health related fields. CSUEB Kinesiology Department Mission Statement is: “To prepare graduates who are knowledgeable, professional, and take a

multidisciplinary approach to promoting physical activity.”

Department Overview

Kinesiology at CSUEB started in 1962. Until very recently the Department of Athletics was administratively located in the department and in the early years, most tenure-track faculty taught classes and coached. Over the years the tenure track faculty terminated their coaching responsibilities but remained within the department. Producing scholarship was not however, a priority. This culture creates inherent problems for a true Kinesiology program as change toward a discipline model is essential but time-consuming. My notes suggest that the emphasis in the department began changing in 1999 with new leadership in the department and new faculty members replacing individuals whose emphasis was teaching and coaching. In short, the culture of the department started to change and scholarship was emphasized. As faculty retired, new faculty with scholarly interests were hired and the culture of the department changed.

Today the Department of Kinesiology at CSUEB prepares its students for a comprehensive understanding and appreciation of specific sub-fields of Kinesiology. The diversity of concentrations prepares students for a Bachelor of Arts and a Master of Arts and Master of Science Degree in Kinesiology. The program areas include: (a) Exercise, Nutrition & Wellness, (b) Physical Education Teacher Education, (c) Therapeutic Studies, (d) Physical Activity Studies, and (e) Social Justice.

The diverse program at CSUEB affords students a broad-based educational experience. Moreover, the Kinesiology faculty members engage in comprehensive study and application of the discipline. The department also offers a graduate level Master's program. The graduate student population is varied and meets the needs of CSUEB students. Many of the graduate students use the master's degree to enhance employment opportunities and some in the past have pursued doctoral degree in Kinesiology.

Kinesiology is one of the fastest growing majors in the United States and certainly in the CSU. The program at CSUEB has about 700 majors with only 10 tenure track faculty. One salient area that clearly warrants prompt attention is the significant need for additional faculty particularly in the Kinesiology sciences (viz., exercise physiology, biomechanics, motor behavior, etc.). To meet academic demands of Kinesiology students CSUEB should hire two new faculty members whose area of specialization is in the Kinesiology sciences. The Kinesiology faculty should review the department curriculum, student enrollments/demands and decide upon the specific science areas that would benefit the department. Until additional new tenure track Kinesiology faculty members are added to the department, CSUEB will be challenged to offer a proper curriculum. It is important to note that it is difficult to secure properly prepared doctoral degree faculty as adjunct faculty members because there are no doctoral programs in Kinesiology in the state of California.

A Special Commendation

CSUEB Kinesiology faculty members' research and scholarly activities encompass varied areas from the theoretical to the applied level. Every member of the Kinesiology faculty regularly publishes the results of their research in peer-reviewed national and international journals, and others are authors of textbooks in their fields of study. It is worth noting that recently students are now working with faculty on a variety of research and creative efforts in the *Kinesiology Research Group (KRG)*. Some CSUEB Kinesiology faculty are internationally recognized for leadership roles in a variety of professional societies at state, regional, national, and international levels (e.g., presidential positions, board members). Reports from the College Dean and Department Chair administration indicate that some Kinesiology faculty members serve various roles on Department, College, and University committees. Many faculty members

serve various roles in the local community. Most CSUEB Kinesiology faculty members live up to their reputation as dedicated academic scholars with a passion for excellence. Indeed, it would be a pleasure to work with such talented professionals.

Undergraduate Program.

The *Student Learning Outcomes (SLO)* and requirements for the degree program generally match up with those of other universities, especially within CSU. It appears the SLO's are consistent with the *American Kinesiology Association Undergraduate Core Curriculum* recommendations.

While the curricular areas for the concentrations offer students a variety of academic choices from which to choose, it was clear to me that the number of tenure-track faculty members does not appear sufficient enough to support the number of academic areas. Even if certain concentrations are 'impacted' by CSU, it will be difficult to meet their stated outcomes for each concentration. That is not to say that the department or college should eliminate any area, only that hiring additional tenure track faculty members especially in science sub-fields is warranted.

It is impossible to determine whether the programs match the students or the students match the program. Another recommendation I would offer is to merge the PET and an adapted physical education credential program. The merger with adapted has been explored in Texas and Indiana, but never in California. Such a merger has the potential to maximize the efficiency of the PET program while increasing numbers in the programs. Also, infusing information about individuals with disabilities throughout the undergraduate program will help students acquire many skills necessary, match the focus of the social justice concentration, and eventually meet most requirements for a state Commission on Teacher Credentialing (CTC) adapted physical

education certification upon graduation from the teacher credential program. Additionally, as all programs are intensely engaged in the community the combination would allow for an increased ability to meet the needs and concerns of the surrounding communities. The proposed amalgamation requires looking at PET differently, but collectively the current faculty members have the skills and knowledge to do so successfully.

Students

Over the last five years the enrollment of undergraduate majors has increased tremendously. Clearly there is a very powerful pattern of growth for Kinesiology and a compliment to CSUEB but it brings with it significant and obvious demands.

The students within the Kinesiology program represent a rich culturally diverse, non-traditional, student population who are serious about and committed to their education. About 85% of the students attending my meetings told me they work 15-25 hours/week while attending CSUEB full time. Almost all of the students commuted to school every day. Nevertheless, the camaraderie among students was apparent.

My meetings with current students revealed a group of bright and mature young people seeking a quality education. Though my meeting was brief, students thoroughly enjoyed their experience at CSUEB in Kinesiology. Students made comments like “I feel totally prepared to teach in any public school environment,” “I work in the fitness industry and am thoroughly prepared to work in any environment,” and “I am searching for physical therapy graduate schools and can’t wait to graduate,” “The facilities here are not the best but the faculty are great,” “you can feel the passion the faculty have about the department and discipline.”

During an open forum students expressed a serious concern about the inability to take required classes in timely manner toward graduation. A common theme emerging from my

conversation was the need for more sections of classes in the major; especially the “bottleneck courses.”

Another commonly expressed need was for access to the computer room separate from the laboratory. Similarly students were concerned about not having the support of another technician to assist with laboratory equipment, software usage, and computers.

Approximately 75% of the students at my meeting expressed an interest in taking classes in summer or even an intercession model. They feel that not enough classes are offered especially “bottleneck” courses that are prerequisite to higher level courses. Student comments expressed dissatisfaction with the limited offering of classes and knowledge of what classes are offered and when. This issue is somewhat related to advising and scheduling, an issue discussed elsewhere in this report. Students were concerned about the inability of graduating “on time” because some classes may not be offered every quarter. Obviously this is a significant concern that has no immediate solution, but with the very limited resources of Kinesiology this issue seems exacerbated.

CSUEB Kinesiology student (undergraduate and graduate) comments were perceptive and showed an unusual sense of passion for the discipline and toward the Kinesiology faculty. The student excitement about the department was obvious. They were extremely proud of the *Get Fit Stay Fit* program and *KRG*. Students talked about a sense of community and presented me with a culture of passion about Kinesiology. Of all the program reviews I have conducted this is the first time I ever experienced such a student response. Credit is due to the department chair for nurturing this culture and the faculty for embracing and supporting the leadership from the chair and dean.

Academic Scheduling of Classes in Kinesiology.

According to information collected during the on-campus interviews and the self-study report the scheduling of academic classes is a source of concern for the CSUEB Kinesiology. Several reasons were attributed to this issue. The reasons include, but may not be limited to,

1. Shared use of facilities with athletics who share the same spaces for physical activity;
2. Faculty teaching schedules and time needed for research and development;
3. Availability of adjunct faculty to teach Kinesiology courses;
4. One general laboratory area for science courses; and,
5. Student need for a class schedule to match their afternoon and evening work schedules

The reasons for the difficulty of scheduling of classes notwithstanding, a concern exist for Kinesiology. I recommend Kinesiology consider establishing a set schedule of classes that specifies when Kinesiology classes are offered by quarter, time and day for each class. Establish a 'set' schedule of classes listing the time(s), day(s), by quarter(s) when classes are offered. As the number of student majors continues to grow, offer required courses on a set (time/day/quarter basis schedule more often to ease the course availability problems. List the information on the advising sheets so that the advisement team, faculty and students can work collaboratively during registration when making coherent roadmaps toward graduation. Attention is required to avoid overlap and offer prerequisite courses in a timely fashion so students can move through the program. Also, students should have courses in the major offered in the summer to help them navigate through their respective option/concentration.

Athletics should schedule the activity and gym space after academic affairs is finished with classes and laboratory activity classes. My suggestion is to allocate the activity space exclusively to Kinesiology until 2:00 p.m. Monday – Friday and as needed on Saturdays. Please note the aforementioned recommendations are policy here at CSU San Bernardino. The

commitment from the CSUSB President, Provost and College of Natural Sciences Dean is priority is given first to academic affairs (Kinesiology and its students' then to student-athletes). Forgive the trite expression but the 'tail does not wag the dog.'

Another issue that emerged from discussions with staff and faculty was a problem handling "wait lists" and meeting student needs. Clearly staff and faculty should discuss the issue and find a reasonable course of action to minimize work associated with the first few days of classes. Perhaps it is an easy *PeopleSoft* adjustment? For example, if the class is set up with an on-line wait list it is the responsibility of the student to follow the protocol for placing her/his name on the wait list. This technical issue should be addressed by central administrators responsible for scheduling and academic computing.

Class Syllabi

CSUEB surely has a policy about class syllabi in order to articulate, based on university policies and California state law, what minimum information must be included on course syllabi. Such information provides students with basic course objectives and faculty expectations, and also serves to clarify course policy in the case of grade grievances or other student, faculty, or program concerns. My recommendation is for each faculty member to continue to submit (electronically) class syllabi to the office of the dean and add the Kinesiology office to the distribution list. The syllabi are necessary for a variety of reasons. Nonetheless, the faculty must give their current syllabi to the office as an information item.

Space Utilization

The Department of Kinesiology has a wonderful social-cultural working environment with demonstrative collegiality among faculty and staff members. Morale was good notwithstanding concerns expressed by the faculty members. Those concerns included, but were

not limited to, a lack of a critical mass of faculty in science sub-field and support for assigned time.

A. Kinesiology faculty members and students were downcast about the heavy teaching demands in CSU, larger class sizes, and a lack of proper laboratory space allocated to them. According to students and Kinesiology faculty members, the department absolutely needs proper laboratory space. I suggest the existing “laboratory” undergo a significant change. Please consider:

1. Removing the computers from the lab and relocating them to an air-conditioned room in the building or a nearby facility. If an air-conditioned room is not available for use then use a room that is cool with fans or equipment to ‘cool the environment’ for computer usage. The new computer room with printer’s room is intended exclusively for Kinesiology majors. Moving computers to a separate room does not imply removing computers from the exercise science laboratory. Furthermore, relocating the computers will necessitate an additional staff person to assist with technical issues. The growth of the Kinesiology department will continue and the investment by the college/university will pay dividends.
2. Have at least one divider placed in the ‘laboratory’ or perhaps two dividers that can open and close as necessary for laboratory or class use. Lower the ceiling as necessary to reduce sound in the laboratories. Depending upon the number of dividers built, one space can be dedicated to motor behavior and another space dedicated to exercise physiology.
3. Finally, please try and find a lecture hall/space in the building or nearby building to accompany the aforementioned laboratories. Essentially, lectures are held in

one space and laboratories in another space. Such a renovation may also help assist enrollment management. For example, Kinesiology could schedule a lecture of 50 students in exercise physiology in a traditional classroom and divide the lab into three sections using the ‘new’ lab. Clearly the addition of new faculty members in the science sub-fields will use the space for teaching and student research. The *KRG* would thoroughly enjoy having legitimate laboratory space for their academic endeavors.

- B. Another suggestion to consider is making the upper gymnasium space a functional one or two space activity area by building a divider in the gym. Also, a permanent sound proof wall should be built between the upper gym (where the divider is recommended) and the lower formal gymnasium.
- C. The narrow hallway on the second floor of the gymnasium should be used for something. The space could work for the *Get Fit Stay Fit* program or a host of other student related activities. Notwithstanding particular fire building codes, use the space for physical activity, cubicles for study space or meeting areas for students to “visit” with each other during the day.
- D. The men’s and women’s faculty and student locker rooms warrant attention. If students do not have a proper place to shower then the locker rooms needs extensive repair. On my visit I noticed water damage on the ceiling, chipped tiles and broken lockers with graffiti. If students do not use the area it may be due to the poor condition. Why would anyone want to shower in an area where the locker storage is suspect and the shower room is substandard? Either use it for its intended use or do something else with it. The space is immense so Kinesiology may be able to renovate some locker and shower space

and offer space to Athletics for offices. After all, athletic coaches need offices but their office space should be located in a different area from where academicians have offices.

The job responsibilities and interactions with students are very different for academicians and coaches. Keep them in separate distinct areas.

- E. The racquetball courts should be renovated and used for teaching and student research laboratories. Both courts can be used for biomechanics because they afford proper space for a variety of activities useful in teaching and research in biomechanics. A campus architect certainly can collaborate with Kinesiology faculty and identify strategies to remove a wall or make space accessible for teaching and research. Two racquetball courts do not allow for any classes and are used only for recreational activities. Priorities must be given to academic affairs and use of the space must be used judiciously for proper science.

Academic Advising

Generally speaking, all Kinesiology students meet with the department advising team. The advising team handles the business of academic requirements of the Kinesiology Department, and to help students develop a schedule of classes. All students have access to a Kinesiology faculty member for career advising and academic advising if necessary. Staff and faculty commitment to advisement was obvious; but keeping up with increasing numbers of students and their demands makes advising very challenging. Advising takes a lot of time and by offering an inconsistent rotation of Kinesiology classes does not always lead to prompt graduation.

Again, I suggest the Kinesiology faculty consider standardizing the academic schedule in Kinesiology. Such a change will help advising and even enable the advising team to use peer advising techniques even more effectively. The 'peer advisors' work with the advising team and

Kinesiology faculty focus on career advisement. At first glance people will find many reasons why it will not work. However, once a decision is made to make the change scheduling issues will diminish. This suggestion comes from experience here at CSUSB. When I first proposed it to the faculty we had more reasons to oppose the idea than classes to schedule. Once we decided to make the investment everything worked out very well for students, staff, and especially the faculty. Everyone knew what classes were offered by quarter, day and time.

Again, if Kinesiology faculty members can agree to establish a scope and sequence of classes in the major for each quarter, they can eliminate the student advising guesswork in identifying class offerings. For instance, schedule the course Introduction to Kinesiology in fall and winter quarters on Monday from 2:00 – 4:00 p.m. (assuming you reduce the unit value as recommended). Scheduling Kinesiology classes in this manner will establish a sequence and pattern eliminating the guesswork with scheduling. All classes can have set schedules benefitting the faculty and students. If this is not something Kinesiology prefers to consider then forget the gentle suggestion. Yes, this approach will require some work. Recall you cannot enjoy the candy in a piñata unless you work at beating it open with a stick.

Recommendations

A one-day visit by an external reviewer does not make someone an authority on CSUEB Kinesiology. The following recommendations are just that; suggestions for the Kinesiology faculty members, the Dean, Provost and President to consider.

1. To meet academic demands of Kinesiology students CSUEB should hire two new faculty members whose area of specialization is in the Kinesiology sciences. The Kinesiology faculty should review the department curriculum, student

enrollments/demands and decide upon the specific science areas that would benefit the department.

2. Consider developing an Adapted Physical Education added Authorization credential to the PET program. Kinesiology can merge the PET and a portion of the adapted physical education credential program. The merger with adapted has been explored in Texas and Indiana, but never in California. Such a merger has the potential to maximize the efficiency of the PET program while increasing numbers in the programs. Also, infusing information about individuals with disabilities throughout the undergraduate program will help students acquire many skills necessary, match the focus of the social justice concentration, and eventually meet most requirements for a state Commission on Teacher Credentialing (CTC) adapted physical education certification upon graduation from the teacher credential program.
3. Kinesiology should consider establishing a set schedule of classes that specifies when classes are offered by quarter, time and day for each class. Establish a 'set' schedule of classes listing the time(s), day(s), by quarter(s) when classes are offered. List the information on the advising sheets so that the advisement team, faculty and students can work collaboratively during registration when making coherent roadmaps toward graduation.
4. Remove the computers from the lab and relocating them to an air-conditioned room in the building or a nearby facility. Provide printers for students so they can print their work as necessary.
5. Have at least one divider placed in the current 'laboratory' space or perhaps two dividers that can open and close as necessary for laboratory or class use. Lower the

- ceiling as necessary to reduce sound in the laboratories. Depending upon the number of dividers built, one space can be dedicated to motor behavior and another space dedicated to exercise physiology.
6. Find a lecture hall/space in the building or nearby building to accompany the Kinesiology laboratories. Essentially, lectures are held in one space and laboratories in the laboratory space.
 7. Consider is making the upper gymnasium space a functional one or two space activity area by building a divider in the gym. Also, a permanent sound proof wall should be built between the upper gym (where the divider is recommended) and the lower formal gymnasium.
 8. The narrow hallway on the second floor of the gymnasium should be used for something. The space could work for the *Get Fit Stay Fit* program or a host of other student related activities.
 9. The racquetball courts should be renovated and used for teaching and student research laboratories.
 10. Allocate activity space to Athletics starting after 2:00 p.m.
 11. The men's and women's faculty and student locker rooms warrant attention. If students do not have a proper place to shower then the locker rooms needs extensive repair. On my visit I noticed water damage on the ceiling, chipped tiles and broken lockers with graffiti. If students do not use the area it may be due to the poor condition. Why would anyone want to shower in an area where the locker storage is suspect and the shower room is substandard? Either use it for its intended use or do something else with it.

12. Have an “on-line” option for ‘wait lists’ so that faculty members or staff members have to address this issue. An on-line wait list will place the burden of responsibility of students instead of faculty and staff.
13. When Kinesiology faculty members send their class syllabi to the office of the Dean ask them to send a copy to the Kinesiology staff.

Summary

CSUEB in general and the College of Education in particular, should be proud of the faculty and quality of the Department of Kinesiology. While it has taken about 15 years to change the culture in the department from one of coaches teaching classes to academicians teaching classes and engaged in student/faculty scholarship. Clearly the emphasis in the department is on teaching, research and creative scholarly activities and service. A review of the work of the Kinesiology faculty illustrates the diversity of talent in the department and commitment of scholarly activities by Kinesiology students and faculty. Recently three Kinesiology faculty members were nominated for Provost Outstanding Research Awards, and one faculty (Dr. Rita Liberti) was awarded and award. Moreover, the department chair, Dr. Penny McCullagh was asked to make a presentation to the campus community about the importance of scholarship in Kinesiology. With some additional full- time tenure-track faculty members in Kinesiology sciences, building modifications, and additional teaching and research resources, the department will continue to serve as the gem in the College and for the campus in general.

5. PROGRAM RESPONSE OUTSIDE REVIEWER

Responses to the Outside Reviewer
KIN Faculty Meeting
May 7, 2014

The faculty reviewed the review from the Outside Reviewer and this report specifically addresses the final recommendations but takes into consideration items addressed elsewhere in the report. A one-day visit by an external reviewer does not make someone an authority on CSUEB Kinesiology as recognized by the reviewer. The following recommendations are just that; suggestions for the Kinesiology faculty members, the Dean, Provost, and President to consider.

Final Recommendations from Outside Reviewer

- 1. To meet academic demands of Kinesiology students CSUEB should hire two new faculty members whose area of specialization is in the Kinesiology sciences (exercise physiology/biomechanics/motor behavior). The Kinesiology faculty should review the department curriculum, student enrollments/demands and decide upon the specific science areas that would benefit the department.**

Group agreed with this proposal moving forward. Thank you for this sound recommendation. If the major continues to grow and if there is no move on this campus to impact the program, we anticipate additional hires in other areas in the years to come.

- 2. Consider developing an Adapted Physical Education added Authorization credential to the PET program. Kinesiology can merge the PET and a portion of the adapted physical education credential program. The merger with adapted has been explored in Texas and Indiana, but never in California. Such a merger has the potential to maximize the efficiency of the PET program while increasing numbers in the programs. Also, infusing information about individuals with disabilities throughout the undergraduate program will help students acquire many skills necessary, match the focus of the social justice concentration, and eventually meet most requirements for a state Commission on Teacher Credentialing (CTC) adapted physical education certification upon graduation from the teacher credential program.**

It should be recognized that the Outside Reviewer (Dr. Rizzo) is an adapted physical educator so has special interest in this area. An option in this regard is that we could evaluate this idea and determine needs, processes, and logistics. McClain (Adapted) and Atencio (Pedagogy) were noted as potential instructors in this area, although much more could be done in terms of hiring and coverage. We could potentially promote this program by illustrating that we would be the only game in town. Perhaps one of the new science hires could be involved in adapted PE, essentially dovetailing her/his duties with this projected program. We will examine the need for this program and subsequently determine further progress moving forward. An opportune time might be when we change to semesters and have to revamp the curriculum.

- 3. Kinesiology should consider establishing a set schedule of classes that specifies when classes are offered by quarter, time and day for each class. Establish a 'set' schedule of classes listing the time(s), day(s), by quarter(s) when classes are offered. List the information on the advising sheets so that the advisement team, faculty and students can work collaboratively during registration when making coherent roadmaps toward graduation.**

This recommendation was seemingly based upon student feedback. The Chair noted the difficulty in doing this for a number of reasons. Kinesiology is understaffed with qualified Ph.D.s to teach in the program and it is difficult to find competent part-time faculty in the Bay area due to the lack of a doctoral program in Kinesiology in California. Sometimes part-time faculty leave in the summer and need to be replaced at the last minute and we have had a number of instructors who teach both here and at another CSU campus. In the past the entire schedule for core classes has been sent to students as early as June for the following year but students still have trouble graduating because we have wait lists on most of our courses. As the faculty begins to stabilize, it will be easier to produce a more regular schedule. The concept of rotation of prime teaching hours was suggested as a possible solution.

4. Remove the computers from the lab and relocating them to an air-conditioned room in the building or nearby facility. Provide printers for students so they can print their work as necessary.

We cannot remove all the computers from the lab because they are used as part of some of the laboratory sections of classes. The suggestion that we have a separate air-conditioned room nearby for computers would be great because this area could also be used for content and media analyses during certain course materials. Also there is a printer available for student use.

5. Have at least one divider placed in the current ‘laboratory’ space or perhaps two dividers that can open and close as necessary for laboratory or class use. Lower the ceiling as necessary to reduce sound in the laboratories. Depending upon the number of dividers built, one space can be dedicated to motor behavior and another space dedicated to exercise physiology.

It became apparent that the Outside Reviewer did not know exactly how we used the lab. The lab is currently “divided” into three spaces by partitions that are very ineffective. It has a classroom space, a lab equipment space (for exercise physiology) and the computer area. In some labs an instructor might use all three areas (e.g. start in classroom area, move to exercise equipment and then take the data and analyze in computer area. I think he was under the impression we had three classes in there at one time. Only the lab sections of class are scheduled there. If a particular instructor is not using the computer area than it is open to all our majors to use. Sometimes there may be upward of 60 students in there at a time and there is no noise abatement so it becomes difficult to teach. The suggestion suggested that this could be used for content and media analyses during certain course materials. We need to keep computers in the lab because they are used in lab sections.

We actually have labs in measurement, exercise physiology, motor learning, sport and exercise psychology and biomechanics. CSUSB where the reviewer is from does not have lab sections for all these courses. Appendix 8 in the Five Year Review reviews some of the space needs. An engineer/architect is needed to evaluate the structure and design materials before further progress can be made regarding space renovations. A second floor would be a great option. We also need a dedicated space for student tutoring. The Chuckwagon (snack bar) is used occasionally when athletics has a game but it could fairly easily be turned into a dual use space that could serve us well for student tutoring and advising. Currently Athletics is scheduling our conference room for study hours and we need it for informal student meetings.

6. Find a lecture hall/space in the building or nearby building to accompany the Kinesiology

laboratories. Essentially, lectures are held in one space and laboratories in the laboratory space.

No action needed here. See comment above regarding space.

- 7. Consider is making the upper gymnasium space (201) a functional one or two space activity area by building a divider in the gym. Also, a permanent sound proof wall should be built between the upper gym (where the divider is recommended) and the lower formal gymnasium.**

This project is scheduled for this summer however there may be some scheduling problems.

- 8. The hallway on the second floor of the gymnasium should be used for something. The space could work for the *Get Fit Stay Fit* program or a host of other student related activities.**

The Director of Athletics has been very helpful in helping clear old equipment out of this space and we hope that with a little help from Facilities we can get this area cleaned up this summer and use it for the Get Fit Stay Fit program which is currently having difficulty finding space. This new program is an integral part of our program since students enroll in Field Work units to participate in program that help faculty and staff learn about their fitness.

- 9. The racquetball courts should be renovated and used for teaching and student research laboratories.**

Great idea! Once more we need an engineer/architect to take a look at the space.

- 10. Allocate activity space to Athletics starting after 2:00 p.m.**

Athletics is “everywhere” at all times. They use the fitness room in the morning, in the afternoons, and evenings, as well as activity fields and track space. These spaces are also used for General Education courses offered by Kinesiology. How do we manage with Athletics and maintain a relationship with them that is fruitful and collegial. Perhaps Athletics could renovate a space down at the lower field house building in order to accommodate their needs. There was concern on the part of faculty that athletics gets too much space at preferred times for courses.

- 11. The men’s and women’s faculty and student locker rooms warrant attention. If students do not have a proper place to shower then the locker rooms needs extensive repair. On my visit I noticed water damage on the ceiling, chipped tiles and broken lockers with graffiti. If students do not use the area it may be due to the poor condition. Why would anyone want to shower in an area where the locker storage is suspect and the shower room is substandard? Either use it for its intended use or do something else with it.**

Yes, this needs recommendation needs to be addressed. Could the spaces be renovated to provide for more teaching spaces for KIN or office space for athletics? The Outside Reviewer noted that it is inappropriate to house the coaches in the same office spaces as Kinesiology. In particular, the men’s locker room is too large and space could be re-allocated here. Spaces between the locker rooms could also be used for the Athletics department needs. New locker rooms would benefit the students, faculty and staff, perhaps redesigned with new space considerations and new materials.

12. Have an “on-line” option for ‘wait lists’ so that faculty members or staff members do not have to address this issue. An on-line wait list will place the burden of responsibility of students instead of faculty and staff.

It is very onerous to manage the waitlists and also to check for pre-requisites. The current People Soft system does not check for pre-reqs so valuable class time is taken on the first day of instruction to do this. Also while the waitlists list students in order of date, we prefer to give any available slots to students who are closest to graduation. Also the wait lists should be by lecture section and not lab section.

13. When Kinesiology faculty members send their class syllabi to the office of the Dean ask them to send a copy to the Kinesiology staff.

This procedure recently changed in the College. The Chair suggested that the best solution might be to house these on Sharepoint at the College level but allow KIN staff access although having this done at the department level might be easier since KIN staff works more closely with the instructors.

Final Comments:

The CEAS Strategic Planning Committee just shared the final draft of the Plan with departments and Kinesiology will move forward in setting goals to align with the plan.

It is clear that the focus on scholarship has changed dramatically over the last decade and faculty are clearly including students in learning about research. This trajectory is expected to continue with the growth of the Kinesiology Research Group (KRG). Also some faculty are developing programs that are service programs but also have a research component. With the high teaching load in the CSU, combining teaching, research, and service is an excellent way to help enhance one's own scholarship agenda while also offering a valuable service while students are learning.

Programs such as the Get Fit Stay Fit program are hopefully just the beginning of providing students with valuable hands-on experience directly related to their major. Other faculty are now discussing how to offer community outreach programs (e.g. fitness, nutrition, etc) to youth through elderly in the local community.

Facilities and space is clearly a concern for Kinesiology. While the building used to house a KIN program with 200 majors (as many as 14 tenure track faculty) and a Division III athletic program (with 11 coaches and 3 staff) , not much has changed in terms of space, but both programs have grown exponentially. Kinesiology now has over 700 majors and is one of fastest growing majors in the US. Athletics has moved to Division II and now has over 50 coaches and staff (according to web roster). The current space is just not working!

Kinesiology has many enthusiastic students and the goal for the future is to continue to enhance their personal growth through meaningful, exciting, and informative programs. The Kinesiology Research Group, the Get Fit Stay Fit Program, the Center for Sport and Social Justice are all examples of vibrant programs beyond the traditional classroom.

Table of Contents- Appendices

1. CAPR Five Year Review and Provost MOU
 - a. CAPR Review 2008
 - b. MOU with Provost 2009
2. Annual Reports
 - a. Annual Report 08-09
 - b. Annual Report 09-10
 - c. Annual Report 10-11
 - d. Annual Report 11-12
 - e. Annual Report 12-13
3. Institutional Data

KIN APR Institutional Data 2009-2013
4. Major Requirements and Roadmaps
 - a. Exercise, Nutrition, & Wellness
 - b. Physical Activity Studies (New Fall 2014)
 - c. Physical Education Teaching
 - d. Social Justice (New Fall 2014)
 - e. Therapeutics Studies (Formerly Pre-PT)
5. TT Requests
 - a. 08-09 Pedagogy
 - b. 10-11 Behavioral-Psychology
 - c. 11-12 Measurement
 - d. 11-12 Measurement
 - e. 11-12 Biomechanics
6. KRG Plan

Kinesiology Research Group Plan
7. Tenure Track and 1.0 Lecturer Vitae

Atencio, Beal, Inouye, Liberti, McCullagh, McClain, O, Sherwood, Simons, Wright, Yingling
8. Renovations
9. Contributions of Faculty to Week of Scholarship 2014

APPENDIX 1

CALIFORNIA STATE UNIVERSITY, EAST BAY

DESIGNATION CODE: **2007-08 CAPR 24**

DATE SUBMITTED: **May 15, 2008**

TO: The Academic Senate

FROM: The Committee on Academic Planning and Review (CAPR)

SUBJECT: Five-Year Program Review for Kinesiology

PURPOSE: For Action by the Academic Senate

ACTION

REQUESTED: Acceptance of the Five-Year Program Review of Kinesiology and Approval of the Continuation of the Programs without Modification

Executive Summary

Kinesiology has undergone rapid change, having hired three new tenure track faculty, collaborated with students on research and scholarship, designed new space in an older facility, increased Lower and Upper Division Undergraduate GE contributions, and achieved strong satisfaction among students. While the department has a revised curriculum and a strong faculty research culture, assessment is in its early stages. The department, however, has a plan to strengthen this. In fall 2001, total FTES was 307.7; in fall 2006, FTES increased to 345.7. In fall 2007, KPE had 303 undergraduate majors and 27 graduate students. Graduate enrollment, however, is declining, and the program is working on curriculum review to make the program more attractive to students.

KPE is particularly complex. The decision to move to Division II was not made at the time of the self-study, but issues related to that must be addressed. Athletics is currently part of KPE with implications for costs, facilities, faculty-coach relationships and a host of other issues. A committee is currently considering whether Athletics should remain part of KPE; the decision will affect the programs considerably. Finally, there are significant challenges to the CSUEB's older facilities, regardless of KPE's configuration.

CAPR is constrained by the uncertainties surrounding Athletics' position in the KPE department and the move to Division II; however, key recommendations are *a)* to develop stronger assessment, including data gathering, with progress to be described in annual reports, *b)* to improve facilities in order to maintain strength and growth in programs (with the support of University administration), and *c)* to contribute to decisions related to Athletics' position in the department and the move to Division II status (with the support of University administration).

CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends the continuation of the BS and MS degree programs in Kinesiology without modification. However, in future annual reports, programs must submit documentation of progress towards assessment, including relevant data gathering. The date of the next Five Year Review will be 2012 – 2013.

CAPR Report

1. BACKGROUND

1.1 Overview description of program

The Department of Kinesiology and Physical Education (KPE) consists of 7 full-time Tenured and Tenure Track faculty and several part-time lecturers. The department has experienced a large growth in the number of undergraduate students enrolled in the program and the number of FTES generated in the last five years. As of fall 2007, the department had 303 undergraduate majors and 27 graduate students. The FTES for the 2007-2008 are as follows: fall 2007-351; winter 2008-345; spring 2008-386. Highlights of the program appear below.

The department offers a BS in Kinesiology with four options (Exercise Nutrition and Wellness, Pre-Physical Therapy, Physical Education Teaching, and Pre-Athletic Training) and a MS degree in Kinesiology with four options (Professional Perspectives, Humanities and Cultural Studies, Exercise Physiology, and Skill Acquisition/Sport Psychology).

The department ranks 12th out of 40 in the number of majors enrolled.

In addition to serving its majors, the department contributes to the University through a large physical activity service program and lecture courses that fulfill General Education (GE) curriculum requirements.

KPE is the only department (or academic unit) in the California State University system that is 'home' to University Intercollegiate Athletics. Athletic coaches and trainers are considered KPE department faculty.

The department has a strong research culture. Faculty have published 31 articles and book chapters and edited volumes in the last five years. With a faculty mentor, numerous students have engaged in scholarly pursuits leading to publications and academic presentations. Other students have garnered honors, awards, scholarships or grants. Several graduates of the department are currently enrolled in or have completed Ph.D. or DPT programs.

The recent renovation of the Physical Education facilities, now the Weight/Fitness facility, has provided a way to connect the campus to the department by offering classes and an alternative space for faculty and staff to use the facility for a fee.

1.2 Overview of the documents submitted to CAPR

The report to CAPR included:

- A Self – Study

- A plan for the Program for 2007 – 2011

- Report of the Outside Reviewer

- Program response to the outside Reviewer's Report

- Appendices and supporting documentation

2. FIVE-YEAR PROGRAM REVIEW-SELF-STUDY

2.1 Summary of Specific areas of the Self-Study

Overview

The BS degree in Kinesiology is based on a strong 10 course core sequence that reflects the multi-dimensional focus of the Department.

A new faculty member was hired to lead the Physical Education Teaching Option (PET) and will coordinate the writing and submission of the Single Subject Matter Document to the Commission on Teacher Credentialing

Participation in the GE program was expanded through courses that meet Lower Division and Upper Division GE requirements. The courses span the humanities, social sciences, and sciences, reinforcing Kinesiology's interdisciplinary nature.

A template was created for physical activity syllabi. Faculty is also provided with instruction and direction for creating sound learning objectives and possible evaluation methods.

Discussions on revisions to the Graduate Program have begun.

Curriculum and Student Learning

The Pre Athletic Training option in the major was retained, as opposed to an Athletic Training option.

Faculty modified course content in the Exercise, Nutrition and Wellness option to better prepare graduates for ACSM (American College of Sports Medicine) Health/Fitness Instructor Certification.

Faculty was hired to lead the development of the Single Subject Matter Preparation Program for Physical Education and its submission to the Commission on Teacher Credentialing.

The 187 units required for the BS in Kinesiology Degree with an option in Pre-Physical Therapy were maintained.

Faculty started to develop an assessment plan that aligns Student Learning Outcomes (SLO's) with the department's future direction. This process will specify which SLO's are covered in which courses and the identification of signature assignments that reflect indicators of the SLO's.

Students from the KPE club created and administered a student survey of student perceptions of the major and options. It provided the program with an opportunity to examine the climate in which student learning occurs.

Curricular Comparisons

The ten course undergraduate core sequence is the most expansive among CSU Kinesiology Departments and reflects CSUEB's commitment to a broad curriculum for undergraduate students.

The four undergraduate options align well with other CSU programs.

KPE 3740 Philosophy of Sport and Physical Activity is the only stand-alone philosophy-based course among all CSU kinesiology curricula.

CSUEB's options and core curriculum at the graduate level are aligned with other programs across the CSU.

Students, Advising, and Retention

The department has grown during the last five years. In fall 2001, total FTES was 307.7; in fall 2006, FTES increased to 345.7.

From fall 2001 to fall 2007, the number of majors rose from 204 to 303.

The number of sections offered increased from 131 in 2001 to 157 in 2006.

The department SFR is near 20.9 for lower division courses, 12.6 for upper division courses, and 5.7 for graduate courses.

The number of students who self-identified as Black, Asian/Pacific, or Latino has doubled or more than doubled. KPE is developing a plan to ensure that these candidates graduate.

For recruitment, KPE sends representatives to community colleges and CSUEB's major and minor fairs, and also updates information on its web site.

The department has developed a peer advising program where a group of selected students are trained by faculty to serve as advisors to students in the major.

Faculty

The department's full time tenure track faculty (non-FERP) dropped from 9 in 2001 to 5 in 2006. Since the Chair's time ratio base for administrative vs. teaching responsibilities is .8 and .2 respectively, the fulltime faculty was 4.2.

Since 2002, the number of tenured and tenure track faculty in the department has ranged from five to seven. Three new faculty members have joined the department since fall 2003. Two successful searches were completed in 2007-2008 to bring the number of tenured/tenure track faculty to nine.

Lecturers accounted for nearly 72% of FTES generated in fall 2006 (247 out of 345.7). Note: The university-level IRA data do not separate the category of coaches from that of lecturers. The FTES number is misleading, as only 40% of the coaches' load is instructional, with 60% for coaching. A coach's annual 45 unit WTU is calculated as follows: 18 WTU for instruction and 27 WTU for coaching (per the self-study).

Resources

Facilities

The department relies on university departments to maintain instructional spaces – swimming pool, fields and courts, fitness center, kinesiology lab, mat room, etc.

Since 2002, several upgrades have been made to facilities, including the old 'weight room', and computer upgrades have been made in the students' Kinesiology lab.

Library

The KPE curriculum is supported through the collection of e-book, online, streaming media print, and other resources.

The cost of building electronic collections is substantial; resources needed to meet the university's ATI initiative are unknown.

Demand for document delivery of unsubscribed journal articles is increasing; one-year institutional journal subscription rates for online access are reaching \$3,000.

Requirements

Justification for the Pre Physical Therapy Option whose units (187) exceed the typical number of units (180).

Students must complete the required 72 units of courses to meet GE requirements. Within the major, students must complete the undergraduate Kinesiology core (46 units), lower division courses (51 units), upper division courses (13 units), and electives (5 units).

The option within the major was intended to prepare students to meet the clearly-defined requirements for entrance into graduate school programs. At this time the major only covers 90% of the requirements for acceptance into most Physical Therapy programs.

2.2 Summary of supporting data

A. Students	Fall Quarter						2007
	2001	2002	2003	2004	2005	2006	
1. Undergraduate	204	204	213	218	246	249	303
2. Graduate	41	55	62	48	38	40	27
3. Total Number of Majors	245	259	275	266	284	289	330
4. FTES Generated	303.7	293.9	326.8	294.2	298.6	345.7	351*

*FTES Generated for Winter 2008 – 345; and
for Spring 2008 - 386

B. Degrees Awarded	College Years						
	00-01	01-02	02-03	03-04	04-05	05-06	
1. Undergraduate	64	64	41	48	51	35	
2. Graduate	15	12	14	7	21	14	
3. Total	75	76	55	55	72	49	

C. Faculty	Fall Quarter						2007
	2001	2002	2003	2004	2005	2006	
Tenured/Track Headcount							
1. Full-Time	9	8	9	8	7	5	7
2. Part-Time	0	1	2	3	4	3	
3. Total Tenure Track	9	9	11	11	11	0	
Lecturer Headcount							
4. Full-Time	0	1	0	0	0	1	
5. Part-Time	6	10	7	1	10	11	
6. Total Non-Tenure Track	6	11	7	1	10	12	
7. Grand Total All Faculty	15	20	18	12	21	20	

D. Student Faculty Ratios	Fall Quarter					
	2001	2002	2003	2004	2005	2006
1. Tenured/Track	15.0	15.4	15.4	15.9	11.8	11.7
2. Lecturer	14.0	12.5	15.4	12.6	12.8	14.4
3. SFR By Level (All Faculty)	14.4	13.5	15.4	13.9	12.4	13.5
4. Lower Division	19.2	16.9	22.3	23.1	20.2	20.9
5. Upper Division	12.7	12.3	12.8	11.6	11.4	12.6
6. Graduate	10.5	10.2	13.8	9.7	5.0	5.7
7. Number of Sections Offered	131	148	157	135	143	157
8. Average Section Size	18	17	18	19	19	19

3. OUTSIDE REVIEWERS' REPORT

Dr. Carole Oglesby, Professor, Chair, Department of Kinesiology, California State University, Northridge, and Dr. Emily Wughalter, Professor, Department of Kinesiology, San Jose State University, visited the campus on January 31 and February 1, 2008.

The reviewers commended the faculty and staff of the Department of Kinesiology and Physical Education for several significant achievements since the last five year review: three new tenure track faculty members have been hired; faculty members have collaborated successfully with students on research and scholarship; the department has creatively designed a new space in an older facility, which could eventually bring resources to the department through faculty/staff contributions as well as alumni giving; the department has increased its GE contributions to university curriculum and faculty involvement university-wide; and, students are very satisfied with faculty and departmental operations.

Re-visioning and Strategic Goals

The reviewers noted that KPE has two clear components housed in one department: tenured/tenure track faculty and full-time lecturers; and coaches of athletic teams with academic appointments that include teaching in the KPE department. The reviewers concluded that KPE could offer a cutting edge curriculum and program if time was allotted for reorganization and focus. A wide range of perceptions and opinions exist regarding the placement of KPE and Athletics in a single department. This schism must be healed and/or removed for the department to move ahead.

The specific recommendations of the Outside Reviewer are highlighted below:

- Develop a strategic plan for the department that is focused on student learning objectives and assessment

- Address the matter of continuity of leadership for the department

- Consider the addition of a capstone class as a part of the assessment plan

- Review possible use of selected coaches more extensively in the undergraduate major

- Increase communication with relevant university units in regard to matters such as registration, retention, advisement, and placement of graduates

- Review the requirement for graduate students to repeat one of their seminars

- Revisit recent decisions and handling of the athletic training option

- Consider moving athletics out of the department if the university moves athletics to Division II status

- Consider the offering of Athletic Training as an option for students, as the Pre-Athletic Training option does not prepare students to continue their education in a graduate athletic training program

Athletics

According to the Outside Reviewer, in addition to the costs and needs presented by Dempsey/Leland and the self-study review, there are needs for extensive facility upgrades and increased support for scholarships, recruitment, coaching time, and Athletics staff. As for the general operations budget, out of ten "companion schools," only one has a smaller budget than CSUEB. There will also need to be a re-assessment of coaches' contributions to the KPE curriculum, with related replacement costs in KPE,

and an additional assigned time position for a faculty member to assume an “associate chair” role. CSUEB’s move to Division II is now determined. If the Athletic Program stays within KPE, the chair will require more administrative help.

In the report, there were many references to facilities, including everything from classrooms to office space to labs to renovation of the KPE facility in general.

Finally, the Outside Reviewer believes that the Athletics issue will impact morale, the relationships between coaches and faculty, the role of coaches in faculty governance, and collaboration between Athletics and Alumni Relations & the Development Office (which has diminished in the last few years), all of which will in turn impact the climate in which students learn and the way the program plays out in the courses.

Assessment

As mentioned above, the KPE Club assisted the department with a student satisfaction survey. Students provided positive feedback and ideas for changes based upon strengths and weaknesses identified in the department; however, the Outside Reviewer recommends that a more formal assessment program should be planned where faculty demonstrates how student learning objectives are being met. Faculty should contribute to this assessment by indicating what student and class-assigned activities meet the student learning objectives. The assessment plan should be integrated with the strategic plan to evaluate the effectiveness of KPE and its programs in general. As the KPE chair began her presentation to CAPR by commenting that more assessment work is required, CAPR is confident that this work will proceed and be reflected in future annual reports.

Curriculum

The department should address the offering of Athletic Training as an option for students as the Pre-Athletic Training option does not prepare students for a graduate athletic training program. This strategic goal, mentioned above, also impacts curriculum.

The department needs more electives at the undergraduate and graduate levels. This will require more tenure track faculty and resources to support them.

The department plans to expand its GE offering and add an activity component to GE courses; However, this will require prioritization, both in terms of laboratory space and faculty energy and time.

The department plans to continue its current courses for GE requirements. Two new courses are also under consideration as possible additions.

Beginning in fall 2008, the department will change curricular offerings for students enrolled in the multiple subject matter preparation program. Students will be required to complete two (2) rather than one (1) course in physical education. These will better prepare classroom teachers to handle physical education duties, if assigned.

Students

The department has made progress in developing a mechanism for advising students, e.g., through the peer advising program referenced above; however, communication still requires attention. For example, students who wish to become physical education teachers do not know the admission requirements to the Single Subject Credential Program at CSUEB

Tenure track faculty has insufficient office and research space. Full time faculty members should be given private offices and adequate facilities for research. Coaches should have office space to support their coaching, recruiting and advising responsibilities.

3.2 DEPARTMENT RESPONSE TO THE OUTSIDE REVIEWERS' REPORT

Re-visioning and Strategic Goals

In many ways developing a department Plan and formulating a response to the reviewers' report are difficult tasks because KPE is in a state of flux both in terms of its intercollegiate athletic program and the continued inclusion of Athletics in its department. As a result, KPE can address some, but not all, of the reviewers' comments.

Faculty agrees with the reviewers regarding the differences of opinion among the faculty, coaches, and staff over the place of a Division II athletic program (in or out of the Department of KPE). The various perspectives have been presented to the Provost and Interim Dean of the College.

The faculty will explore the possibility of a capstone course, whether an adaptation of an existing course or an entirely new course.

Beginning spring quarter 2008, KPE began a peer advising program to bolster advising in the major.

KPE faculty share reviewers' concern about redundancy in the graduate program (repeating a seminar) and have concerns about the organization of options, the courses within those options, and about whether or not a seminar-only program is best for the graduate students we teach at East Bay. These issues will be taken up in earnest in 2008-2009 as two new tenure track faculty join the department ranks (and the graduate faculty) in September 2008.

Though the Pre Athletic Training Option is not accredited, faculty is in favor of maintaining the option for the two dozen or so students who are enrolled in the program. Students continue to choose this option despite its non-accredited status. The option prepares a student to apply to a graduate entry-level Athletic Training Education program to become a Certified Athletic Trainer (one of two types of accredited graduate athletic training education program).

Athletics

The timing of the department's five-year review coincided with internal campus discussions about the possible move to Division II athletic status (now determined). The external reviewers were asked to weigh in on the issue after their on-site visit with several different constituents and reviewing various documents, including the Dempsey and Leland Report. The reviewers raised a number of points, including the fact that a change in Divisional status is not just an operational and fiscal decision, but one that can signal a change in a University's perspective on Athletics and its role at the institution. A broad overview of this is given above (see page 7).

KPE Facility

The upgrade to the fitness facility during the summer 2007 on the building's second floor represents a major point of change and improvement within the department. The space is used by hundreds of students enrolled in classes each quarter as well as over 100 faculty

and staff members. The fitness center is a wonderful addition to the department and the campus, a fabulous teaching station, and a great place for community members to work out. There are, however, some cautionary notes regarding the cost of maintenance and equipment. Also of concern is the cost of maintaining the Kinesiology Lab, despite entrepreneurial efforts towards revenue streams. Space, generally, is inadequate due to the growing undergraduate major and the upcoming move to Division II.

Assessment

The KPE leadership is committed to an assessment plan. More than ever, current faculty realizes that an assessment plan can be created but cannot be successful without group “buy-in” to the process and to the *idea* of assessment. Dr. Penny McCullagh and Dr. Jeff Simons are coordinating assessment efforts. Dr. McCullagh was selected to join a handful of faculty across the University to participate in a Faculty Learning Community on assessment offered through the office of Faculty Development.

4. PROGRAM’S FIVE-YEAR STRATEGIC PLAN (2008-2012)

Curriculum

The department will retain the multidisciplinary-focused 10-course 46-unit core sequence, but will consider modifying a course to include a capstone or synthesis requirement.

They will also maintain the four undergraduate options in the major

- Pre Physical Therapy, updating course content to ensure graduates meet entry requirement for graduate study
- Physical Education Teaching, developing a new Single Subject matter document; revising program curriculum to include more coaching-related courses; and possibly including an applied motor behavior course as an elective
- Pre-Athletic Training, adding Biology 2020 (Human Anatomy and Physiology II), but not changing the option to an accredited Athletic Training option
- Exercise, Nutrition, and Wellness, modifying KPE 4510 (Exercise Prescription) and KPE 4010 (Contemporary Perspectives in Exercise Nutrition) to better prepare students to sit for the Health/Fitness Instructor Certificate (American College of Sports Medicine); and creating a follow-up assessment to determine student success rates.

Graduate Program faculty will continue to review the options within the graduate program, including the arrangement of courses within the options.

Liberal Studies students currently take a single course for the major. In fall 2008, this will change to two courses for better preparation of future teachers to handle physical education duties at the elementary school level.

The addition of the student-funded Recreation Center enhances the quality of student life; however, this may impact the KPE curriculum. A survey of students found that unit credit or fulfilling GE requirements was not one of the top three reasons for enrolling in activity classes. Will students continue to take activity classes for credit when they can exercise on their own in the new facility? What will be the impact on the department of a decrease of 25-30% FTES, if students choose not to take activity classes?

Students

KPE's goal is to create an academic and learning atmosphere where students feel connected, challenged, and supported in their learning.

The department anticipates continued growth in undergraduate majors, as the University's enrollment continues to climb. Also, forecasts suggest that the need for health professionals, teachers, and especially physical therapists will continue to be intense over the next decade at least.

Adjustments to scheduling patterns will be needed to ensure program quality in the face of growing undergraduate enrollments. A greater array of offerings in the summer quarter and during the December break should ease the enrollment crunch during the regular school year.

Faculty need to continue to interact with students beyond the classroom, including graduate career/graduate advising and fielding questions about course selection and sequencing.

KPE faculty is initiating a peer advising program in 2008 with a few peer advisors and limited hours during the week. This will complement advising provided by faculty and coaches.

The department is enhancing communications with students through e-mail and Blackboard. Students receive bi-monthly updates on scheduling, important dates, etc. Students report that they feel more connected to each other and the major.

The department is enhancing recruitment strategies to include the attendance at any and every community college recruitment event. A revision of the graduate program brochure is in progress.

The department will create a plan to address declining enrollment in the graduate program.

Faculty

The successful searches conducted this year will bring the total full-time tenure track faculty to nine with two faculty members in FERP.

In the next five years, the department will seek at least one tenure track position in fitness and health in an applied, community-based setting.

The department will request a full-time lecturer to "backfill" the Chair's teaching assignment since the Chair's assignment is .8 administrative and .2 teaching.

Retention of faculty is essential the Department's success. The current 36 WTU load is excessive, especially when combined with increasing expectations around scholarly production and the service demands. There is little or no flexibility for special projects, innovative work in the department, or creating something new for students. A unique KPE issue is the place (and protection) of coaches' teaching loads amid lecturers with earned entitlements.

- Lecturer entitlements are relatively new in the contract, but coaches cannot build entitlements.
- Coaches are hired on annual, temporary full-time appointment (60% coaching; 40% teaching). Being able to offer full-time employment enables the department to recruit and retain quality coaches.
- There has been a distinction between courses taught by coaches and those taught by lecturers, but as undergraduate offerings expand, this may not continue. Growing the department may mean offering a class to a lecturer that was once taught only

- by a coach. This means that a coach might be “bumped” as one and three year lecturer entitlements are built in the department.
- One-year entitled lecturers have already “bumped” coaches off courses. If personnel remain static, the problem may worsen. To date, the University has not developed a strategy or a plan to assist KPE with this issue.
- Current faculty office space is inadequate for advising, mentoring and improving student learning.

5. CAPR ANALYSIS OF THE PROGRAM’S FIVE-YEAR REVIEW

The Department of Kinesiology and Physical Education has submitted an excellent five year report. The documents reveal a department that is strong in teaching, scholarship and service to the CSUEB community. The department has grown in number of majors and FTES generated. The addition of five new faculty hires since fall 2003 will bring the department to nine full time tenure track faculty. This greatly increases the Department’s ability to continue providing quality experiences to students. The next five years will provide many opportunities for the Department to build on recommendations from the outside reviewers as well as from faculty, students, and graduates.

The Department will be impacted by the move Division II athletics and the construction of the student-funded Recreation and Wellness Center. Both events have ramifications for the organization and structure of the department as well as opportunities for continued growth and generation of FTES.

The decision on the placement of Athletics is not a direct matter for CAPR; however, CAPR is significantly interested in the impact of this decision on the academic programs within KPE. CAPR is aware that a new committee has been formed by the provost to address the issue of whether Athletics should remain within KPE or be separated. CAPR’s interest is focused on the impact on the programs, both in terms of quality and resources. CSUEB and KPE must determine whether Athletics will or will not have an “educational orientation” and identify how to ensure that Athletics are excellent. This will require attention to appropriate and structured goals of achievement, appropriate competitive schedules, and financial considerations.

CAPR recommends that particular attention be given to the following:

1. The Department must create Student Learning Outcomes (SLO's) at the undergraduate and graduate levels that can be measured through an analysis of student work and other sources of data. The identification of signature assignments and development of evaluation rubrics will define department goals and expectations for students.
2. The Department will also need a) a system for collecting and analyzing the data gathered in order to determine progress towards meeting the program SLO's and b) second system for program and course modification based on the data gathered.
3. Although the undergraduate program is increasing in enrollment, graduate enrollment has been decreasing. Over the next five years, the Department plans to revise its

graduate program to attract and retain students and create a vibrant learning community.

4. KPE is rightly concerned about the impact of the move of CSUEB to Division II Athletics on the organization and structure of its department. Thoughtful consideration is required on the issue of the inclusion/exclusion of Athletics in the department.
5. The completion of the student funded Recreation and Wellness center may impact negatively the enrollment of students in KPE activity classes. The Department and University will need to work together to minimize the change in activity options and identify new/additional sources of FTES generation.
6. It is critical for the continued growth of KPE that its facilities are upgraded and that space is created for classes and faculty offices. University and Department collaboration is necessary to develop a plan for such renovations.

6. CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends the continuation of the BS and MS degree programs in Kinesiology without modification. However, in future annual reports, programs must submit documentation of progress towards assessment, including relevant data gathering.

7. DATE OF THE PROGRAM'S NEXT ACADEMIC REVIEW

The date of the next Five Year Review of the program is 2012 – 2013.



CALIFORNIA STATE
UNIVERSITY
EAST BAY

Office of the Provost and Vice President,
Academic Affairs

25800 Carlos Bee Boulevard, Hayward, CA 94542-3007
510.885.3711 (phone) • 510.885.2295 • <http://www.csueastbay.edu/OAA>

Date: March 16, 2009

Michael K. Mahoney

From: Michael Mahoney, Provost and Vice President, Academic Affairs

To: Jodi Scrivatus, Interim Dean, CEAS
Rita Liberti, Chair, Kinesiology and Physical Education

Subject: MOU Meeting --B.S. in Kinesiology, M.S. in Kinesiology

On March 10, 2009, I met with Barbara Storms, Associate Dean, CEAS; Rita Liberti, Chair, Kinesiology and Physical Education; Aline Soules, Chair, CAPR; and Carl Bellone, AVP Academic Programs and Graduate Studies to discuss the Program Review for the B.S. in Kinesiology and the M.S. in Kinesiology and to develop an MOU as required by CAPR 9.

Since the submission of the CAPR Report, Intercollegiate Athletics has moved out of the Department of Kinesiology and Physical Education. This was a major change. Happily, the change is having a positive effect on the Department. Without Athletics the Department has found more time to concentrate on issues such as growth of the major and course scheduling for the major. The Department has experienced strong growth at the undergraduate level and is now the 6th largest undergraduate major on campus.

The Department is proposing that its name be changed from Kinesiology and Physical Education to simply Kinesiology which is more common in the CSU.

The Department has benefited from new faculty hires several of whom have replaced retired faculty. Faculty in the Department are working on four major issues: 1) growing and serving the 400 undergraduate majors, 2) managing the activities courses, 3) offering GE courses including upper division B6, and 4) revitalizing the graduate program which has experienced a drop in enrollment.

Newly hired faculty members are in tune with the need for assessment. As a result, the Department now has a culture that supports assessment and has made significant gains in assessing student learning outcomes. The Department has four student learning outcomes for the undergraduate program and is working on assessing one of these outcomes at present.

The Department's Operating, Expense and Equipment budget has been stable but not sufficient. Fortunately, the Sports Performance Series offered by the Division of Continuing and International Education (DCIE) has provided the Department with revenue that has been used to buy equipment. The Kinesiology Lab has benefitted greatly from the partnership with DCIE.

The Fitness Lab in the Gym was remodeled in 2007. The remodel was greatly needed and the Fitness Lab is now a good facility. The Department is unsure of what impact the Recreation and Wellness Center will have on the Fitness Lab once it is completed. It may be harder to generate FTE from courses in the Fitness Lab.

The Department would like to have Room 201 in the Gym remodeled. Currently this is an open space. A wall is needed to separate this space from the activities on the floor of the basketball courts which would make the space usable for activities such as Tai Chi classes. Other remodeling needs include the locker rooms and the Field House especially given the move to Division II.

The Department has experienced some tension with Facilities Reservations which occasionally engages in actions without prior notification or discussion that impact the Department's staff. It is recommended that Facilities Reservations work more closely with the Department about scheduling and staffing events. The Department has an MOU with Intercollegiate Athletics which was agreed to by all concerned following lengthy negotiations. It will need to be re-negotiated next year.

The CAPR Report from May 2008 made the following observations in its analysis of the B.S. and M.S. in Kinesiology: 1) the Department needs to create student learning outcomes (SLOs) at the undergraduate and graduate levels, 2) the Department needs to measure and analyze its SLOs and use this data to for program and course modifications, 3) the Department needs to address the decline in graduate enrollment and develop a plan to revise its master's degree, 4) the Department needs to carefully consider the implications of the possible moving out of Athletics (note that this is no longer an issue), 5) the Department and the university need to work together to see that the any negative impacts on FTE from the new Recreation and Wellness Center are mitigated, and 6) it is critical that the Department's facilities are upgraded and that space is created for classes and faculty offices.

The results of the MOU meeting are as follows:

1. It is encouraging to learn that the new faculty members have helped the Department create a culture supportive of assessment and that progress is now being made on assessment of student learning outcomes. The Department is encouraged to work with the assessment coordinator or the CTAS Dean's Office to develop an assessment plan that will include both the undergraduate and graduate programs. The assessment plan should include a description of the assessment methodology and how the results of assessment will be used to inform curricular decisions. Progress on assessment should be noted in the Annual Reports submitted to CAPR.

The Department is encouraged to continue its development of a plan to address the decline in enrollment in its graduate program including a revision of the curriculum.

3. The Recreation and Wellness Center will be a major improvement for the university. However, it is possible that it may negatively impact the amount of FTE currently generated in activities courses for the Department. The Department the College and the university should monitor this and develop strategies to mitigate significant negative impacts should they occur.
4. The Department is encouraged to continue its partnership with DCIE as a means of generating non-state funds to help with space and facilities upgrades. The Department, through the Dean's Office, should work with Administration and Finance to identify as source of funding for a remodel of Room 201 in the Gym.

AVP Carl Bellone and I are impressed with the Department's management of the effects of the complicated transition of Intercollegiate Athletics out of the department. We are also impressed with the Department's transition over time into a more academically oriented department. This transition has been enhanced further by the removal of Athletics. It's apparent that the Department is a strong department that works well together for the benefit of our students. The Department is to be congratulated for its efforts to promote a variety of classes and programs for students.

We would like to thank the CAPR members for their time and informative report.

cc: Aline Soules
Carl Bellone
Sue Opp
Barbara Storms

APPENDIX 2

CALIFORNIA STATE UNIVERSITY, EAST BAY COLLEGE OF
EDUCATION AND ALLIED STUDIES DEPARTMENT OF
KINESIOLOGY AND PHYSICAL EDUCATION

MEMORANDUM

March 20, 2009

TO: Committee on Academic Planning & Review (CAPR)

FROM: Rita Liberti, Chair Kinesiology & Physical Education

RE: Annual Report

As described in the 05-06 CAPR 9 Document dated February 20, 2006, this annual report for the Department of Kinesiology and Physical Education is presented as follows: Part I: Self-Study; Part II: Summary of Assessment Results; Part III: Institutional Research Data.

Part I: Self-Study

The KPE Department witnessed tremendous growth and change over the past year. The separation of the athletic program from the academic department has resulted in enormous, positive change since September 2008. The Department tenure track faculty are much more able to focus on academic needs and issues facing the Department. Curriculum is stronger and our ability to schedule our courses has been made more flexible as a result of the separation. A strengthened KPE, as an outcome of the split, can be seen in a number of ways, but none more so than our progress in assessment (see Part II of this document).

Another area of great change has been to the tenure track faculty ranks. In the spring and summer 2008 two tenure track faculty left the University (one retired and one resigned). However, the Department was fortunate to hire two tenure track faculty, as well as one full time lecturer to fill the teaching load of one of the departing faculty. As of this writing, the Department has seven tenure track and two full time lecturers. Next fall we anticipate eight tenure track faculty and one full time lecturer.

One of the vacated tenure track positions included the loss of the PE Pedagogy faculty member. Fortunately, the newest tenure track faculty (to start September 2009) has this expertise and will lead our Physical Education Teaching Option. This faculty is the lead author on the California Commission on Teacher Credentialing (CCTC). As of this writing we are preparing for our second submission. The Program must have State approval by July 2010. We anticipate meeting that deadline.

Total FTES continue to rise, with a dramatic increase from the Fall 2007 to the Fall 2008 (351.5 to 462.2 respectively). The Fall 2008 Student Credit Units (SCU's) topped 7,000

for the first time in the Department's history. Growth appears to be the result of increases to the number of KPE majors as well as the continuing expansion of General Education courses.

Part II: Summary of Assessment Results

During the Department's five-year review (2007-2008) one of the most significant issues CAPR asked that we address immediately, was assessment. In the spring 2008 the Department began this in earnest. The new tenure track faculty eagerly embraced the work in the Fall 2008 as well. As a result, we have made significant progress, especially given our starting place.

Here are the highlights of our work over the past two/three quarters:

- One faculty member was selected to be in a quarter long Faculty Learning Community hosted by the Faculty Development Center during the Spring of 2008 and is leading the department in assessment efforts.
- The entire faculty have met on a number of occasions and in November of 2008 adopted 5 Student Learning Outcomes.
- After reviewing numerous assessment tools the faculty adopted a self-assessment rubric to assess a portion of one of the learning outcomes (Professionalism).
- During the Winter quarter of 2009 students in all the core classes completed the self-assessment rubric on Professionalism.
- Data will be analyzed (Spring 2009) and further discussion about how to better incorporate professionalism in the curriculum will take place.
- All the core classes are being analyzed to determine if the learning outcomes are being addressed at one of three levels: Introduced, Practiced, or Demonstrated.

Once assignments for all classes have been reviewed the faculty will make determination of course modifications to insure all the learning outcomes are being covered to an adequate level.

In the Fall 2008 the Department began a "major overhaul" of the graduate program. We plan to reduce the graduate options from 4 to 2, with significant changes to individual courses to create a more rigorous and relevant curriculum for our students.

Finally, data from student exit surveys (which have been collected for the past 16 years) are being compiled. We anticipate that review and analysis of the data can begin in earnest, preferably by the middle of the spring quarter 2009.

Part III: Institutional Research Data

Kinesiology and Physical Education

Students	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Undergraduate	246	249	303	353
Graduate	33	38	25	36
Total # of Majors	279	287	328	389
FTES	298.6	345.7	351.5	462.2

Degrees Conferred

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Undergraduate	48	51	35	54	51
Graduate	7	21	14	13	17

CALIFORNIA STATE UNIVERSITY, EAST BAY
COLLEGE OF EDUCATION AND ALLIED STUDIES
DEPARTMENT OF KINESIOLOGY

MEMORANDUM

April 14, 2010

TO: Committee on Academic Planning & Review (CAPR)

FROM: Penny McCullagh, Ph.D. Chair

RE: Annual Report 09-10

As described in the 05-06 CAPR 9 Document dated February 20, 2006, this annual report for the Department of Kinesiology and Physical Education is presented as follows: Part I: Self-Study; Part II: Summary of Assessment Results; Part III: Institutional Research Data.

Part I: Self-Study

The Kinesiology has witnessed continued growth in the past year. In fact data from Institutional Research suggests that our major count has increased again. Recent data reported at a CSU meeting indicated that Kinesiology was the 7th larger major in the CSU system. Considering the recent enhanced attention on the role of physical activity and nutrition on health, it is not surprising that CSUEB is seeing the same type of growth as other campuses.

We are continuing to struggle with maintaining sufficient tenure track faculty to cover our majors which now number over 400. We lost one faculty in December of 2009 to the FERP program and one full-time lecturer became tenure track. In addition we have one full-time lecturer and a host of part-time lecturers. Also we have one person who will end their FERP this year. We currently have seven tenure track faculty (three probationary) so we A.Pizzera@dshs-koeln.de]struggle to meet the needs of our majors.

Due to the budget crisis this year we have made substantial cuts in our program. Some of the first classes to go were General Education Courses (we offer courses in the Humanities, Social Sciences and Science areas) and have both upper and lower division courses. We have attempted to put many of these courses on-line to assist students with access. Unfortunately a lot of those classes were cut and students were prevented from graduating.

After the separation from Athletics in the Fall of 2008, we changed our name to Department of Kinesiology which aligns with the rest of the CSU programs and many of the program across the country. Because we know have our own focus we are able to

spend considerably more time as a faculty focusing on curriculum issues, program development and assessment.

Part II: Summary of Assessment Results

During the Department's five-year review (2007-2008) one of the most significant issues CAPR asked that we address immediately, was assessment. In the spring 2008 the Department began this in earnest.

Here are the highlights of our work over the past two/three quarters:

- The entire faculty have met on a number of occasions and in November of 2008 adopted 5 Student Learning Outcomes and at the beginning of this academic year we tweaked the outcomes.
- After reviewing numerous assessment tools the faculty adopted a self-assessment rubric to assess a portion of one of the learning outcomes (Professionalism). We distributed this questionnaire to nearly over 100 majors in the Spring of 09 and have since revised the format. We are about to mount this revised questionnaire onto an electronic survey data base so we can collect aggregate data over the years. The faculty are having further discussion about how to incorporate professional into the curriculum.
- We have had discussion about whether are core classes adequately address our learning outcomes and have made changes in the types of projects we require in some of the classes.
- We are developing a content knowledge assessment tool that will be used when students initially enter the program and when they are about to graduate to assess content knowledge. This survey will be mounted electronically so we can collect aggregate data.

Part III: Institutional Research Data (see additional document attached)

I requested data on our majors from Office of Institutional Research earlier this year and we have now grown to nearly 450 majors. The current data only show through Fall 2008.

Kinesiology and Physical Education

Students	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Undergraduate	246	249	303	353
Graduate	38	40	27	40
Total # of Majors	279	289	330	383
FTES	298.6	345.7	351.5	462.2

Degrees Conferred

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Undergraduate	48	51	35	54	51
Graduate	7	21	14	13	17

College of Education and Allied Studies

BS in Kinesiology, Exercise and Wellness Option
BS in Kinesiology, Physical Education Teaching Option
BS in Kinesiology, Pre Athletic Training Option
BS in Kinesiology, Pre Physical Therapy Option
BS in Kinesiology, Special Studies Option

MS in Kinesiology

Committee on Academic Planning and Review (CAPR) Annual Report
May 2011

1.0 Program Status

(a) Significant Curricular Changes since March of 2010

BS Degree: Title of “Exercise and Wellness” changed to “Exercise, Nutrition, & Wellness”

BS Degree: Pre-Athletic Training and B.S. in Pre-Physical Therapy discontinued – and a new BS option in Therapeutic Kinesiology proposed – both these options will be accommodated in new option.

BS Degree: Social Justice option proposed

BS Degree: Physical Activity Studies proposed

MS Degree: All the MS options were discontinued last year and there is now just a general MS degree in Kinesiology

(b) Resource Changes since March of 2010

Athletics separated from the Dept of Kinesiology and there is constant tension over use of space. Kinesiology generates considerable FTES from activity classes, but the Athletic program also wants to use the same space – oftentimes at the same time as KIN classes. Staff have been moved from KIN to Athletics. We were given an original allocation for part-time lecturers and then this was increased to provide more resources over the academic year. Department staff was combined with the staff from the Department of Hospitality/Recreation/Tourism into a staff “cooperative” housed in the PE building.

(c) Faculty Retirements or Move to FERP since March of 2010

One faculty member moved to FERP.

(d) New Tenure-track Hires since March of 2010: None

(e) Revision of Program Goals or Outcomes: None

(f) Other Changes in the Program

Small changes in course names and number to clean up the curriculum. Major work done to enhance community college transfer program. New lower division course added that will accommodate Community Colleges – Introduction to Kinesiology

2.0 Summary of Assessment Results

(a) Key Assessments Used within the Program, Including Student Evaluations

Student evaluations continue to provide a glimpse of how students respond to course instructors. Due to the large number of one unit activity classes in the department, the analysis includes responses from about 125 to 150 students for tenure track faculty and about 300 to 800 students for lecturers. The mean value across all categories for all instructors is in the 1.18 to 1.41 range indicating that for the most part the students enjoy the instructors and the materials they are presenting. The Department Chairs reads all the written comments provided by students and follows up with instructors if they are any areas of concern expressed.

At last we mounted a student survey on line for assessment purposes. The survey includes demographic information about the students and then also gets their impressions of the program. Questions on the survey relate to the five previously established learning outcomes developed by the faculty. The students are completing the survey this quarter and we currently have 89 responses. We hope to have additional responses by the end of Spring Quarter. The surveys are answered unanimously, and we will reassess the students again next year. As we collect data over the years we will hopefully be able to use the data to make program modifications.

(b) Results for 2009-2010

The data will be analyzed once all the students have completed it. However, a first glance at the data suggests that students either agree or strongly agree (above for these two categories) regarding their content knowledge, and their ability to use evidence based knowledge to evaluate participation in physical activity programs. There appear to be some areas within the professional ethics section of the questionnaire that will need some further discussion by faculty (e.g., frequency of texting while in class, understanding about plagiarism). Finally seem to have a self-reported good understanding of social justice and a good appreciation of the importance of life-long physical activity. A sub-committee will go through the open ended responses and bring a report back to the faculty. Also the same instrument will be distributed next year to see if there are any noted changes.

(c) Changes in the Program's Assessment System

Yes, we now have an on-line survey that will be repeated.

Capr2011kin

California State University, East Bay
APR Summary Data
Fall 2005 - 2009

Kinesiology & Physical Education					
Item	Fall Quarter				
	2005	2006	2007	2008	2009
A. Students Headcount					
1. Undergraduate	246	249	303	353	385
2. Postbaccalaureate	5	2	2	4	5
3. Graduate	33	38	25	36	40
4. Total Number of Majors	284	289	330	393	430
College Years					
B. Degrees Awarded	04-05	05-06	06-07	07-08	08-09
1. Undergraduate	51	35	54	51	71
2. Graduate	21	14	13	17	16
3. Total	72	49	67	68	87
Fall Quarter					
	2005	2006	2007	2008	2009
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	7	5	7	7	7
2. Part-Time	4	3	3	2	2
3a. Total Tenure Track	11	8	10	9	9
3b. % Tenure Track	52.4%	40.0%	45.5%	27.3%	26.5%
Lecturer Headcount					
4. Full-Time	0	1	1	2	2
5. Part-Time	10	11	11	22	23
6a. Total Non-Tenure Track	10	12	12	24	25
6b. % Non-Tenure Track	48%	60%	55%	73%	74%
7. Grand Total All Faculty	21	20	22	33	34
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	9.1	6.4	8.1	6.0	7.0
9. Lecturer FTEF	14.9	19.2	16.6	22.1	21.7
10. Total Instructional FTEF	24.0	25.5	24.7	28.1	28.8
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	9.1	6.4	8.1	6.0	7.0
11b. % of FTES Taught by Tenure/Track	37.9%	24.9%	32.7%	21.4%	24.5%
12a. FTES Taught by Lecturer	14.9	19.2	16.6	22.1	21.7
12b. % of FTES Taught by Lecturer	62.1%	75.1%	67.3%	78.6%	75.6%
13. Total FTES taught	24.0	25.5	24.7	28.1	28.8
14. Total SCU taught	4479.0	5185.0	5272.0	6933.0	7050.0
D. Student Faculty Ratios					
1. Tenured/Track	11.9	13.2	13.3	18.1	21.7
2. Lecturer	12.8	13.7	14.7	16.0	14.6
3. SFR By Level (All Faculty)	12.5	13.5	14.2	16.4	16.3
4. Lower Division	20.2	20.9	20.9	24.7	27.0
5. Upper Division	11.4	12.6	12.4	14.4	13.3
6. Graduate	5.0	5.7	6.9	9.4	14.7

California State University, East Bay
APR Summary Data
Fall 2005 - 2009

Kinesiology & Physical Education					
Item	Fall Quarter				
	2005	2006	2007	2008	2009
<i>E. Section Size</i>					
1. Number of Sections Offered	120.0	128.0	132.0	139.0	127.0
2. Average Section Size	21.0	22.2	21.0	24.9	25.7
3. Average Section Size for LD	20.8	25.3	28.4	33.4	33.8
4. Average Section Size for UD	22.0	21.7	20.1	23.7	23.7
5. Average Section Size for GD	10.2	13.8	8.4	9.4	17.0
6. LD Section taught by Tenured/Track	2	2	8	7	8
7. UD Section taught by Tenured/Track	23	15	24	16	23
8. GD Section taught by Tenured/Track	7	8	8	11	5
9. LD Section taught by Lecturer	71	80	85	76	69
10. UD Section taught by Lecturer	40	50	45	58	50
11. GD Section taught by Lecturer	0	2	0	3	0

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

**College of Education and Allied Studies
Department of Kinesiology**

**B.S. in Kinesiology
M.S. in Kinesiology**

**Committee on Academic Planning and Review (CAPR) Annual Report
May 2012**

1.0 Program Status

a. Curricular Changes

During the past two years the department has made significant changes to both the graduate and the undergraduate curriculum. The change in the graduate curriculum was initiated three years ago and the department removed the four focus areas and developed new course work to make the program more applied in nature to fit the needs of our graduate students.

- Starting in January 2011, numerous changes were made to the undergraduate curriculum. This curriculum had not been modified in nearly 15 years. Some of the major changes included:
 - Addition of an Introduction to Kinesiology class that will be lower division and became part of the Community College Transfer program.
 - Name change from Pre-Physical Therapy option of Therapeutic Studies
 - Removal of Pre-Athletic training program
 - Addition of options in Physical Activity Studies and Social Justice
 - Slight course modifications and renumbering of some courses

b. Resource Changes

- We continue to operate with same operating budget. However over the last two years we have received nearly \$100,000 of new equipment for our laboratory through the Provost's program.

c. Retirements, Resignations, FERP – no change

d. Any new tenure track hires

- In the Fall of 2011 we advertized for a tenure track position and hired in April, 2012.

e. Revision of program Goals or outcomes – None in this review cycle

f. Any other changes in the program

- Our major continues to grow. In the Fall of 2008 we had 383 majors. In the Spring of 2012 we have 554 majors (Data derived from David Garcia – Planning/Enrollment Secure Report). Our current tenure track faculty of seven (including the Chair) cannot begin to cover the courses we need to offer to support our major. Like most of the other CSUs as well as most other Kinesiology program in the nation, we continue to grow and are one of fastest growing majors in the state and in the nation. Our major classes all have wait lists (sometimes up to 30) yet we do not have adequate faculty to cover the classes. Also since there are no Ph.D. programs in Kinesiology in California, we are hard pressed to find “local” talent to cover additional classes.
- We are desperately in need of additional faculty to cover our courses.

2.0 Summary of Assessment (next page)

Key Assessments: Changes in assessment system are italicized in the table.

Program Level	Course Level
<i>Survey Monkey (Online) questionnaire</i> (completed) <ul style="list-style-type: none">- Described below in results section	<i>Content quizzes</i> (Fall 2012) <ul style="list-style-type: none">- To be administered Fall 2012.- Consist of 5-item quiz to be completed in every required Kinesiology course at the beginning and end of the quarter.
<i>Focus groups</i> (Spring 2012) <ul style="list-style-type: none">- Groups representing each Kinesiology option (Pre-Physical Therapy, Pre-Athletic Therapy, Physical Education Teaching, and Exercise, Nutrition, and Wellness) will be asked to describe their experiences within their program as well as how effectively they feel the program prepares them for their future careers.	<i>Grades of selected course assignments</i> (Fall 2012-Spring 2013) <ul style="list-style-type: none">- Courses assignments will be selected which require students to demonstrate their understanding of and ability to apply the various SLOs.
<i>Course Mapping</i> (completed) <ul style="list-style-type: none">- Faculty to identify the various SLOs they address in their respective courses.	<i>Subjective reports</i> from faculty participating in mock-job interview sessions with students (Winter 2013) <ul style="list-style-type: none">- Reports will summarize the quality of students' expression/application of the various SLOs during the mock interview.

Results for 2010-2011: A total of 239 (143 males; 96 female) Kinesiology majors completed an online questionnaire during 2 time periods: Fall 2010 and Spring 2011. The questionnaire comprised two sections:

- 1) A quantitative Likert-scale response section where students rated various behaviors, attitudes, and/or cognitions related to each of the five Kinesiology SLOs (i.e., Content Knowledge, Practical Assessment Abilities, Critical Thinking and Communication Skills, Professionalism and Ethics, and Commitment to Life-Long Physical Activity); and, 2) A qualitative section where students were asked to comment on: things that they most and least enjoy about the CSUEB Kinesiology program; the usefulness of the Kinesiology student advisor, academic advisor, and the group academic advising sessions; the aspect of the Kinesiology program they found most helpful in learning course materials (e.g., textbooks, teaching style, class notes, study guides, etc.); and thing that they felt could improve CSUEB Kinesiology program.

Quantitative results: For each SLO, students generally indicated that they feel as though they do demonstrate behaviors, cognitions, and attitudes consistent with the Department's SLOs.

Qualitative results: Several themes emerged from the quantitative results regarding things that students enjoyed about being a major in Kinesiology. The most frequently cited themes were: Professors are empathetic and genuinely care about student learning; Professors are highly knowledgeable in subject areas; Kinesiology Department creates 'family' atmosphere among students and among students and instructors. Students also identified things they did not like about the kinesiology program. The most frequently cited themes were: Course offerings frequency and timing; Class sizes; Select professors were viewed as 'dry' lecturers; Course delivery that is not focused on application of concepts and theories

Students generally felt that the academic advisor, student advisors, Kinesiology office staff, and group advising sessions were very helpful in helping students plan their course schedules as well as in assisting students with various academic tasks and challenges.

The following themes represent things that students reported as being most useful to them in learning course content: Lab classes; Teaching styles that were dynamic and engaging; Being able to work in the Kinesiology lab

To improve the Kinesiology program, frequently-cited themes from students included: improving Kinesiology lab conditions (space and equipment); offering more classes each quarter; encouraging professors to be more engaging in lecture

California State University, East Bay
APR Summary Data
Fall 2006 - 2010

Kinesiology & Physical Education					
	Fall Quarter				
Item	2006	2007	2008	2009	2010
A. Students Headcount					
1. Undergraduate	249	303	353	385	415
2. Postbaccalaureate	2	2	4	5	1
3. Graduate	38	25	36	40	31
4. Total Number of Majors	289	330	393	430	447
	College Years				
B. Degrees Awarded	05-06	06-07	07-08	08-09	09-10
1. Undergraduate	35	54	51	71	64
2. Graduate	14	13	17	16	16
3. Total	49	67	68	87	80
	Fall Quarter				
	2006	2007	2008	2009	2010
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	5	7	7	7	7
2. Part-Time	3	3	2	2	1
3a. Total Tenure Track	8	10	9	9	8
3b. % Tenure Track	40.0%	45.5%	27.3%	26.5%	27.6%
Lecturer Headcount					
4. Full-Time	1	1	2	2	1
5. Part-Time	11	11	22	23	20
6a. Total Non-Tenure Track	12	12	24	25	21
6b. % Non-Tenure Track	60%	55%	73%	74%	72%
7. Grand Total All Faculty	20	22	33	34	29
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	6.4	8.1	6.0	7.0	5.8
9. Lecturer FTEF	19.2	16.6	22.1	21.7	19.9
10. Total Instructional FTEF	25.5	24.7	28.1	28.8	25.7
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	83.9	107.2	108.9	152.5	114.1
11b. % of FTES Taught by Tenure/Track	24.3%	30.5%	23.6%	32.5%	30.3%
12a. FTES Taught by Lecturer	261.8	244.3	353.3	317.5	262.5
12b. % of FTES Taught by Lecturer	75.7%	69.5%	76.4%	67.5%	69.7%
13. Total FTES taught	345.7	351.5	462.2	470.0	376.5
14. Total SCU taught	5185.0	5272.0	6933.0	7050.0	5648.0
D. Student Faculty Ratios					
1. Tenured/Track	13.2	13.3	18.1	21.7	19.9
2. Lecturer	13.7	14.7	16.0	14.6	13.2
3. SFR By Level (All Faculty)	13.5	14.2	16.4	16.3	14.7
4. Lower Division	20.9	20.9	24.7	27.0	27.3
5. Upper Division	12.6	12.4	14.4	13.3	11.3

6. Graduate	5.7	6.9	9.4	14.7	12.0
<i>E. Section Size</i>					
1. Number of Sections Offered	128.0	132.0	139.0	127.0	104.0
2. Average Section Size	22.2	21.0	24.9	25.7	29.2
3. Average Section Size for LD	25.3	28.4	33.4	33.8	37.4
4. Average Section Size for UD	21.7	20.1	23.7	23.7	24.3
5. Average Section Size for GD	13.8	8.4	9.4	17.0	11.8
6. LD Section taught by Tenured/Track	2	8	7	8	3
7. UD Section taught by Tenured/Track	15	24	16	23	15
8. GD Section taught by Tenured/Track	8	8	11	5	6
9. LD Section taught by Lecturer	80	85	76	69	39
10. UD Section taught by Lecturer	50	45	58	50	42
11. GD Section taught by Lecturer	2	0	3	0	0

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>



College	CEAS
Department	Kinesiology
Program Unit	
Reporting for Academic Year	2012-2013
Department Chair	McCullagh
Date Submitted	2/10/2014

**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

At the time of the last Five Year Review athletics was still housed in Kinesiology and a Provost appointed committee was reviewing whether it would remain or separate from the department. Shortly after the last five year review athletics moved out of the department. This required Kinesiology to hire additional lectures to teach activity courses and allowed the department to focus on teaching and scholarship within the discipline of Kinesiology.

The graduate curriculum was completed overhauled and modified.

The undergraduate curriculum was completed overhauled. Two options were eliminated in the Spring of 2013 (Pre-Physical Therapy and Pre-Athletic Training). Two new options were developed and will begin in the Fall of 2013 (Therapeutic Studies which will replace the pre-PT option and is designed to appeal to a wider array of allied health field, and Physical Activity Studies that will serve as a general option.

One new tenure track faculty was hired last year and three new tenure track were hired to begin in the Fall of 2013.

Student learning outcomes have been developed for both the graduate and undergraduate curriculum and assessment is underway.

An Introduction to Kinesiology class was added and there is now a Transfer Model Curriculum for Kinesiology that provides a clear road map for community college transfers.

5. Five-year Review Planning Goals Progress

Capstone course - Due to the high unit requirements a new course has not been added but KIN 4031 Professional Field experience now requires students to integrate materials from a broad cross-disciplinary perspective into their internship experience.

Advising was a major concern at that time of last program review. Since that time office staff within CEAS has been rearranged into two cooperative and along with that KIN and HRT merged staff and HRT brought with them an academic advisor. This has greatly assisted in helping students move through the curriculum and allows faculty to advise on careers beyond assisting with class scheduling.

It was noted that enhancement of facilities was needed. KIN has more than doubles the number of majors but we do not have new facilities or additional space. Also with the separation of athletics from the department there is now a tension on the available space for KIN to offer activity classes and a wellness program and for athletics to use many of the same spaces. One of the units is clearly in need to additional space.

C. Program Changes and Needs

Curriculum – Both the undergraduate and graduate programs have been overhauled and the department is now in the process of assessment that should provide information on how programs may need to be modified. It is not expected that extreme changes will be made but with the addition of new faculty and some new courses, there will likely be slight modifications.

Resources – Our annual budget in terms of operating expenses has remained relatively stable despite the fact we have doubles in the number of majors and have increased tenure track faculty. We typically hire between 20 and 25 adjunct lectures who teach primarily our activity classes and GE classes. A2E2 funds have definitely helped improve the equipment needed for our laboratory and these equipment needs will continually need to be met on an annual basis.

Staff/Faculty – With over 600 majors there will be a need to hire additional tenure track faculty. We have a staff member who oversees our laboratory but additional demands are being placed on that person since we have increased the number of labs per week from 5 to 10 and expect additional labs to be added during 2013-2014. We have 1.5 staff who do advising and need to increase that to 2.0 due to the fact that the advisor cover two large (KIN and HRT) undergraduate departments.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Undergraduate Student Learning Outcomes and Alignment with ILO Department of Kinesiology

- **Content Knowledge** – Students will demonstrate foundational knowledge and skills related to the broad domain of physical activity, and will have the ability to apply perspectives from the humanities and the social, behavioral, and life sciences. (Aligns with ILO number 6, specialized discipline)
- **Professional Application** – Students will be able to identify and integrate relevant information to design, act, and evaluate within disciplinary practice. (Aligns with ILO number 1, critical thinking and number 6, specialized discipline)
- **Critical Thinking** – Students will demonstrate critical thinking skills when evaluating situations, questions, and issues related to physical activity. (Aligns with ILO number 1, critical thinking and number 6, specialized discipline)
- **Communication Skills** – Students will be able to use appropriate, relevant, and compelling content to articulate physical activity issues in both oral and written forms. (Aligns with ILO number 2, communication skills)
- **Professionalism and Ethics** – Students will demonstrate professional dispositions--such as integrity, personal and cultural sensitivity, collaboration, and leadership--and commitment to social justice for physical activity participants. (Aligns with ILO number 3, social justice and ILO number 4, leadership)

- **Commitment to Life-Long Physical Activity** – Students will be able to articulate the importance of a commitment to life-long physical activity for all. (aligns with ILO number 6, specialized discipline)

Graduate Program Student Learning Outcomes and Alignment with ILOs

1. **Cross-Disciplinary Knowledge:** Students will demonstrate the ability to synthesize and apply perspectives from the humanities, and the social-, behavioral-, and life-sciences. (Aligns with ILO number 1, critical thinking and ILO number 6 specialized discipline)
2. **Problem Solving:** Students will be able to use disciplinary knowledge to design and implement innovative professional applications. (Aligns with ILO number 1, critical thinking and ILO number 6 specialized discipline)
3. **Critical Thinking:** Students' thought process will be characterized by the exploration of discipline-relevant issues, ideas, artifacts, and events before accepting or formulating a perspective. (Aligns with ILO number 1, critical thinking)
4. **Communication Skills:** Students will be able to use contextually-grounded and compelling content to articulate physical activity issues in both oral and written form. (aligns with ILO number 2, communication)
5. **Leadership:** When leading others in a kinesiology-relevant domain, students will demonstrate professional dispositions – such as integrity, personal and cultural sensitivity, and collaboration – as well as a commitment to social justice for physical activity participants. (Aligns with ILO number 3, social justice and to ILO number 4, leadership)

B. Program Student Learning Outcome(s) Assessed

The department of Kinesiology took several steps toward institutionalizing assessment practices this past year. We refined our undergraduate student learning outcomes (SLOs) and then mapped those to our core curriculum (see appendix). We developed graduate student learning outcomes and then mapped those to the core curriculum of our graduate program. In both cases we also correlated our SLOs with the Institutional Learning Outcomes

We also assessed one of our undergraduate SLOs, critical thinking. We used the AAC&U critical thinking value rubric and applied that to an appropriate assignment from one of our core classes. We held a practice session with the faculty in which we worked through applying the rubric to student work and were able to discuss how we interpreted and used the different criteria. This conversation was quite significant in having our faculty reflect on what we consider significant to critical thinking and how that gets structured into our curriculum. We then systematically assessed student work.

C. Summary of Assessment Process

Data. The stratified sample data comprised 10 student 'Blog' assignments from the upper division KIN 3350 core course ("Introduction to Sport and Exercise Psychology"; Appendix A). Four assignments represented the "Pre-Physical Therapy" option, three assignments represented the "Exercise, Nutrition, and Wellness" option, two assignments represented the "Physical Education Teaching" option, and one assignment represented the "Pre-Athletic Therapy" option. This division of number of assignments among the various Kinesiology options represented the relative percentage contribution from each Kinesiology option toward the total number of Kinesiology Seniors ($n = 137$) identified as having met all graduation requirements in the 2012-2013 academic year.

Measure. The critical thinking rubric selected for this assessment was the Association of American Colleges and Universities' (AACU) Critical Thinking Value Rubric (AACU, n.d.). The Rubric was developed by teams of faculty experts representing colleges and universities across the U.S., in a process involving extensive examination of existing U.S. campus rubrics and related documents for critical thinking and faculty input. The Rubric articulates fundamental factors for critical thinking (i.e., "Explanation of Issues", "Evidence", "Influence of Context and Assumptions", "Student's Position", and, "Conclusions and Related outcomes"), and employs performance descriptors which demonstrate progressively more sophisticated levels of attainment ("1" = "Under-developed" critical thinking; "4" = "highly developed" critical thinking). The AACU (AACU, n.d.) notes that the Rubric is intended only for institutional-level evaluation and discussion on student learning (i.e., not for student grading purposes).

Procedure. In order to assess the current quality of critical thinking demonstrated among Kinesiology Majors (graduating Seniors, only) the Department SLO Assessment Committee (i.e., Beal and O) selected a signature assignment (i.e., KIN 3350 Blog assignment) to be

independently rated by five tenure-track Kinesiology faculty members. Prior to independent rating of the assignments, a familiarization session was held with all Department faculty members wherein the Assessment Committee introduced the AACU scoring rubric to faculty members and facilitated a discussion of faculty members' perceptions, concerns, and questions regarding the rubric. Prior to this session, all faculty were asked to independently score two sample signature assignments (KIN 3350 Blog assignments) using the Rubric in order to provide a scoring-experience context upon which faculty could base their initial perceptions. The familiarization session did not conclude until all faculty members verbally expressed that he/she was comfortable with the scale employed on the rubric, with the operational definition of 'critical thinking' being employed, and with the scoring task, itself.

Following the familiarization session, the Departmental SLO Assessment Committee compiled the signature assignment package consisting of 10 anonymous student Blog assignments, the scoring rubric, a scoring-data spreadsheet template, and the outline of the KIN 3350 Blog assignment. The packages were delivered electronically to faculty, who were asked to electronically return their scores within a 10-day period.

D. Summary of Assessment Results

Inter-rater reliability was assessed using two-way mixed, consistency, average-measures intra-class correlations (ICCs) to assess the degree of consistency among the five independent scorers' ratings for each factor of critical thinking. Descriptive data was computed for each factor of critical thinking assessed in the Rubric (i.e., "Explanation of Issues", "Evidence", "Influence of Context and Assumptions", "Student's Position", and, "Conclusions and Related outcomes"). Last, to explore the differences between mean scores of each of the five critical thinking factors assessed, a single-group repeated measures analysis of variance (RM-ANOVA; $p = .05$) and subsequent post hoc analyses were conducted. No independent variables were entered into the RM-ANOVA analyses (i.e., there were no groups), and each critical thinking factor was entered as a dependent variable for the analysis.

Results

ICCs. The resulting ICCs were all in the acceptable range ($ICC = 0.79-0.94$), indicating that raters demonstrated an acceptable degree of inter-rater reliability (e.g., Cicchetti, 1994) and consistent ratings for each of the five factors of critical thinking assessed.

Descriptive statistics. Descriptive statistics for each of the five critical thinking factors are provided in Table 1. Values ranged from 1.91-2.67 (out of 4), with a grand mean rating of 2.23 ($SD = 0.31$). This indicates that graduating Kinesiology Seniors at CSUEB currently demonstrate critical thinking skills that are "Minimally Developed" (based on classifications within the AACU Rubric).

Main analysis. Results of the single-group repeated measures ANOVA indicated that significant differences existed among mean ratings for the various factors of critical thinking ($F(1.75, 7.01) = 13.18, p = .005, \eta^2 = .96$). To explore this significant effect further, post hoc analyses were calculated for each pair of critical thinking factors (10 paired-sample t -tests; adjusted $\alpha = 0.01$). The post hoc analyses indicated that the significant main effect centered on significant differences between the mean score for critical thinking factor: "Explanation of Issues" and that of all remaining critical thinking factors (i.e., factor "Explanation of Issues" demonstrated a significantly higher mean score than each remaining factor of critical thinking assessed). Moreover, all of the remaining paired critical thinking factors failed to demonstrate statistically significant differences in mean scores ($p > 0.01$). A summary of the results of the post hoc analysis is presented in Table 2. Taken collectively, the data and subsequent analyses indicate that, based on the current sample, graduating Seniors in Kinesiology at CSUEB demonstrate significantly greater critical thinking skills relative to the "Explanation of issues", as compared to the other factors of critical thinking (i.e., "Evidence", "Influence of Context and Assumptions", "Student's Position", and, "Conclusions and Related outcomes").

Implications of results

The Department of Kinesiology's assessment of the critical thinking SLO indicated that graduating Kinesiology seniors at CSUEB are demonstrating minimally-developed critical thinking skills ($M = 2.23(0.31)$ out of 4.00) as independently assessed by Kinesiology faculty raters based on a stratified sample of 10 KIN 3350 Blog Assignments (the assignment is geared toward challenging students to think critically). In addition, results indicated that graduating Kinesiology seniors at CSUEB are most-skilled at explaining an issue critically (see Appendix B to review Rubric), and significantly less skilled at critically presenting evidence, taking context and assumptions into consideration, critically presenting their position, and, advancing critically- driven conclusions and related outcomes.

Closing the loop

Our department has a fall faculty retreat. We will be discussing the results of our assessment and how those can impact our curriculum and teaching practices. We have already agreed that we need to create standardized signature assignment (but with flexibility for specific options) that would serve as our main

evidence to assess all our SLOs. With regard to teaching, we will use the rubric as a guideline to discuss what faculty currently do to focus on/teach CT skills. We will also discuss our perceptions on the effectiveness of the current CT teaching methods identified and generate a pool of pedagogical resources that faculty can use in their classrooms. This heightened intentionality to teaching critical thinking can allow for common reference across classes so that students' awareness and practice of critical thinking can be enhanced.

3. STATISTICAL DATA (about 1 page)

The department has grown tremendously over the last four years and the attached graphs clearly show this growth.

APPENDIX 3

California State University, East Bay

APR Summary Data

Fall 2009 - 2013

Kinesiology					
	Fall Quarter				
Item	2009	2010	2011	2012	2013
A. Students					
1. Undergrad	385	415	432	538	653
2. Postbacc	5	1	1	1	0
3. Graduate	40	31	25	25	23
4. Total Num	430	447	458	564	676
	College Years				
B. Degrees	08-09	09-10	10-11	11-12	12-13
1. Undergrad	71	64	82	62	89
2. Graduate	16	16	17	9	7
3. Total	87	80	99	71	96
	Fall Quarter				
	2009	2010	2011	2012	2013
C. Faculty					
d/Track Head					
1. Full-Time	7	7	7	8	10
2. Part-Time	2	1	1	1	1
3a. Total Ten	9	8	8	9	11
3b. % Tenur	26.5%	27.6%	26.7%	28.1%	28.9%
urer Headc					
4. Full-Time	2	1	4	3	2
5. Part-Time	23	20	18	20	25
6a. Total No	25	21	22	23	27
6b. % Non-T	74%	72%	73%	72%	71%
7. Grand To	34	29	30	32	38
al FTE Facu					
8. Tenured/T	7.0	5.8	6.7	6.9	7.7
9. Lecturer F	21.7	19.9	24.4	23.7	24.2
10. Total Ins	28.8	25.7	31.1	30.6	31.9
cturer Teach					
11a. FTES T	152.5	114.1	136.6	167.3	174.1
11b. % of FT	32.5%	30.3%	26.9%	31.8%	29.9%
12a. FTES T	317.5	262.5	372.1	358.2	407.2
12b. % of FT	67.5%	69.7%	73.1%	68.2%	70.1%
13. Total FI	470.0	376.5	508.7	525.5	581.3
14. Total SC	7050.0	5648.0	7630.0	7882.0	8719.0
D. Student F					
1. Tenured/T	21.7	19.9	20.5	24.4	22.7
2. Lecturer	14.6	13.2	15.2	15.1	16.8
3. SFR By L	16.3	14.7	16.4	17.2	18.2

4. Lower Division	27.0	27.3	26.3	26.6	27.2
5. Upper Division	13.3	11.3	12.4	13.2	15.0
6. Graduate	14.7	12.0	6.4	12.1	5.3
E. Section S					
1. Number of	127.0	104.0	134.0	138.0	146.0
2. Average S	25.7	29.2	28.1	27.9	29.1
3. Average S	33.8	37.4	31.5	32.0	32.8
4. Average S	23.7	24.3	24.8	23.8	25.8
5. Average S	17.0	11.8	8.7	12.3	7.7
6. LD Section	8	3	3	3	1
7. UD Section	23	15	19	24	34
8. GD Section	5	6	3	3	3
9. LD Section	69	39	72	71	76
10. UD Section	50	42	38	38	33
11. GD Section	0	0	1	0	2

Source and data: <http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

APPENDIX 4

California State University, East Bay EXERCISE, NUTRITION & WELLNESS					Expected Quarter
Catalog: 2013-2014					of Graduation: _____
Name: (Last, First, Middle)					Student Net ID: _____
Degree: BACHELOR OF SCIENCE		Major: KINESIOLOGY		Option: EX., NUTRITION & WELLNESS	
REQUIREMENTS	UNITS	COURSE GRADE	TERM/ YEAR	SUBSTITUTION	PREREQUISITES
Core Classes (54 units)					
BIO 2010 Hum Phys & Anatomy I	5				None
KIN 1610 Introduction to Kinesiology	4				None
KIN 3300 Measurement & Evaluation	5				STAT 1000 recommended
KIN 3305 Structural Kinesiology	4				BIO 2010 or 2011
KIN 3310 Biomechanics	5				BIO 2010 or 2011, KIN 3300, KIN 3305
KIN 3320 Exercise Physiology	5				BIO 2010 or 2011, KIN 3300, KIN 3305
KIN 3330 Motor Learning and Control	5				BIO 2010 or 2011, KIN 3300, KIN 3305
KIN 3340 Motor Development	4				BIO 2010 or 2011, KIN 3300, KIN 3305
KIN 3350 Sport & Exercise Psychology	5				KIN 3300
KIN 3700 History of Sport & Physical Ed.	4				Junior Standing
KIN 3740 Phil. Found. Sport & Physical Ed.	4				None
KIN 3750 Sport in Contemporary Society	4				SOC 1000 recommended
Exercise, Nutrition and Wellness Option (47 Units)					
BIOL 1001 Intro to Biology 1	4				None
BIOL 1002 Intro to Biology Lab.	1				None
BIOL 2020 Hum. Phys & Anatomy II	5				BIO 2010 or 2011
CHEM 1100 Intro. to College Chemistry	5				Completion of ELM requirement
KIN 1625 Nutrition and Performance	4				None
KIN 2600 Prevention & Care of Athletic Injuries	4				BIO 2010 or 2011 recommended
KIN 4005 Exercise Nutrition & Metabolism	4				CHEM 1100 or equivalent, KIN 3320
KIN 4010 Cont. Persp. in Ex. Nutrition	4				KIN 1625, KIN 2600, KIN 4005, KIN 4610
KIN 4030/4031 Prof. Field Experience	4				None
KIN 4330 Clinical Exercise Physiology	4				KIN 3320, KIN 4610
KIN 4610 Exercise Prescription	4				KIN 3320
KIN 4615 Exercise and Stress	4				PSYC 1000 recommended
Performance Requirements (6 units)					
One activity course in each of the 5 categories is required. One beginning level course must be repeated at the intermediate level.					
Swimming					
Combatives					
Team Sports					
Individual or Dual Sports					
Fitness Activities					
*Notes					
Total Number of Units Required for Major:		107 units			

California State University, East Bay PHYSICAL ACTIVITY STUDIES					Expected Quarter of Graduation: _____	
Catalog: 2013-2014						
Name: (Last, First, Middle)					Student Net ID:	
Degree: BACHELOR OF SCIENCE			Major: KINESIOLOGY		Option: PHYSICAL ACTIVITY STUDIES	
REQUIREMENTS	UNITS	COURSE GRADE	TERM/ YEAR	SUBSTITUTION	PREREQUISITES	
Core Classes (54 units)						
BIO 2010 Hum Phys & Anatomy I	5				None	
KIN 1610 Introduction to Kinesiology	4				None	
KIN 3300 Measurement & Evaluation	5				STAT 1000 recommended	
KIN 3305 Structural Kinesiology	4				BIO 2010 or 2011	
KIN 3310 Biomechanics	5				BIO 2010 or 2011, KIN 3300, KIN 3305	
KIN 3320 Exercise Physiology	5				BIO 2010 or 2011, KIN 3300, KIN 3305	
KIN 3330 Motor Learning and Control	5				BIO 2010 or 2011, KIN 3300, KIN 3305	
KIN 3340 Motor Development	4				BIO 2010 or 2011, KIN 3300, KIN 3305	
KIN 3350 Sport & Exercise Psychology	5				KIN 3300	
KIN 3700 History of Sport & Physical Ed.	4				Junior Standing	
KIN 3740 Phil. Found. Sport & Physical Ed.	4				None	
KIN 3750 Sport in Contemporary Society	4				SOC 1000 recommended	
Physical Activity Studies (44-45 Units); no more than 8 units can come from Recreation (REC)						
KIN 3200 Sport in Film: Cultural Perspective	4				None	
KIN 3205 Mental Skills for Performance	4				None	
KIN 3210 Science of Expertise	4				None	
KIN 3600 Eval. and Care of Athletic Injuries	5				BIO 2010 or 2011, KIN 2600, KIN 3305	
KIN 3601 Athletic Training: Modalities & Reh	4				KIN 2600 and KIN 3600	
KIN 3735 Sport, Racism, and Ethnicity	4				None	
KIN 4008 Adapted Physical Activity	4				None	
KIN 4010 Cont. Persp. in Ex. Nutrition	4				KIN 1625, KIN 2600, KIN 4005, KIN 4610	
KIN 4090 Computer Application in Kin	4				Junior Standing	
KIN 4330 Clinical Exercise Physiology	4				KIN 3320, KIN 4610	
KIN 4610 Exercise Prescription	4				KIN 3320	
KIN 4614 Exercise and Wellbeing	4				Junior Standing	
KIN 4615 Exercise and Stress	4				PSYC 1000 recommended	
REC 3000 Philosophy of Leisure	4				None	
REC 3200 Wellness Through Leisure	4				None	
REC 3202 Women and Leisure	4				None	
REC 3300 Leadership in Hos, Rec and Tour	4				HOS 1100, REC 1000, 2050, 3000	
Performance Requirements (6 units)						
One activity course in each of the 5 categories is required. One beginning level course must be repeated at the intermediate level.						
Swimming						
Combatives						
Team Sports						
Individual or Dual Sports						
Fitness Activities						
*Notes						
Total Number of Units Required for Major:		104-105				

California State University, East Bay PHYSICAL EDUCATION TEACHING					Expected Quarter of Graduation: _____
Catalog: 2013-2014					
Name: (Last, First, Middle)					Student Net ID: _____
Degree: BACHELOR OF SCIENCE		Major: KINESIOLOGY			Option: PHYSICAL EDUCATION TEACHING
REQUIREMENTS	UNITS	COURSE GRADE	TERM/ YEAR	SUBSTITUTION	PREREQUISITES
Core Classes (54 units)					
BIO 2010 Hum Phys & Anatomy I	5				None
KIN 1610 Introduction to Kinesiology	4				None
KIN 3300 Measurement & Evaluation	5				STAT 1000 recommended
KIN 3305 Structural Kinesiology	4				BIO 2010 or 2011
KIN 3310 Biomechanics	5				BIO 2010 or 2011, KIN 3300, KIN 3305
KIN 3320 Exercise Physiology	5				BIO 2010 or 2011, KIN 3300, KIN 3305
KIN 3330 Motor Learning and Control	5				BIO 2010 or 2011, KIN 3300, KIN 3305
KIN 3340 Motor Development	4				BIO 2010 or 2011, KIN 3300, KIN 3305
KIN 3350 Sport & Exercise Psychology	5				KIN 3300
KIN 3700 History of Sport & Physical Ed.	4				Junior Standing
KIN 3740 Phil. Found. Sport & Physical Ed.	4				None
KIN 3750 Sport in Contemporary Society	4				SOC 1000 recommended
Physical Education Teaching Option (38 units)					
KIN 2650 CPR and First Aid	2				None
DANC 3235 Dance for Children	4				beginning level dance course
KIN 3072 Indiv & Dual Sports	3				activity course in individual and dual sports
KIN 3075 Aquatics & Outdoor Educ	3				activity course in aquatics
KIN 3079 Combative & Fitness	3				activity course in combatives & fitness
KIN 3080 Team & Field Sports	3				activity course in team and field
KIN 4008 Adapted Physical Activity	4				None
KIN 4004 Elementary School Physical Ed	4				None
KIN 4006 Secondary School Physical Ed	4				None
KIN 4090 Computer Applications in Kin	4				Junior Standing
KIN 4031 Professional Field Experience	2, 2				Must be taken concurrently with 4004, 4006
Performance Requirements (6 units)					
One activity course in each of the 5 categories is required. One beginning level course must be repeated at the intermediate level.					
Swimming					
Combatives					
Team Sports					
Individual or Dual Sports					
Fitness Activities					
*Notes					
Total Number of Units Required for Major:		98			

California State University, East Bay Name: (Last, First, Middle)		SOCAL JUSTICE Catalog: 2013-2014			Expected Quarter of Graduation: ____ Net ID: _____		
Degree: BACHELOR OF SCIENCE		Major: Kinesiology			Option: Social Justice		
REQUIREMENTS	UNITS	GRADE	TERM/ YEAR	SUBSTITUTION	PREREQUISITES		
Core Classes (54 units)							
BIO 2010 Hum Phys & Anatomy I or BIO 2011	5				None		
KIN 1610 Introduction to Kinesiology	4				None		
KIN 3300 Measurement and Evaluation	5				STAT 1000 recommended		
KIN 3305 Structural Kinesiology	4				BIO 2010 or 2011		
KIN 3310 Biomechanics	5				BIO 2010 or 2011, KIN 3300, KIN 3305		
KIN 3320 Exercise Physiology	5				BIO 2010 or 2011, KIN 3300, KIN 3305		
KIN 3330 Motor Learning and Control	5				BIO 2010 or 2011, KIN 3300, KIN 3305		
KIN 3340 Motor Development	4				BIO 2010 or 2011, KIN 3300, KIN 3305		
KIN 3350 Sport & Exercise Psychology	5				KIN 3300		
KIN 3700 History of Sport & Physical Ed.	4				Junior Standing		
KIN 3740 Phil. Found. Sport & Physical Ed.	4				None		
KIN 3750 Sport in Contemporary Society	4				SOC 1000 recommended		
Social Justice Option (44 units)							
KIN 2700 Women and Sport	4				None		
KIN 3200 Sport and Film	4				None		
KIN 3735 Sport, Racism & Ethnicity	4				Junior Standing		
Elective: Select 8 courses from at least 4 different departments listed below						Units	Grade
Elective courses				Elective courses			
ANTH 3750 Women in Cross Cultural Persp.	4			PHIL 3515 Race and Social Justice	4		
COMM 4610 Rhetoric of Pop Culture	4			POSC 3333 Ethnic and Minority Politics	4		
DANC 3300 Sex, Race, & Body Politics	4			POSC 3340 Women and Politics	4		
ES 3165 African American Sexuality	4			REC 4050 Social Justice in Leisure and Hos	4		
ES 3265 Latino/a Sexualities	4			SOC 3420 Social Inequality	4		
ES 3551 Asian American Women and Men	4			SOC 3425 Prejudice and Discrimination	4		
ES 3710 Racialized Masculinities	4			SOC 3411 Sociology of Gender	4		
ES 3730 Women of Color Genders & Sexualites	4			SOC 3510 Sociology of Identity	4		
ES 4300 Queer of Color Subjects and Crit. Theory	4			SOC 3520 Sociology of Minority Group	4		
HIST 3572 American Women in the 20th Cent	4			THEA 1022 How Race Matters in Pop Culture	4		
HIST 3575 Baseball in America	4			THEA 3209 Sex, Love & Women on Stage & Fil	4		
PHIL 3502 Social and Political Philosophy	4			WOST 3500 Portrayal of Women in the Movies	4		
PHIL 3510 Human Rights and Social Justice	4			WOST 3530 Women and Their Bodies	4		
PHIL 3511 Phil. Of Human Rights and Global Justice	4			WOST 3545 Women's Health and Health Care	4		
Performance Requirements (6 units)							
One activity course in each of the 5 categories is required. One beginning level course must be repeated at the intermediate level.							
Swimming							
Combatives							
Team Sports							
Individual or Dual Sports							
Fitness Activities							
Total Number of Units Required for Major:		104					

California State University, East Bay		THERAPEUTIC STUDIES			Expected Quarter	
Name: (Last, First, Middle)		Catalog: 2013-2014			of Graduation: _____	
Degree: BACHELOR OF SCIENCE		Major: Kinesiology			Net ID: _____	
					Option: THERAPEUTIC STUDIES	
REQUIREMENTS	UNITS	GRADE	TERM/ YEAR	SUBSTITUTION	PREREQUISITES	
Core Classes (54 units)						
BIO 2010 Hum Phys & Anatomy I or BIO 2011	5				None	
KIN 1610 Introduction to Kinesiology	4				None	
KIN 3300 Measurement and Evaluation	5				STAT 1000 recommended	
KIN 3305 Structural Kinesiology	4				BIO 2010 or 2011	
KIN 3310 Biomechanics	5				BIO 2010 or 2011, KIN 3300, KIN 3305	
KIN 3320 Exercise Physiology	5				BIO 2010 or 2011, KIN 3300, KIN 3305	
KIN 3330 Motor Learning and Control	5				BIO 2010 or 2011, KIN 3300, KIN 3305	
KIN 3340 Motor Development	4				BIO 2010 or 2011, KIN 3300, KIN 3305	
KIN 3350 Sport & Exercise Psychology	5				KIN 3300	
KIN 3700 History of Sport & Physical Ed.	4				Junior Standing	
KIN 3740 Phil. Found. Sport & Physical Ed.	4				None	
KIN 3750 Sport in Contemporary Society	4				SOC 1000 recommended	
Therapeutic Studies Option (55 units)						
BIOL 1401 Molecular and Cellular Biology	5				None	
BIOL 1403 Animal Biology	5				BIO 1401 and 1402 or Consent of instructor	
BIOL 2020 Hum. Phys & Anatomy II	5				BIO 2010 or 2011	
CHEM 1101 General Chemistry I	5				CHEM 1100	
CHEM 1102 General Chemistry II	5				CHEM 1101	
CHEM 1103 General Chemistry III	5				CHEM 1102	
PHYS 2701 Force, Mass, Motion	4				Trigonometry or MATH 1300	
PHYS 2702 Heat, Sound, Elec., Magnetism	4				PHYS 2701	
PHYS 2703 Light, and Modern Physics	4				PHYS 2702	
KIN 2600 Prevention&Care of Athletic Injuries	4				BIO 2010 or 2011 recommended	
KIN 3600 Eval & Care of Athletic Injuries	5				BIO 2010 or 2011, KIN 2600, KIN 3305	
KIN 4030/4031 Professional Field Exp	4				None	
Performance Requirements (6 units)						
One activity course in each of the 5 categories is required. One beginning level course must be repeated at the intermediate level.						
Swimming						
Combatives						
Team Sports						
Individual or Dual Sports						
Fitness Activities						
Total Number of Units Required for Major:	115					

EXERCISE, NUTRITION & WELLNESS OPTION

KINESIOLOGY Core Classes, Lower Division and Option-Specific Requirements

Check the **Pre-Requisites** for **ALL CLASSES** to be sure you are qualified to take a class.
 Check the **Block Schedule** online for specific class offerings each quarter as it changes: <http://edschool.csueastbay.edu/departments/KIN/>
Performance Requirement: 6 units of Activities Classes in 5 areas. Check Prerequisites for ALL CLASSES in the online catalogue.
All Students Complete the KINESIOLOGY Core and Required Lower Division Classes

REQUIRED CLASSES for the OPTION (Check PreRequisites)

Upper Division	KIN 1610 (4) Intro to Kinesiology Prereq: None	BIOL 1001, 1002 (4) Intro to College Biology (and Lab(1))	BIOL 2010 (5) Physiology & Anat I Rec: Biol 1001 + 1002	BIOL 2020 (5) Physiology & Anat II Pre: Biol 2010, Chem1100	CHEM 1100 (5) Intro to College Chem	KIN 1625 (4) (F,W,Sp) Nutrition & Perform Pre: None	KIN 2600 (4) (Fall, Spr) Prev & Care of Ath Inj Rec: Biol 2010
		KIN 4005 (4) (Fall) Exer Nutrition & Metab Pre: Chem 1100 , KIN 3320	KIN 4610 (4) (Winter) Exercise Perscription Pre: KIN 3320, Rec: KIN 4005	KIN 4010 (4) (Spring) Contemp Per in Ex Nutr Pre: KIN 1625, KIN 2600, KIN 4005, KIN 4610			Pre = Prerequisite Rec = Recommended
		KIN 4615 (4) (Fall) Exercise & Stress Pre: KIN 3300 Rec: PSYC 1000	KIN 4030/4031 (4) Prof Field Experience Pre: None	KIN 4330 (4) (Spring) Clinical Exer Physiol Pre: KIN 3320			

UPPER DIVISION REQUIRED (CORE) CLASSES for the MAJOR (Check PreRequisites)

KIN 3300 (5) Critical Inquiry in Kin Recommended: Stat 1000 (PreReq: ELM math)	Take these two first	KIN 3305 (5) Structural Kinesiology (or KIN 3331) PreReq: Biol 2010 (Rec: Biol 1001, 1002, Chem 1100)
Lab Courses		Non-Lab Courses
KIN 3310 (5) Biomechanics PreReq: Biol 2010, KIN 3300, 3305 or 3331,		KIN 3700 (4) History of Sport & PE PreReq: Junior status
KIN 3320 (5) Exercise Physiology PreReq: KIN 3300, 3305, Biol 2010		KIN 3740 (4) Philosophical Foundation of Sport PreReq: Junior status
KIN 3330 (5) Motor Learning and Control PreReq: KIN 3300, 3305, Biol 2010		KIN 3750 (4) Sport & Contemporary Society PreReq: Junior status, Rec: SOC 1000
KIN 3350 (5) Sport & Exercise Psychology PreReq: KIN 3300		KIN 3340 (4) Motor Development PreReq: KIN 3300, KIN 3305, Biol 2010

PHYSICAL EDUCATION TEACHING OPTION

KINESIOLOGY Core Classes, Lower Division and Option-Specific Requirements

Check the **Pre-Requisites** for **ALL CLASSES** to be sure you are qualified to take a class.
 Check the **Block Schedule** online for specific class offerings each quarter as it changes: <http://edschool.csueastbay.edu/departments/KIN/>
Performance Requirement: 6 units of Activities Classes in 5 areas. Check Prerequisites for ALL CLASSES in the online catalogue.
All Students Complete the KINESIOLOGY Core and Required Lower Division Classes

REQUIRED CLASSES for the OPTION (Check PreRequisites)						Pre = Prerequisite Rec = Recommended
Theory- Analysis Practice	KIN 3072 (3) Individual & Dual Sport Prereq: Check University Catalog	KIN 3075 (3) Aquatics & Outdoor Education Prereq: Check University Catalog	KIN 3079 (3) Combatives & Fitness Activities Prereq: Check University Catalog	KIN 3080 (3) Team Sports & Field Sports Prereq: Check University Catalog	DANC 3235 (4) Dance for Children Prereq: Entry level dance course	
	KIN 2650 (2) CPR and First Aid Prereq: None	KIN 4008 (4) Physical Education for Exceptional Individuals Prereq : KIN 4340		You should have taken the appropriate, relevant activity class BEFORE enrolling in a Theory and Analysis class		
Foundations						
Pedagogical	KIN 4004 (4) Elementary School PE Prereq : None	KIN 4006 (4) Secondary School PE Prereq: None	KIN 4090 (4) Computer Applications (online) Recommend taking early	KIN 4031 (2,2) Prof Field Experience Concurrent with KIN 4004, 4006	KIN 1610 (4) Intro to Kinesiology Prereq: None	BIOL 2010 (5) Physiology & Anat I Rec: Biol 1001 and 1002
UPPER DIVISION REQUIRED (CORE) CLASSES for the MAJOR (Check PreRequisites)						
KIN 3300 (5) Critical Inquiry in Kin Recommended: Stat 1000 (PreReq: ELM math)			Take these two first	KIN 3305 (5) Structural Kinesiology (or KIN 3331) PreReq: Biol 2010 (Rec: Biol 1001, 1002, Chem 1100)		
Lab Courses				Non-Lab Courses		
KIN 3310 (5) Biomechanics PreReq: Biol 2010, KIN 3300, 3305 or 3331,				KIN 3700 (4) History of Sport & PE PreReq: Junior status		
KIN 3320 (5) Exercise Physiology PreReq: KIN 3300, 3305, Biol 2010				KIN 3740 (4) Philosophical Foundation of Sport PreReq: Junior status		
KIN 3330 (5) Sensorimotor Skill PreReq: KIN 3300, 3305, Biol 2010				KIN 3750 (4) Sport & Contemporary Society PreReq: Junior status, Rec: SOC 1000		
KIN 3350 (5) Sport & Exercise Psychology PreReq: KIN 3300				KIN 3340 (4) Motor Development PreReq: KIN 3300, KIN 3305, Biol 2010		

PHYSICAL ACTIVITY STUDIES OPTION

KINESIOLOGY Core Classes, Lower Division and Option-Specific Requirements

Check the **Pre-Requisites** for **ALL CLASSES** to be sure you are qualified to take a class.
 Check the **Block Schedule** online for specific class offerings each quarter as it changes: <http://edschool.csueastbay.edu/departments/KIN/>
Performance Requirement: 6 units of Activities Classes in 5 areas. Check Prerequisites for ALL CLASSES in the online catalogue.
All Students Complete the KINESIOLOGY Core and Required Lower Division Classes

REQUIRED CLASSES for the OPTION (Check PreRequisites)

KIN 1610 (4) Intro to Kinesiology
 Prereq: None

BIOL 2010 (5) Physiology & Anat I
 Rec: Biol 1001 + **1002**

Pre = Prerequisite
Rec = Recommended

Upper Division: Pick 44-45 units; no more than 8 units can come from Recreation (REC)

KIN 3200, KIN 3205, KIN 3210, KIN 3600, KIN 3601, KIN 3735, KIN 4008, KIN 4010, KIN 4090, KIN 4330, KIN 4610, KIN 4614, KIN 4615, REC 3000, REC 3200, REC 3202, REC 3300

UPPER DIVISION REQUIRED (CORE) CLASSES for the MAJOR (Check PreRequisites)

KIN 3300 (5) Critical Inquiry in Kin
 Recommended: Stat 1000 (**PreReq:** ELM math)

Take these two first

KIN 3305 (5) Structural Kinesiology (or KIN 3331)
PreReq: Biol 2010 (**Rec:** Biol 1001, 1002, Chem 1100)

Lab Courses

Non-Lab Courses

KIN 3310 (5) Biomechanics
PreReq: Biol 2010, KIN 3300, 3305 or 3331,

KIN 3700 (4) History of Sport & PE
PreReq: Junior status

KIN 3320 (5) Exercise Physiology
PreReq: KIN 3300, 3305, Biol 2010

KIN 3740 (4) Philosophical Foundation of Sport
PreReq: Junior status

KIN 3330 (5) Motor Learning and Control
PreReq: KIN 3300, 3305, Biol 2010

KIN 3750 (4) Sport & Contemporary Society
PreReq: Junior status, **Rec:** SOC 1000

KIN 3350 (5) Sport & Exercise Psychology
PreReq: KIN 3300

KIN 3340 (4) Motor Development
PreReq: KIN 3300, KIN 3305, Biol 2010

SOCIAL JUSTICE OPTION

KINESIOLOGY Core Classes, Lower Division and Option-Specific Requirements

Check the **Pre-Requisites** for **ALL CLASSES** to be sure you are qualified to take a class.
 Check the **Block Schedule** online for specific class offerings each quarter as it changes: <http://edschool.csueastbay.edu/departments/KIN/>
Performance Requirement: 6 units of Activities Classes in 5 areas. Check Prerequisites for ALL CLASSES in the online catalogue.
All Students Complete the KINESIOLOGY Core and Required Lower Division Classes

REQUIRED CLASSES for the OPTION (Check PreRequisites)

KIN 1610 (4) Intro to Kinesiology Prereq: None	BIOL 2010 (5) Physiology & Anat I Rec: Biol 1001 + 1002	KIN 2700 (4) Women in Sport Pre: None	KIN 3200 Sport in Film Pre: None	KIN 3735 Sport, Racism and Ethnicity Pre: Junior Standing	Pre = Prerequisite Rec = Recommended
--	--	---	--	---	---

Upper Division: Select 8 courses from at least 4 different departments listed below.
 ANTH 3750, COM 4610, DANC 3300, ES 3165, ES 3265, ES 3551, ES 3710, ES 3730, ES 4300, HIST 3572, HIS 3575, PHIL 3502, PHIL 3510, PHIL 3511, PHIL 3515, POSC 3333, POSC 3340, REC 4050, SOC 3420, SOC 3425, SOC 3411, SOC 3510, SOC 3520, THEA 1022, THEA 3209, WOST 3500, WOST 3530, WOST 3545

UPPER DIVISION REQUIRED (CORE) CLASSES for the MAJOR (Check PreRequisites)

KIN 3300 (5) Critical Inquiry in Kin Recommended: Stat 1000 (PreReq: ELM math)	Take these two first	KIN 3305 (5) Structural Kinesiology (or KIN 3331) PreReq: Biol 2010 (Rec: Biol 1001, 1002, Chem 1100)
Lab Courses		Non-Lab Courses
KIN 3310 (5) Biomechanics PreReq: Biol 2010, KIN 3300, 3305 or 3331,		KIN 3700 (4) History of Sport & PE PreReq: Junior status
KIN 3320 (5) Exercise Physiology PreReq: KIN 3300, 3305, Biol 2010		KIN 3740 (4) Philosophical Foundation of Sport PreReq: Junior status
KIN 3330 (5) Motor Learning and Control PreReq: KIN 3300, 3305, Biol 2010		KIN 3750 (4) Sport & Contemporary Society PreReq: Junior status, Rec: SOC 1000
KIN 3350 (5) Sport & Exercise Psychology PreReq: KIN 3300		KIN 3340 (4) Motor Development PreReq: KIN 3300, KIN 3305, Biol 2010

THERAPEUTIC STUDIES OPTION

CSU EAST BAY KINESIOLOGY DEPARTMENT

Check the **pre-requisites** for **ALL CLASSES** to be sure you are qualified to take a class.
Check the **Kinesiology Website** for more Department information: <http://www20.csueastbay.edu/ceas/departments/kin/>

Performance Requirement: 6 units of Activities Classes in 5 areas, at least one Intermediate level (check website or catalogue)

LOWER DIVISION

Biol 1401 (5)
Foundation- Cellular Bio
Rec: Biol 1001,02

Biol 1403 (5)
Foundation- Animal Bio
Pre: Biol 1401, Basic Chem (1100)

Chem 1101 (5)
General Chemistry I
Pre: Chem 1100 or HS Chem

Chem 1102 (5)
General Chemistry II
Pre: Chem 1101

Chem 1103 (5)
General Chemistry III
Pre: Chem 1102

Biol 2010 or 2011 (5)
Physiology & Anat I
Rec: Biol 1001,02 Chem 1100

Biol 2020 (5)
Physiology & Anat II
Pre: Biol 2010, Chem 1100

KIN 2600 (4)
Prev & Care of Ath Inj
Rec: Biol 2010

Phy 2701 (4)
Force, Mass, Motion
Pre: College or HS Trig

Phy 2702 (4)
Heat, Sound, Elec, Mag
Pre: Phys 2701

Phy 2703 (4)
Light & Mod Physics
Pre: Phys 2702

Pre = Prerequisite
Rec = Recommended

**KIN 1610 (4) Intro to
Kinesiology**
Prereq: None

UPPER DIVISION

KIN 3600 (5)
Care & Pre Athl Injury
Pre: KIN 2600, KIN 3305

KIN 4030/4031 (2,2)
Prof Field Experience
Pre: None

UPPER DIVISION REQUIRED (CORE) CLASSES for the MAJOR (Check PreRequisites)

KIN 3300 (5) Critical Inquiry in Kin
Rec: Stat 1000 (PreReq: ELM math)

Take early
(req. for lab
courses)

**KIN 3305 (5) Structural Kinesiology
(or KIN 3331)**
PreReq: Biol 2010 (Rec: Biol 1001, 1002, Chem 1100)

Lab Courses

Non-Lab Courses

KIN 3310 (5) Biomechanics
PreReq: Biol 2010, KIN 3300, 3305,

KIN 3320 (5) Exercise Physiology
PreReq: KIN 3300, 3305 Biol 2010

KIN 3330 (5) Motor Learning and Control
PreReq: KIN 3300, 3305 Biol 2010

KIN 3350 (5) Sport & Exercise Psychology
PreReq: KIN 3300

KIN 3700 (4) History of Sport & PE
PreReq: Junior status

**KIN 3740 (4) Philosophical Foundation of
Sport**
PreReq: Junior status

KIN 3750 (4) Sport & Contemporary Society
PreReq: Junior status, Rec: SOC 1000

KIN 3340 (4) Motor Development
PreReq: KIN 3300, KIN 3305, Biol 2010

APPENDIX 5

CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF KINESIOLOGY AND PHYSICAL EDUCATION

09-10 KPE-PEDAGOGY-TT

Assistant/Associate Professor

THE UNIVERSITY: California State University, East Bay is known for award-winning programs, expert instruction, small classes, a highly personalized learning environment, and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland. The two campuses' proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Their nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The ten major buildings of the Hayward Hills campus, on 342 acres, contain over 150 classrooms and teaching laboratories, over 177 specialized instructional rooms, numerous student oriented computer labs and a library, which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. CSUEB's Concord Campus provides full instructional support for over 1,600 upper division and graduate students. Its five buildings on 395 acres feature lecture halls, seminar rooms, computer labs, science labs, an art studio, theatre and library. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 45 fields, minors in 66 fields, and master's degrees in 31 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. To learn more about CSU, East Bay visit <http://www.csueastbay.edu>.

THE DEPARTMENT: The department is one of five within the College of Education and Allied Studies and offers Bachelor of Science and Master of Science degrees in Kinesiology. The department takes a disciplinary approach to the study of Kinesiology and its related professions. Undergraduate options include: Physical Education Teaching, Pre Athletic Training, Exercise Nutrition and Wellness, and Pre Physical Therapy. There are over 400 undergraduate and 50 graduate students enrolled in the program.

DUTIES OF THE POSITION: Instruct undergraduate and graduate level courses in pedagogy. Provide leadership for the Physical Education Teaching Option, advise students, and participate in department, college and university committees. Additional responsibilities include building and maintaining an active line of research. Please note that teaching assignments at California State University, East Bay include courses at both the Hayward and Concord campuses.

RANK AND SALARY: Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: Fall Quarter, 2009.

QUALIFICATIONS: A doctorate in Kinesiology or related field is preferred. ABD candidates will be considered. Candidates with successful teaching experience at the university level are preferred. Demonstrated ability to teach, advise, and mentor students from diverse educational and cultural backgrounds.

APPLICATION DEADLINE: Screening of applicants will begin on November 21, 2008 and continue until the position is filled. Please submit a letter of application; a complete and current vita; graduate transcripts; and three letters of recommendation to:

Dr. Rita Liberti, Chair
Department of Kinesiology and Physical Education
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542-3062
Office Phone No.: 510-885-3061
Office Fax No.: 510-885-2423
E-Mail Address: rita.liberti@csueastbay.edu

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

PS Position #: 00002662
Job Opening #: 2850

CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF KINESIOLOGY
PSYCHOLOGY OF PHYSICAL ACTIVITY/BEHAVIORAL KINESIOLOGY
FULL-TIME TENURE-TRACK

*OAA Position No. 12-13 KIN-PSY/PHYSACTIVITY-TT

THE UNIVERSITY: California State University, East Bay is known for award-winning programs, expert instruction, diverse student body and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland. The two campuses' proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Their nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The ten major buildings of the Hayward Hills campus, on 342 acres, contain over 150 classrooms and teaching laboratories, over 177 specialized instructional rooms, numerous student oriented computer labs and a library, which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. CSUEB's Concord Campus provides full instructional support for over 1,600 upper division and graduate students. Its five buildings on 395 acres feature lecture halls, seminar rooms, computer labs, science labs, an art studio, theatre and library. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 45 fields, minors in 66 fields, and master's degrees in 31 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. To learn more about CSU, East Bay visit <http://www.csueastbay.edu>.

THE DEPARTMENT: The department has over 600 majors and offers both a bachelor's and a master's degree. The current tenure track faculty are primarily female and the expertise of the faculty spans from the humanities, to the psychological/behavioral sciences to the life sciences. The department is currently revising the undergraduate options to include: Therapeutic Studies (for the allied health fields); Exercise, Nutrition, & Wellness, Physical Education Teaching, and two new options: Social Justice in Sport; and Physical Activity Studies. The program offers the opportunity to teach and conduct research with a diverse student body. The department has for years taken a disciplinary approach to the field of kinesiology and requires a broad core for all students.

DUTIES OF THE POSITION: Teaching assignments for this position fall primarily within the Psychology of Physical Activity and Behavioral Kinesiology. Expertise in psychology of physical activity, motor learning, motor development, and the ability to teach Introduction to Kinesiology and other General Education classes as needed. Please specify educational and teaching experience in each of these areas. In addition to teaching, all faculty have scholarship expectations, advising responsibilities, should assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Please note that teaching assignments at California State University; East Bay include courses at the Hayward, Concord, and Online campuses.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: *Fall Quarter 2012*

QUALIFICATIONS: Candidate must expect to have an earned doctorate in kinesiology or closely related field no later than the effective date of the appointment with specialized preparation in one or more of the following areas in order of need: psychology of physical activity (sport and exercise psychology), motor learning, motor development. Candidates should also appreciate a disciplinary approach to kinesiology and be able to teach introductory classes in kinesiology. Candidates with successful teaching experience at the university level are preferred. Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds. Additionally, applicants must demonstrate a record of scholarly productivity. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with **disabilities see:** <http://www20.csueastbay.edu/af/departments/as/>

APPLICATION DEADLINE First deadline: Oct. 15, 2011. All positions will be considered open until filled. Please submit a letter of application, which addresses the qualifications noted in the position announcement; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Dr. Penny McCullagh, Chair
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542
Office Phone No.: 510-885-3061
Office Fax No.: 510-885-2423
E-Mail Address: penny.mc@csueastbay.edu

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

CALIFORNIA STATE UNIVERSITY, EAST BAY

PHYSICAL ACTIVITY SPECIALIST – Research methods/measurement in kinesiology, skill acquisition, wellness
FULL-TIME TENURE-TRACK

*OAA Position No. 13-14 KIN-PHYSICALACTIVITY-TT

THE UNIVERSITY: California State University, East Bay is known for award-winning programs, expert instruction, diverse student body and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland.

THE DEPARTMENT: The department has over 600 majors and offers both a bachelor's and master's degrees. The expertise of the faculty spans from humanities, to life sciences, and psychological/behavioral sciences. The department is currently revising the undergraduate options to include: Therapeutic Studies (for the allied health fields); Exercise, Nutrition, & Wellness, Physical Education Teaching, and two new options: Social Justice in Sport; and Physical Activity Studies. The program offers the opportunity to teach and conduct research with a diverse student body. The department has for years taken a cross-disciplinary approach to the field of kinesiology and requires a broad core for all students. For full job description go to: <http://www20.csueastbay.edu/ceas/departments/kin/index.html>

DUTIES OF THE POSITION: Teaching assignments for this position fall primarily in Research methods (measurement), skill acquisition/expertise, wellness, and introduction to kinesiology. Please specify educational and teaching experience in each of these areas or other areas of specialty. In addition to teaching, all faculty are expected to engage in scholarship, advising students, assisting the department with administrative and/or committee work, and assume campus-wide committee responsibilities. Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord, and Online campuses. When describing your teaching experiences, please also include your experience with on-line teaching.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: *Fall Quarter 2013*

QUALIFICATIONS: Candidate must have an earned doctorate in kinesiology or closely related field no later than the effective date of the appointment with specialized preparation in one or more of the following areas in order of need: research methods/measurement, skill acquisition, wellness. Candidates should also appreciate a disciplinary approach to kinesiology and be able to teach introductory classes in kinesiology. Applicants with successful teaching experience at the university level, demonstrated ability to teach, advise, and mentor students from diverse educational and cultural backgrounds are preferred. Additionally, applicants must demonstrate a record of scholarly productivity. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with **disabilities** see: <http://www20.csueastbay.edu/af/departments/as/>

APPLICATION DEADLINE First deadline: Oct. 15, 2012. All positions will be considered open until filled. Please submit a letter of application (materials may be electronic-see address below), which addresses the qualifications noted in the position announcement; a complete and current vita; graduate transcripts; copies of major publications; and the names and contact information of three professional references. In your letter please list the specific classes in our curriculum that you are qualified to teach. When called upon you will need to provide letters of reference and teaching evaluations in a timely fashion.

Dr. Penny McCullagh, Chair
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542
Office Phone No.: 510-885-3061
Office Fax No.: 510-885-2423
E-Mail Address: kin@csueastbay.edu

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

CALIFORNIA STATE UNIVERSITY, EAST BAY

EXERCISE PHYSIOLOGY, NUTRITION AND WELLNESS

1.0 LECTURER

*OAA Position No. 13-14 KIN-EXERCISEPHYSIOLOGY-FTLECT

THE UNIVERSITY: California State University, East Bay is known for award-winning programs, expert instruction, diverse student body and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland.

THE DEPARTMENT: The department has over 600 majors and offers both bachelor's and master's degrees. The expertise of the faculty spans from humanities, to psychological/behavioral sciences, to life sciences. The department is currently revising the undergraduate options to include: Therapeutic Studies (for the allied health fields); Exercise, Nutrition, & Wellness, Physical Education Teaching, and two new options: Social Justice in Sport; and Physical Activity Studies. The program offers the opportunity to teach and conduct research with a diverse student body. The department has for years taken a cross-disciplinary approach to the field of kinesiology and requires a broad core for all students. For full job description go to:

<http://www20.csueastbay.edu/ceas/departments/kin/index.html>

DUTIES OF THE POSITION: Teaching assignments for this position fall primarily in Exercise Physiology, (including prescription and clinical), nutrition, wellness and ability to teach introduction to kinesiology. Please specify educational and teaching experience in each of these areas or other areas of specialty. In addition to teaching, all faculty are expected to engage in scholarship, advising students, assisting the department with administrative and/or committee work, and assume campus-wide committee responsibilities. Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord, and Online campuses. Describe your online teaching experience.

RANK AND SALARY: Lecturer. Salary and grade dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: *Fall Quarter 2013*

QUALIFICATIONS: Candidate must expect to have an earned doctorate in kinesiology or closely related field no later than the effective date of the appointment with specialized preparation in one or more of the following areas in order of need exercise physiology, nutrition, and wellness. Candidates should also appreciate a disciplinary approach to kinesiology and be able to teach introductory classes in kinesiology. Applicants with successful teaching experience at the university level and demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds are preferred. Additionally, applicants must demonstrate a record of scholarly productivity. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with **disabilities** see: <http://www20.csueastbay.edu/af/departments/as/>

APPLICATION DEADLINE First deadline: Oct. 15, 2012. All positions will be considered open until filled. Please submit a letter of application (materials may be electronic), which addresses the qualifications noted in the position announcement; a complete and current vita; graduate transcripts; copies of major publications; and the names and contact information of three professional references. In your letter please list the specific classes in our curriculum that you can teach. In your letter please list the specific classes in our curriculum that you can teach. When

called upon you will need to provide letters of reference in timely manner. You may submit documents electronically at address listed below. In your letter please list the specific classes in our curriculum that you are qualified to teach. When called upon you will need to provide letters of reference and teaching evaluations in a timely fashion.

Dr. Penny McCullagh, Chair
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542
Office Phone No.: 510-885-3061
Office Fax No.: 510-885-2423
E-Mail Address: kin@csueastbay.edu

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

CALIFORNIA STATE UNIVERSITY, EAST BAY

BIOMECHANICS, STRUCTURAL, WELLNESS
FULL-TIME TENURE-TRACK

*OAA Position No. 13-14 KIN-BIOMECHANICS/STRUCTURAL-TT

THE UNIVERSITY: California State University, East Bay is known for award-winning programs, expert instruction, diverse student body and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland. The two campuses' proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts.

THE DEPARTMENT: The department has over 600 majors and offers both bachelor's and master's degrees. The expertise of the faculty spans from humanities, to psychological/behavioral sciences, to life sciences. The department is currently revising the undergraduate options to include: Therapeutic Studies (for the allied health fields); Exercise, Nutrition, & Wellness, Physical Education Teaching, and two new options: Social Justice in Sport; and Physical Activity Studies. The program offers the opportunity to teach and conduct research with a diverse student body. The department has for years taken a cross-disciplinary approach to the field of kinesiology and requires a broad core for all students. For full job announcement go to:
<http://www20.csueastbay.edu/ceas/departments/kin/index.html>

DUTIES OF THE POSITION: Teaching assignments for this position fall primarily in Biomechanics and Structural Kinesiology but expertise in Wellness areas is also welcomed. Please specify educational and teaching experience in each of these areas. In addition to teaching, all faculty are expected to engage in scholarship, advising students, assist the department with administrative and/or committee work, and assume campus-wide committee responsibilities. Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord, and Online campuses. Describe your online teaching experience.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: *Fall Quarter 2013*

QUALIFICATIONS: Candidate must have an earned doctorate in kinesiology or closely related field no later than the effective date of the appointment with specialized preparation in one or more of the following areas in order of need: biomechanics, structural, wellness. Candidates should also appreciate a disciplinary approach to kinesiology and be able to teach introductory classes in kinesiology. Applicants with successful teaching experience at the university level, demonstrated ability to teach, advise, and mentor students from diverse educational and cultural backgrounds are preferred. Additionally, candidates must demonstrate a record of scholarly productivity. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see:
<http://www20.csueastbay.edu/af/departments/as/>

APPLICATION DEADLINE First deadline: Oct. 15, 2012. All positions will be considered open until filled. Please submit a letter of application (materials may be electronic-see address below), which addresses the qualifications noted in the position announcement; a complete and

current vita; graduate transcripts; copies of major publications; and the names and contact information of three professional references. In your letter please list the specific classes in our curriculum that you are qualified to teach. When called upon you will need to provide letters of reference and teaching evaluations in a timely fashion.

Dr. Penny McCullagh, Chair
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542
Office Phone No.: 510-885-3061
Office Fax No.: 510-885-2423
E-Mail Address: kin@csueastbay.edu

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF KINESIOLOGY

FULL-TIME TENURE-TRACK – DEPARTMENT CHAIR

*OAA Position No. 14-15 KIN-DEPTCHAIR-TT

THE UNIVERSITY: California State University, East Bay is known for award-winning programs, expert instruction, diverse student body, and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland. The two campuses' proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Their nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The ten major buildings of the Hayward Hills campus, on 342 acres, contain over 150 classrooms and teaching laboratories, over 177 specialized instructional rooms, numerous student oriented computer labs and a library, which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. CSUEB's Concord Campus provides full instructional support for several programs (<http://www20.csueastbay.edu/concord/>). Its five buildings on 395 acres feature lecture halls, seminar rooms, computer labs, science labs, an art studio, theatre and library. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 45 fields, minors in 66 fields, and master's degrees in 31 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. To learn more about CSU, East Bay visit <http://www20.csueastbay.edu>.

THE DEPARTMENT: Kinesiology is housed in the College of Education and Allied Studies, where 55% of students are female, 29% White, 23% Hispanic, 21% Asian/Pacific Islander, 11% African American, and 16% Mixed or Other. The kinesiology department has over 600 majors and offers baccalaureate and master's degrees. The department has a long tradition of taking a disciplinary approach to the field of kinesiology and requires a broad core for all students. Expertise of the current tenure track faculty range from humanities to social/behavioral sciences to life sciences, as well as pedagogy and other applied practices. The department currently has the following undergraduate options: Therapeutic Studies (for the allied health fields); Exercise, Nutrition, & Wellness; Physical Education Teaching, and two new options: Social Justice in Sport and Physical Activity Studies. The program offers the opportunity to teach and conduct research with a diverse student body and faculty.

DUTIES OF THE POSITION: This is a department chair position. It requires leadership and management across all aspects of department functions. The chair is expected to:

- Provide innovative and progressive leadership to the department.
- Work collaboratively with 10 tenure track faculty, 20 part time faculty, 5 staff members and nearly 600 majors to achieve departmental goals.
- Assume administrative and budgetary responsibility for all department programs.
- Encourage and participate in scholarship activities.
- Promote continual quality assurance and development of undergraduate, graduate, and scholarly programs.
- Articulate the role of kinesiology at the college, university, and community level.
- Teach selected graduate and undergraduate classes.
- Participate as a member of the college council of chairs leadership team.

Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord and Online campuses.

RANK AND SALARY: Associate to Full Professor. Rank and salary is dependent upon educational preparation and academic experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: *Fall Quarter 2014*

QUALIFICATIONS: Candidates must have an earned doctorate in kinesiology or closely related field with specialized preparation in one or more of the content areas offered in the major core. Additionally, applicants should have a well-established record of scholarly productivity. Candidates for this chair position will be expected to provide clear and compelling evidence of collaborative leadership, faculty support, and the promotion of academic programs within a public university structure. Experience in fundraising and development of external support is most desirable. Candidates must be committed to a broad cross-disciplinary approach to kinesiology and the stated mission and student learning outcomes of the department and CSU East Bay. Preference will be given to applicants with demonstrated interest in professional or community-based applications in kinesiology and support of a diverse student body largely preparing for kinesiology-related professions outside academia. An innovative vision of the role and application of kinesiology over the next 20 years and beyond will be highly valued.

Demonstrated ability to teach, advise, and mentor students from diverse educational and cultural backgrounds. Additionally, applicants must demonstrate a record of scholarly activity. This University is fully committed to the rights of students, staff, and faculty with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see: <http://www20.csueastbay.edu/af/departments/as/>

APPLICATION DEADLINE First deadline: Oct. 15, 2013. All positions will be considered open until filled. Please submit a letter of application, which addresses the qualifications noted in the position announcement; a complete and current vita, and names and affiliations of three people who can provide a reference letter when called upon.

https://my.csueastbay.edu/psp/pspdb1/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL

If you have any questions regarding the position please contact Dr. Jeff Simons, Chair search committee, or Dr. Penny McCullagh, Chair, Department of Kinesiology by email:

*Dr. Jeff Simons: jeff.simons@csueastbay.edu
Dr. Penny McCullagh: penny.mc@csueastbay.edu*

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

APPENDIX 6

Kinesiology Research Group (KRG)

V. Yingling & J. O

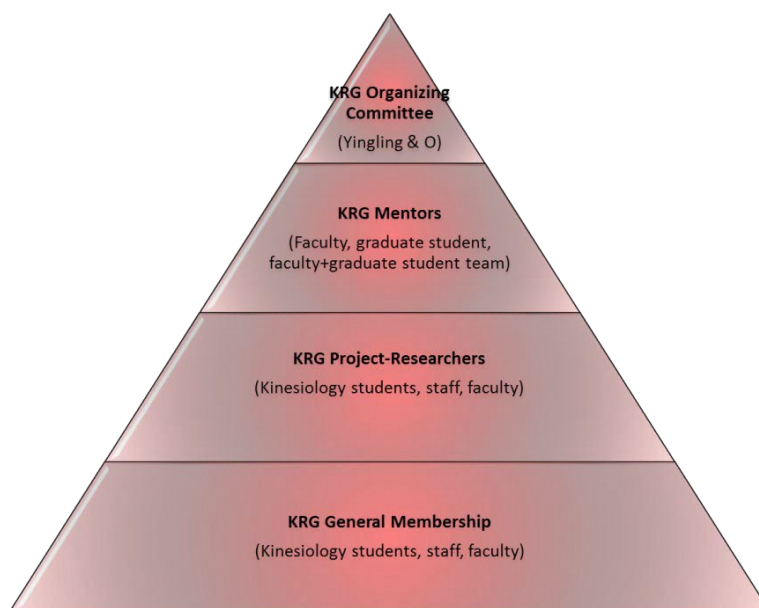
Purpose:

To create a broad Kinesiology-based research group to encourage multidisciplinary research and an exchange of ideas between faculty mentors and students.

Mission Statement:

The overall goals of the KRG are two-fold: 1) To use a multidisciplinary Kinesiology approach to examine meaningful issues related to human movement, health, wellness, learning and performance, and/or, the physical activity experience, and, 2) To develop students' understanding of how to translate Kinesiology theory and research into professional applications of Kinesiology.

Group Membership:



KRG General Membership Behavioral Goals:

1. KRG general members will regularly attend KRG meetings.
2. KRG general members will participate in community service and outreach (translate KRG research to practice).

KRG Project Researchers Behavioral Goals:

1. KRG project researchers will regularly attend KRG meetings.
2. KRG project researchers will present their work to the KRG at regular intervals (e.g., proposed work, preliminary findings, completed project).
3. KRG project researchers will present their work at professional meetings.
4. KRG project researchers will participate in community service and outreach (translate KRG research to practice).

KRG Mentors Behavioral Goals:

1. KRG mentors will encourage critical and multi-disciplinary analysis and discussion of kinesiology issues to help students develop a deeper understanding of the various factors that can impact the ABCs of physical activity (i.e., affect, behaviors, and, cognitions).
2. KRG mentors will engage students in contemporary kinesiology issues to help students become stronger critical thinkers, scientists, and practitioners.
3. KRG mentors will engage students in projects and tasks relevant to each student's individual career aspirations to help students advance/develop their individual career goals.
4. KRG mentors will emphasize professional integrity through accurate and ethical data collection, reporting, and, application of results.
5. KRG mentors will work diligently to create an environment and culture committed to "team work".
6. KRG mentors will attend a weekly 30-minute meeting each Friday (prior to the KRG general membership meeting) to update other mentors and the Organizing Committee on their project's progress.

KRG Organizing Committee (KRG-OC) Behavioral Goals:

1. The KRG-OC will actively work to recruit new members (students, staff, and faculty).
2. The KRG-OC will develop and maintain KRG online resources and communities, manage scheduling and facilities, and serve as a liaison between the KRG, Department faculty, College, and University.
3. The KRG-OC will focus on the development of critical thinking and research skills among KRG members.
4. The KRG-OC will encourage and maintain active participation by the KRG in Kinesiology scholarship.
5. The KRG-OC will focus on translation and dissemination of Kinesiology scholarship to the community.

Becoming a KRG mentor/Recruiting KRG general members for a research project:

Faculty, staff, or students may request a small block of time (e.g., 15-20 minutes) from an upcoming KRG meeting to propose a multidisciplinary research project to the KRG. If the

project is 'picked up' by the KRG (i.e., enough general members are interested in becoming a team member for that particular project), a faculty member and/or graduate student affiliated with the proposal will become a KRG mentor for a period of 12 months and will be responsible for leading that project team in a manner consistent with the mission and behavioral goals of the KRG. The expectation of the project team (and thus, of the KRG mentor) will be that at the end of the 12-month period, the project will produce at least one of the following: 1) A publication or submission for publication (preferably peer-reviewed); 2) A presentation at a professional meeting; and/or 3) Translation and/or dissemination of findings from the project to the community.

Opportunities for Student Benefits/Funding:

- Independent study units (KRG project researcher and mentor level, only)
- Research experience and potential presentations and publications
- CSUEB Research Fellowship (open to all full-time CSUEB students – undergrad and grad level)
- Graduate level thesis projects
- Faculty support grant funding
- External funding from individual faculty members
- External funding for KRG (...hopefully to come ☺)
- Funding from the College (...? To be proposed...?)

KRG Year-One Particulars: 2013-2014 Academic Year

Weekly Meetings:

Every Friday, 11:00am-12pm in KIN 152 (or alternate location, if needed)
Open to all (do not need to be a KRG member)

Tentative Schedule:

1. Intro to bone mechanics and intro to pQCT machine (Yingling)
2. Psychological skills workshop series presentation (Hamor, Willis, Strickland, & O)
3. Presentation and discussion from humanities (Liberti, Beal, Wright, Atencio?)
4. Critical Discussion Session: Research purpose, process, and ethics
5. Presentation and discussion
6. Presentation and discussion
7. Critical Discussion Session: TBA
8. Presentation and discussion
9. Presentation and discussion
10. Critical Discussion Session: TBA

KRG Year-1 Outcome Goals (to be accomplished before Fall Quarter 2014):

1. Two to four presentations at professional meetings/conferences.
2. One to three publications; at least one peer-reviewed publication.
3. Community health event to be organized and staffed by KRG members.

APPENDIX 7

CURRICULUM VITAE

MATTHEW ATENCIO

*Department of Kinesiology
CSU East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542*

EDUCATION

- Ph.D. University of Wollongong, Wollongong, New South Wales, Australia,
2006.
Major: Education
Thesis: Crunk, crackin', and choreographies: the place and meaning of
health and physical activity in the lives of young people from culturally
diverse urban neighborhoods.
- B.A. The Colorado College, Colorado Springs, Colorado, United States,
1997.
Major: Philosophy

PROFESSIONAL APPOINTMENTS

- 2011-2013 Assistant Professor
Curriculum, Teaching and Learning Academic Group
National Institute of Education
Nanyang Technological University
Singapore
- 2007-2011 Post-doctoral Researcher and Fellow
Institute of Sport, Physical Education and Health Sciences
Moray House School of Education
University of Edinburgh
Edinburgh, Scotland, UK
- 2002-2006 Contract Lecturer and Grant Coordinator
Faculty of Education
University of Wollongong
Wollongong, New South Wales, Australia

PUBLICATIONS

Refereed Journal Articles

- Atencio, M., Chivers-Yochim, E. & Beal, B. (in press). It ain't just black kids and white kids:
the representation and reproduction of authentic "skurban" masculinities, *Sociology of Sport
Journal*.

- Chow, J.Y. & Atencio, M. (in press). Complex and nonlinear pedagogy and the implications for Physical Education, *Sport, Education, and Society*.
- Elliot, D., Atencio, M., Jess, M., & Campbell, T. (in press). From PE experiences to PE teaching practices? Insights from Scottish primary teachers experiences of PE, teacher education, school entry, and professional development, *Sport, Education, and Society*.
- Lim, S., Lim-Arasaratnam, C. & Atencio, M. (in press). Understanding the processes behind Singaporean student designing, *Design and Technology Education: an International Journal*.
- McEvilly, N., Atencio, M., Verheul, M. & Jess, M. (in press). Understanding the rationale for preschool Physical Education: implications for practitioners' and children's embodied practices and subjectivity formation, *Sport, Education, and Society*.
- McEvilly, N., Verheul, M., Atencio, M., & Jess, M. (in press). Physical Education for health and wellbeing: a discourse analysis of Scottish physical education curricular documentation, *Discourse: Studies in Cultural Politics of Education*.
- McEvilly, N., Verheul, M. & Atencio, M. (in press). Physical Education in preschools: the meaning of Physical Education to practitioners at three preschool settings in Scotland, *Physical Education and Sport Pedagogy*.
- Saito, E. & Atencio, M. (in press). A micro-political and conceptual understanding of lesson study: implications for teacher development and pupil learning, *Teaching and Teacher Education*.
- Saito, E. & Atencio, M. (in press). Understanding education as a relational economic activity, *Educational Review*.
- Atencio, M., Jess, M. & Dewar, K. (2012). It is a case of changing your thought processes, the way you actually teach: implementing a complex professional learning agenda in Scottish Physical Education, *Physical Education and Sport Pedagogy*, 17(2), 127-144.
- Atencio, M. & Beal, B. (2011). Beautiful Losers: the symbolic exhibition and legitimization of outsider masculinity, *Sport in Society*, 14(1), 1-16.
- Atencio, M. & Koca, C (2011). The construction of masculinities through communities of practice: a Foucaultian investigation into the Turkish Physical Education context, *Gender and Education*, 23(1), 59-71.
- Jess, M., Atencio, M. & Thorburn, M. (2011). Complexity theory: supporting curriculum and pedagogy developments in Scottish Physical Education, *Sport, Education and Society*, 16, 179-199.
- Thorburn, M., Jess, M. & Atencio, M. (2011). Thinking differently about curriculum: analysing the potential contribution of physical education as part of health and wellbeing during a time of revised curriculum ambitions in Scotland, *Physical Education and Sport Pedagogy*,

16(4), 383-398.

Thorburn, M., Jess, M., Carse, N. & Atencio, M. (2011). Translating change into improved practice: analysis of teachers' attempts to generate a new emerging pedagogy in Scotland, *European Physical Education Review*, 17(3), 313-324.

Atencio, M., Beal, B. & Wilson, C. (2009). The distinction of risk: urban skateboarding, street habitus, and the construction of hierarchical gender relations, *Qualitative Research in Sport, Exercise, and Health*, 1(1), 3-20.

Atencio, M. & Wright, J. (2009) "Ballet it's too whitey": discursive hierarchies of high school dance spaces and the constitution of embodied feminine subjectivities, *Gender and Education*, 21(1), pp. 31-46.

Beames, S., Atencio, M. & Ross, H. (2009). Taking excellence outdoors, *Scottish Educational Review*, 41(2).

Koca, C., Atencio, M. & Demirhan, G. (2009). The place and meaning of the field of PE in Turkish young people's lives: a study using Bourdieu's conceptual tools, *Sport, Education and Society*, 14(1), 55-75.

Thorburn, M., Jess, M. & Atencio, M. (2009). Connecting policy aspirations with principled progress? An analysis of current Physical Education challenges in Scotland, *Irish Educational Studies*, 28(2), 207-221.

Atencio, M. (2008). "Freaky is just how I get down": investigating the fluidity of black feminine subjectivities in dance, *Leisure Studies*, 27(3), 311-327.

Atencio, M. & Wright, J. (2008). "We be killin' them": hierarchies of black masculinity in urban basketball spaces, *Sociology of Sport Journal*, 25(2), 263-280.

Beames, S. & Atencio, M.. (2008). Building social capital through outdoor education, *Journal of Adventure Education and Outdoor Learning*, 8(2), 99-112.

Book Chapters

Jess, M., Atencio, M. & Carse, N. (2012). Introducing conditions of complexity in the context of Scottish Physical Education. In: A. Ovens, T. Hopper & J. Butler (Eds.), *Complexity in Physical Education: reframing curriculum, pedagogy and research* (pp.27-41). London: Routledge.

Jess, M., Carse, N., McMillan, P. & Atencio, M. (2011). Sport Education in Scottish Primary Schools. In: D. Kirk & P. Hastie (Eds.), *Sport Education: international perspectives* (pp. 41-57). London: Routledge.

Atencio, M. (2010). "I don't wanna die too early": Young people's use of urban neighbourhood spaces in the United States. In: J. Wright & D. Macdonald (Eds.), *Young people, physical activity and the everyday: living physical activity* (pp.29-41). London: Routledge.

- Atencio, M. (2010). The *Life Activity Project* in the American inner city: Multi-ethnic young people's engagements with health discourses. In: J. Wright & D. Macdonald (Eds.), *Young people, physical activity and the everyday: living physical activity* (pp.150-161). London: Routledge.
- Wright, J. et al. (2010). Reflections on methodological issues: Lessons learned from the Life Activity projects. In: J. Wright & D. Macdonald (Eds.), *Young people, physical activity and the everyday: living physical activity* (pp.197-109). London: Routledge.
- Atencio, M. (2007). Basketball is like breathing. In: K. Malone (Ed.), *Childspace: an anthropological exploration of young people's use of space*. New Delhi: Concept Publishing Company.

Commissioned Reports

- Atencio, M. (2013). Qualitative investigation of teachers' classroom engagements with complexity theory principles. Singapore, National Institute of Education (Submitted to National Institute of Education).
- Lim-Ratnam, C., Lee, C., Atencio, M., Abu Bakar, M., Loh, W.I., & Sudarshan, A. (2012). Baseline Qualitative Case Studies of the Implementation of PERI Recommendations in Six Primary Schools in Singapore. Singapore, National Institute of Education (Submitted to National Institute of Education).
- Lim-Ratnam, C., Lee, C., Atencio, M., Abu Bakar, M., Loh W.I. & Sudarshan, A. (2012). OER 11/10CL PERI Qualitative Case Studies. Singapore, Ministry of Education (Submitted to Ministry of Education).
- Elliot, D., Atencio, M., Jess, M. & Campbell, T. (2010). *Scottish Primary Physical Education Project interim report: rationale and preliminary findings*. Edinburgh, University of Edinburgh (Submitted to Scottish Government).
- Jess, M., Atencio, M., Koca Aritan, C., Deconinck, F. & Murray, J. (2007). *Basic Moves in East Lothian: 2003-2007: the story so far*. Edinburgh, University of Edinburgh (Submitted to East Lothian Council).

TEACHING EXPERIENCE

Doctoral Courses

Research designs and methods in curriculum, teaching and learning

Masters Courses

Educational inquiry I (research methods)

Educational inquiry II (advanced research methods)

Critical inquiry (capstone research study)

Curriculum implementation (major concepts and issues)

The teacher: personal, professional and pedagogical contexts of 21st century teaching

Undergraduate Courses

Physical Education perspectives: socio-cultural
Social and cultural perspectives of physical activity and Physical Education
Education II (primary education, early childhood education, and arts)

GRANTS

- 2012- present Principal Investigator. Project title: Development of an outdoor education curriculum in Singapore through a deliberative perspective-inclusion of the commonplace of the teacher. Funded by National Institute of Education (\$78,470).
- 2012- present Principal Investigator. Project title: Qualitative investigation of teachers' classroom engagements with complexity theory principles. Funded by National Institute of Education (\$2,139).
- 2011- 2012 Co-Investigator. Project title: Qualitative case studies for Primary Education Review and Implementation. Funded by National Institute of Education (\$162,987, Christina Lim-Arasaratnam and Christine Lee, Principal Investigators).
- 2010 Principal Investigator. Project title: Scottish Physical Education health newsletter and online teacher message board. Funded by University of Edinburgh Roberts Foundation (\$2960).
- 2007- 2010 Co-Investigator. Project title: Scottish primary Physical Education project. Funded by Scottish Government (\$8,068,500, Mike Jess and Theresa Campbell, Principal Investigators).
- 2002-2006 Project Coordinator and Research Assistant. Project title: The life activity project. Funded by Australian Research Council Discovery Grant (\$231,634, Jan Wright and Doune Macdonald, Principal Investigators).

CONFERENCE PARTICIPATION

- Atencio, M. (2012, December). Beginning is easy; continuing, hard: curriculum implementation in the Singaporean education context. Paper presented at the Australian Association for Research in Education annual conference, Sydney, Australia.
- Jess, M., Campbell, T., Atencio, M. & Elliot, D. (2012, July). The Scottish Primary PE Project (SPPEP): a catalyst for long-lasting change? Paper presented at the ISCEMIC Pre-Olympic Conference, Glasgow, Scotland, United Kingdom.
- Jess, M., Carse, N. & Atencio, M. (2012, July). Teachers' experiences of complex professional learning in primary PE. Paper presented at the ISCEMIC Pre-Olympic Conference Glasgow, Scotland, United Kingdom.

- Atencio, M. (2011, November). "It ain't just black kids and white kids": the representation and reproduction of authentic "skurban" masculinities. Paper presented at the North American Society for the Sociology of Sport annual conference, Minneapolis, Minnesota.
- Jess, M. & Atencio, M. (2011, June). Employing a complex ecological approach to inform curriculum innovation efforts in Scottish Physical Education. Paper presented at the Association Congress of the International Association of Physical Education in Higher Education (AIESEP) annual conference, Limerick, Ireland.
- Jess, M. & Atencio, M. (2011, June) Curriculum as complex. Paper presented at the Association Congress of the International Association of Physical Education in Higher Education (AIESEP) annual conference, Limerick, Ireland.
- Atencio, M. (2010, November). The use of connectivity theory to envision Scottish Physical Education. Paper presented at the Scottish Educational Research Association annual conference, Stirling, Scotland, United Kingdom.
- Elliot, D. & Atencio, M. (2010, October). "I just wanted some inspiration because it just felt very dry, very repetitive": primary PE teachers' previous experiences and backgrounds in PE, ITE, and CPD. Poster presented at the Association Congress of the International Association of Physical Education in Higher Education (AIESEP) annual conference, La Coruna, Spain.
- Atencio, M. (2009, September). "It is a case of changing your thought processes, the way you actually teach": implementing a complex professional learning agenda in Scottish Physical Education. Paper presented at the British Educational Research Association annual conference, Manchester, United Kingdom.
- Jess, M., Campbell, T., Atencio, M., Elliot, D. (2009, June). The Scottish Primary Physical Education Project. Poster presented at the Association for Physical Education national conference, Gloucestershire, United Kingdom.
- Jess, M. & Atencio, M. (2008, November). Complexity theory: supporting curriculum and pedagogy developments in Scottish physical education. Paper presented at the Australian Association for Research in Education annual conference, Brisbane, Australia.
- Atencio, M. (2007, November). Beautiful Losers: skating and the art of entrepreneurial cool. Paper presented at the North American Society for the Sociology of Sport annual conference, Pittsburgh, United States.
- Atencio, M. (2007, September). "The Life Activity Project" in an American inner city: young women's use of high school dance spaces. Paper presented at the British Educational Research Association annual conference, London, United Kingdom.

Atencio, M. (2006, November). "We be killin' them": the subjectivization of commodified black masculinity in urban basketball spaces. Paper presented at the North American Society for the Sociology of Sport annual conference, Vancouver, Canada.

Atencio, M. (2006, November). "Ballet it's too whitey": discursive hierarchies of high school dance spaces and the constitution of embodied feminine subjectivities. Paper presented at the North American Society for the Sociology of Sport annual conference, Vancouver, Canada.

Atencio, M. (2004, November). "Crunk", "cracking", and "crossovers": young people's engagements with physical activity spaces. Paper presented at the North American Society for the Sociology of Sport annual conference, Tucson, Arizona.

Atencio, M. (2003, November) "Pump weights, eat right": young people's engagements with health discourses. Paper presented at the North American Society for the Sociology of Sport annual conference, Montreal, Canada.

Becky Beal
Department of Kinesiology
California State University, East Bay
Hayward, CA 94542
(510) 885-3036

EDUCATION

Ed.D., Physical Education, University of Northern Colorado, Greeley, CO, 1992

M.A., Physical Education, University of Northern Colorado, 1987

B.A., History, Pomona College, Claremont, CA, 1985

PROFESSIONAL EXPERIENCE

Current Professor

2008-2012 Associate Professor

California State University, East Bay, Hayward, CA

Department of Kinesiology

Undergraduate Classes: Sport in Contemporary Society, Philosophical Foundations of Kinesiology, Sport, Racism & Ethnicity, Sport in Film: Cultural Perspectives

Graduate Classes: Seminar in Sport in Contemporary Society, Seminar in Philosophy of Sport, Social Inclusion in Physical Activity, Political Issues in Kinesiology

2004-2008 Professor

1998-2004 Associate Professor

1995-1998 Assistant Professor

University of the Pacific, Stockton, CA

Department of Sport Sciences

Classes taught: Advanced Sociology of Sport, Philosophy of Sport, Sport in America, Gender and Sport, Social Significance of Alternative Sports, Senior Seminar for Sport Sciences majors, Ethical Issues in Sport Sciences, Heart, Exercise and Nutrition, Foundations of Sport Sciences.

Classes taught outside of the department: Mentor II (University freshman seminar), Creativity and Knowledge (honors seminar), Knowledge and Values (honors seminar), Sport and Scandal: Sport Literature and Film (with Dr. Lehmann as an English course)

Guest Lectured: Psycho-social Aspects of Sport, Introduction to Gender Studies, Foundations of the Sport Sciences, Mentor I (University freshman seminar), Multi-Ethnic American Literature

**1992-1995 Assistant Professor, Department of Physical Education
Northern Illinois University**

Classes taught: History of Physical Education, Women in Sport, Sport: Culture and Society, Majors' classes: Track and Field, and Soccer

Guest lectured: Undergraduate: Scientific Basis of Human Activity

- 1989-1992 Instructor, Department of Sociology
University of Northern Colorado**
Classes taught: Principles of Sociology, and Sociology of Minorities.
Guest lectured: Sociology of Sex Roles, Marriage and the Family, Sociology of Minorities, and Principles of Sociology
- 1989-1991 Instructor, School of Kinesiology and Physical Education
University of Northern Colorado**
Guest lectured: Sociology of Sport, Perspectives of Physical Education, and Psychology of Sport Seminar
- 1986-1989 Teaching Assistant, School of Kinesiology and Physical Education
University of Northern Colorado**
Classes taught: Sociology of Sport, Analysis and Movement of Track and Field, Analysis and Movement of Soccer, Fitness and Conditioning, Weight Training, Soccer, Volleyball, Aerobics, and Badminton.
- 1986-1988 Assistant Coach, Intercollegiate Track and Field
University of Northern Colorado**
Assisted both men's and women's programs. Coached sprinters, distance runners, long and triple jumpers, organized travel and assisted with recruitment of athletes.

PUBLICATIONS

Refereed Articles

- Atencio, M., Chivers Yochim, E. & Beal, B. (2013). It ain't just black kids and white kids: the representation and reproduction of authentic "skurban" masculinities. Sociology of Sport Journal, 30, 153-172
- Atencio, M & Beal, B. (2011) "Beautiful Losers": The Symbolic Exhibition and Legitimization of Outsider Masculinity. Sport in Society, 14, 1-16
- Beal, B. & Smith, M. (2010) Mavericks: Big wave surfing and the making of 'nothing' from 'something.' Sport in Society, 13 1102-1116
- Atencio, M., Beal, B. & Wislon, C. (2009). Distinction of risk: Urban skateboarding, street habitus, and the construction of hierarchical gender relations. Qualitative Research in Sport and Exercise, 1, 3-20
- Smith, M & Beal, B. (2007). "'So you can see how the other half lives': MTV Cribs' use of "the other" in framing successful athletic masculinities." Journal of Sport and Social Issues, 31. 103-127
- Wheaton, B. & Beal, B. (2003). 'Keeping it real': Subcultural media and the discourses of authenticity in alternative sport. International Review for the Sociology of Sport. 38. 155-176

Riemer, B., Beal, B. & Schroeder, P. (2000). The influences of peer and university culture on females student athletes' perceptions of career termination, professionalization, and social isolation, Journal of Sport Behavior. 23. 364-378

Beal, B. (1997). The Promise Keeper's use of sport in defining "Christ-like" Masculinity. Journal of Sport and Social Issues. 21, 274-284

Crosset, T. & Beal, B. (1997). The use of "subculture" and "subworld" in ethnographic works on Sport: A discussion of definitional distinctions. Sociology of Sport Journal. 14. 73-85

Beal, B. (1996). Alternative masculinity and its effects on gender relations in the subculture of skateboarding. Journal of Sport Behavior, 19, 204-220

Beal, B. (1995). Disqualifying the Official: An Exploration of Social Resistance in the Subculture of Skateboarding. Sociology of Sport Journal.12, 252-267

Books

Beal, B. (2013) Skateboarding: The Ultimate Guide. Santa Barbara, CA: ABC CLIO
Extreme Sport Series, series editors Holly Thorpe and Douglas Booth.

Refereed Book Chapter

Beal, B. (1998). Symbolic inversion in the subculture of skateboarding. In M.C. Duncan, G. Chick, and A. Aycock (Eds.). Play & Culture Studies. Volume 1 (pp. 209-222). Greenwich, CT: Ablex Publishing

Invited Book Chapters

Beal, B. (2013). Ups and Downs of Skating Vertical: Christian Hosoi, Crystal Meth, and Christianity, in L. Wenner (Ed.). Fallen Sports Heroes, Media, and Celebrity Culture, (92 - 106). Peter Lang Publisher.

Beal, B. (2008). Who controls skateboarding? In M. Atkinson (ed). Battleground: Sports. 3893-3899, Greenwood Press

Beal, B. & Wilson, C. (2004). 'Chicks dig scars:' Transformations in the subculture of skateboarding. In B. Wheaton (Ed.), Understanding lifestyle sports: Consumption. Identity, and difference. (31-54). London: Routledge Press

Wheaton, B. & Beal, B. (2003). Surf divas and skate betties: Consuming images of the 'other' in lifestyle sports. In S. Fleming & I. Jones (Eds.), Leisure cultures: Investigations in sport, media and technology (pp. 69-90). Eastbourne, UK: LSA Publication No. 79

Beal, B. & Weidman, L. (2003). Authenticity in the skateboarding world. In R. Rinehart & S. Sydnor (Eds.), To the extreme: Alternative Sports inside and out (pp. 337-352). New York: SUNY Press

Randels, G. & Beal, B. (2002). What makes a man? Religion, sport and negotiating masculine identity in the Promise Keepers, in T. Magdalinski & T. Chandler (Eds.). With

God on their side: Sport in the service of religion (pp. 160-176). London: Routledge Press

Beal, B. (2002). Symbolic interactionism and cultural studies: doing critical ethnography. In J. Maguire & K. Young (Eds.), Theory. Sport and Society (pp.353-373). London: Elsevier Science Press

Beal, B. (1999). Skateboarding: An alternative to mainstream sport. In J. Coakley & P. Connelly (Eds.), Inside Sports: Social research on involvement in sport and physical activity (pp. 139-145). London: Routledge

Articles Reprinted as Book Chapters

Beal, B. & Smith, M. (2012). Mavericks: Big wave surfing and the making of ‘nothing’ from ‘something’ [reprint] In B. Wheaton (Ed.). The Consumption and Representation of Lifestyle Sports. London: Routledge

Beal, B. (2006) Disqualifying the official: An exploration of social resistance in the subculture of skateboarding [reprint] In A Tomlinson (ed.) The Sport Studies Reader, 406-412. London: Routledge

Beal, B. (2001). Alternative masculinity and its effects on gender relations in the subculture of skateboarding [reprint]. In M. Petracca & M. Sorapure (Eds.), Common culture: Reading and writing about American popular culture [Third edition] (pp. 460-476). Upper Saddle River, NJ: Prentice Hall

Beal, B. (2001). Alternative masculinity and its effects on gender relations in the subculture of skateboarding [reprint]. In M. Andersen, K. Logio, & H. Taylor (Eds.), Understanding society: An introductory reader (pp.101-109). Belmont, CA: Wadsworth/Thomson Learning

Beal, B. (2001). Disqualifying the official: An exploration of social resistance in the subculture of skateboarding [reprint]. In A. Yiannakis & M. Melnick (Eds.), Contemporary Issues in Sociology of Sport (pp. 47-57). Champaign, IL: Human Kinetics

Beal, B. (2000). The Promise Keeper's use of sport in defining “Christ-like” Masculinity [reprint]. In D. Claussen (Ed.), The Promise Keepers: Essays on masculinity and Christianity (pp.153-163). Jefferson, NC: Macfarland & Co Publishers

Encyclopedia Entries

Beal, B. (2013) Skateboarding, In Nelson, M. (Ed.) American Sports: A History of Icons, Idols, and Ideas,(1189-1192). ABC Clio

Beal, B. (2007). Skateboarding. Encyclopedia of extreme sports. Berkshire Publishing Company

Beal, B. (2005). Skateboarding. Encyclopedia of world sport. Berkshire Publishing Company.

Beal, B. (2004). Skateboarding. Encyclopedia of recreation and leisure in America. Charles Scribner's Sons Reference Books I.

Beal, B. (2001). Skateboarding. International encyclopedia of women and sports (Vol. 3, pp.1014- I 1016). New York: Macmillan Reference.

Conference Proceedings

Beal, B. (2003). Adjusting our view: Sport, identity, and social transformation. In S. Zieff, M. Veri, & L. Webb (Eds.). Sport as a Vehicle for Social Transformation, San Francisco State University.

Book Reviews

Beal, B. (1994). [Review of the book] Sex., power, and violence in sport. Women in sport and physical activity journal 3, (2) 90-92.

PRESENTATIONS

Invited

“Urban Skateboarding and the Negotiation of Youthful Citizenship,” for the symposium New Territories of Sports in the City sponsored by Jacques Cartier Center, Montreal, Oct 3 & 4, 2011.

“Adjusting our View: Sport, Identity, and Social Transformation,” Keynote Presentation for the conference, Sport as a Vehicle for Social Transformation, San Francisco State University, April 14, 2003.

“The Social World of Skateboarders” for the Institute for Health Promotion and Disease Prevention Research, University of Southern California, March 14, 2003.

“The Shifting Landscape of an Alternative Sport: Commercialization and the Transformations in the Meanings of Skateboarding.” for the conference, Sport and the all consuming cultures of (p)leisure. University of Surrey, Roehampton. England. July 27, 2002.

International Conferences

“Prosumption and Cultural Capital in Surf and Skate Social Worlds”, with Chris Cutri and Belinda Wheaton, at the International Sociology of Sport Association, Vancouver, June 2013

Panelist on “Action Sports Videos” for the North American Society for the Sociology of Sport, New Orleans, LA Nov 2012

Panelist on the “Critical Coach Education” for the North American Society for the Sociology of Sport, New Orleans, LA Nov 2012

It ain’t just black kids and white kids’: the representation and reproduction of authentic ‘skurban’ masculinities” with Mathew Atencio and Emily Chivers Yochim, North American Society for the Sociology of Sport, Minneapolis, MN, Nov 2-5 2011

“Straight Gaze: Curl Girls, Homonormativity, and Consumer Lesbianism,” with Maureen Smith, North American Society for the Sociology of Sport, San Diego, CA Nov 3-6, 2010

“Responding to Backlash in the Classroom: What’s a Professor to do?” member of a roundtable discussion, North American Society for the Sociology of Sport, San Diego, CA Nov 3-6, 2010

“Women’s Sexuality and Surfing: From Gidget to Curl Girls,” with Maureen Smith, Sport, Sexuality and Culture Conference, Ithaca, NY, March 2009

“Experiencing Mavericks: the Hybridity of Consumption,” with Maureen Smith, North American Society for the Sociology of Sport, Denver, CO, November 2008

“Consuming ‘street credibility’: Skateboarding and the art of entrepreneurial cool,” with Matt Atencio, North American Society for the Sociology of Sport, Pittsburgh, PA November 2007

“The Silicon wave: Mobilizing Mavericks,” with Maureen Smith, North American Society for the Sociology of Sport, Pittsburgh, PA November 2007

“Spaces of Risk and the Cultural Dynamics of Skateboarding,” Researching Youth Sport: Diverse Perspectives, Loughborough University, Loughborough England, 20 Sept 2006

“MTV’s Crips: Examining the Celebrity Culture of Male Athletes in the United States,” with Maureen Smith, Celebrity culture: an interdisciplinary conference, Ayr Scotland, Sept, 2005

“Beautiful Losers: The Construction and Contestation of Authenticity in Skateboard Culture,” with Joanne Kay, North American Society for the Sociology of Sport, Winston-Salem, NC Oct 2005

Collaborative Research Roundtable, participant, North American Society for the Sociology of Sport, Winston-Salem, NC Oct 2005

“Welcome to my crib”: Locating athletes’ masculinities on MTV’s ‘*Crips*’, with Maureen Smith, North American Society for the Sociology of Sport, Tucson, AZ, November 2004.

“All aboard: Skateboarding and the branding of the ‘action lifestyle.’” With Charlene Wilson, North American Society for the Sociology of Sport, Montreal, November 2003.

“Skateboarding and the gendered notions of space,” North American Society for the Sociology of Sport, Indianapolis, November 2002.

“‘Chicks’ dig scars: Transformations in the subculture of skateboarding”. North American Society for the Sociology of Sport, San Antonio, TX, November 2001.

“Creating space for female skateboarders.” The Association for the Study of Play. San Diego, CA, February 2001.

“Images of Lifestyle Sports: the audience view.” with Belinda Wheaton for the North American Society for the Sociology of Sport. Colorado Springs, CO, November 2000

“The skateboarding image: An analysis of the industry's impact on the participants' view of ‘authenticity’.” with Lisa Weidman for the International Sociology of Sport Association in conjunction with the World Congress of Sociology. Montreal, Quebec, July 26-August 1, 1998.

“Expectations and Experiences of Women in Selected NCAA Division I Programs” with Brenda Riemer and Pete Schroeder, North American Society for the Sociology of Sport, Toronto, Canada November 5-8, 1997.

“An analysis of the Promise Keepers' Use of Sport in Defining “Christ-like” Masculinity.” North American Society for the Sociology of Sport, Sacramento, CA, November 1-4, 1995.

“A Critical Perspective and Qualitative Methods,” paper presented as part of a panel addressing methodological concerns. North American Society for the Sociology of Sport, Ottawa, Canada, Nov. 3-6, 1993.

“Alternative Masculinity in the Subculture of Skateboarding,” North American Society for the Sociology of Sport, Toledo, OH, Nov. 4-7, 1992.

“The Subculture of Skateboarding: Beyond Social Resistance,” North American Society for the Sociology of Sport, Milwaukee, WI, Nov. 6-9, 1991.

“The Association of Intercollegiate Athletics for Women: A Case of Minority Group Dynamics,” North American Society for the Sociology of Sport, Washington, DC, Nov. 9-12, 1989.

National Conferences

“Muscular Christian Movements: Race and Gender Ideologies,” American Alliance for Health, Physical Education, Recreation, and Dance, Atlanta, GA April 16-20, 1996.

“Bill McCartney and the Promise Keepers: Exploring the Connections among Football, Masculinity, and Evangelical Christianity,” American Alliance for Health, Physical Education, and Dance, Portland, OR, March 29 - April 1, 1995.

“Qualitative Research in Physical Education and Sport: A Workshop and Symposium for Novice and Experienced Investigators,” (panelist) American Alliance for Health, Physical Education and Dance, New Orleans, LA, March 28-April 1, 1990.

Regional Conferences

“Gay Games” with Marena Hewett, It takes a rainbow: Bridging the Mountains to the Bay, LGBTQIA conference at the University of the Pacific, Stockton, CA Feb 20, 2010

“Reading Hollister: Manufacturing and consuming surf culture,” with Maureen Smith, Pacific Sociological Conference, San Diego, CA April 2009

“The Gendering of Sport in American Education” Women's studies conference, Chico, CA., April 21, 2001.

“Women in Secondary Physical Education Positions: Current Trends and Future Implications,” Midwest Association for College and University Physical Education, Angola, IN, Oct. 22-24, 1993.

“Beyond Statisticians and Scorekeepers: Integration of Persons with Low Vision into Sports,” (with Patricia Koenig, M.A., CRT) The Statewide Illinois Low Vision Conference, Chicago, IL, Oct. 14-16, 1993.

“The Packaged Image of a Skateboarder,” Far West Popular Culture Association, Las Vegas, NV, January 1990.

“Minority Group Theory Applied to Education: The case of the Association of Intercollegiate Athletics for Women,” Northern Rocky Mountain Educational Research Association, Jackson Hole, WY, October 1989.

GRANTS

University of the Pacific Eberhardt Research Fellowship, March 1997
For research on student-athletes' experiences in college

California State University East Bay, New Faculty Support Grant, 2009
For research to write a reference guide on skateboarding

PROFESSIONAL ORGANIZATIONS

American Sociological Association
North American Society for the Sociology of Sport
Pacific Sociological Association

PROFESSIONAL SERVICES

Editorial

Editorial Board Member for The Sociology of Sport Journal, the publication of the North American Society for the Sociology of Sport, 1997-2000 and 2001-2003

Ad hoc reviewer:

Journals reviewed for since 2003

American Behavioral Scientist
Communication and Sport
Gender and Society
Journal of Sport and Social Issues
Journal of Contemporary Ethnography
Leisure Studies
International Journal of Sport Policy and Politics
International Review for the Sociology of Sport
Social Psychology Quarterly
Sport in Society
Symbolic Interaction
The Sociology of Sport Journal
Women in Sport and Physical Activity Journal

Book manuscripts, proposals, and Dissertations reviewed since 2003

Book manuscript, "This is how I think": Skate Life, Corresponding Cultures and Alternative White Masculinities, Emily Chivers Yochim, for University of Michigan Press, 2008

Book proposal, Snowboarding Bodies in Theory and Practice: Boarders, Babes and Badasses, Holly Thorpe, for Palgrave Macmillan Press, 2008

Book proposal, Youth Culture and Sport: Identity, Power, and Politics, editors, M. Giardina and M. Donnelly. for Routledge, 2005

Doctoral Dissertation, Matthew Atencio, (2006) Wollongong University, Australia
"The place and meaning of health and physical activity in the lives of young urban people from culturally diverse urban neighborhoods"

North American Society for the Sociology of Sport

Site Co-coordinator, Sacramento, CA November 1-4, 1995

Committee Member. Graduate Student Paper Award, 1995 and 1996

Member of the Nominations and Elections Committee, 1996-97

Member of the Site Selection and Membership Development Committee, 1996-97

Chair of the Site Selection and Membership Development Committee, 1997-98

Chair. Nominations and Elections Committee, 2000

Member of the Program Committee, Indianapolis, IN, 2002

Member of the Program Committee, Winston-Salem, NC, 2005

Presider. "Exploitation, Harassment and Abuse," Sacramento, CA November 1-4, 1995

Organizer and Presider, "The Student-Athlete Experience" with Brenda Riemer, Toronto, Canada Nov. 5-8, 1997

Organizer and Presider, "Gender and Sport" Las Vegas, NV, November 1998

Organizer, "Sport and the use of Public Space," Indianapolis, IN, November 2002

Organizer and Presider, "Subcultural Theory," with Belinda Wheaton, Winston-Salem, NC, 2005

Member of the Distinguished Service Award Committee, 2007

Member of the Program Committee, Denver, CO 2008

Organizer and Presider, "Sport and Sustainability," Denver, CO 2008

Member of the Program Committee, San Diego, CA, 2010

Co-Chair of the Program Committee, Minneapolis, MN 2011

Member of the Program Committee, New Orleans, LA 2012

Other Professional Organizations

Member of the Resource Council, Women's Sports Foundation. Coordinated information about coeducational sports for the WSF internet resources. 1995-1996

Presider. session, "Sport in Society and Social Relations," for the Pacific Sociological Association, San Diego, CA April 17-20, 1997

Organizer. session on Sport for the American Sociological Association, Washington, DC, August 2000

Member of Research Council, American Alliance for Health, Physical Education, Recreation, and Dance. National Association of Girls and Women in Sport. Part of a multi-disciplinary group who developed criteria for determining awards for outstanding scholarship about females. 2002-03
 Organizer, Session “Sociology of Sport,” for the Pacific Sociological Association, San Francisco, CA April 2004
 Executive Committee member, Youth Sport Coalition, for the National Association of Sport and Physical Education, 2005-2007
 Member of the Student Affairs Committee for the Pacific Sociological Association, 2011-2014
 Second Organizer for a session: “PSA 101: A student’s guide to ‘doing’ a conference” for the Pacific Sociological Association’s annual meeting, San Diego, March 2012
 Member of the Civil Liberties and Civil Rights committee for the Pacific Sociological Association, 2014-2017
 Organizer, session “Sociology of Sport” for the American Sociological Association’s conference, San Francisco, 2014

University Services – California State University, East Bay

Member of the Educational Effectiveness Committee 2013-current
 Member of the College of Education and Allied Studies committee for Retention, Promotion and Tenure, 2013 and 2014
 Associate Director for the Center for Sport and Social Justice, 2012-current
 Member of Academic Senate 2009-2011
 Member of subcommittee on Cultural Groups and Women for General Education 2008-2010

University Services – University of the Pacific

Member of Curriculum Committee. College of the Pacific, 1996-1999
 Community Involvement Program Board Member, 1996-1998
 Faculty Advisor for the College of the Pacific Association, the governing body for the students of the College of the Pacific, 1996-99
 Member of the Gender Studies Board, 1997-2002; 2005-2008
 Member of the Mentor II (University freshman seminar) Planning Committee, 1996-99
 Convener of the Mentor II (University freshman seminar) Planning Committee, 1998-99
 Member of the Mentor I (University freshman seminar) reading selection committee, 1999
 Member of the General Education Committee, Mentor II representative, 1997-99
 University Representative. Association of American Colleges & Universities, General Education Workshops. Tampa, Florida. 1997 & 1998
 Member of University Task Force, Asheville Institute on General Education, 1999
 Member of the Priority V Task Force, the committee evaluates and makes recommendations about student services, 1997
 Member of the board for the student newspaper, *The Pacifican*, 1999- 2001
 Member of the architectural selection committee for the proposed student center, 1999-2000

Member of the National Commission for the next level of excellence, Students and the co- curricular experience, 2000-2001
Chair of the task force on commencement weekend, 2000
Member of the Academic Council (faculty senate), 1999-03
Chair of the Academic Council (faculty senate), 2002-03
Member of the Honors Council, 2001-08
Member of the Ethnic Studies Board, 2003 -08
Chair of the Department of Sport Sciences, 2004-05
Member of the University Diversity Committee's subcommittee on curriculum 2006-08
Director of Gender Studies Program, 2005 - 2007

CURRICULUM VITAE
Catherine Inouye, Ed.D.
Department of Kinesiology
California State University, East Bay
Winter 2014

EDUCATION

- 1994 Ed.D. Degree in Physical Education/Physiological Kinesiology,
University of Northern Colorado
- 1987 M.A. Degree in Physical Education/Exercise Physiology, San Francisco
State University
- 1980 B.A. Degree in Physical Education, University of California Santa Barbara

EMPLOYMENT

- 1989-Present California State University, East Bay, Associate Professor,
Department of Kinesiology
- 1988 University of Northern Colorado, Lecturer, Department of
Kinesiology
- 1988-1987 University of Northern Colorado, Teaching Assistant,
Department of Kinesiology

INSTRUCCTIONAL SUBJECT MATTER COMPETENCIES

Exercise Physiology, Exercise and Stress, and Nutrition and Sport Performance.

Instructional responsibilities within the Department of Kinesiology include Exercise Physiology (undergraduate and graduate level), Nutrition and Sport Performance (undergraduate and graduate level), and Exercise and Stress. Following is list of courses developed and taught in the past five years:

- Kin 1625 Nutrition and Performance
- Kin 3320 Exercise Physiology
- Kin 3320 Exercise Physiology Lab
- Kin 4005 Exercise Nutrition and Metabolism
- Kin 4010 Contemporary Perspectives in Exercise Nutrition
- Kin 4615 Exercise and Stress
- Kin 6420 Seminar in Exercise Physiology
- Kin 6470 Seminar in Exercise Nutrition
- Kin 6655 Physiological Perspectives on Health and Wellness
- Kin 6700 Special Topics

Courses that focus on topics germane to physical activity have been developed for the Sport Performance Program offered by the Division of Continuing and International Education within the past 5 years. Following is a list of these courses:

- KPE 7815 Optimizing Aging: Implications of Physical Activity (Winter 2009)

KPE 7822 Hello Exercise, Goodbye Stress: The Physiological Benefits of
Exercise (Winter 2011)

Inouye - 2

PROFESSIONAL CONTRIBUTIONS

CRITICAL CONTRIBUTIONS:

2006-2011 Chief Editor of Western Society Review, Publication of the
Western Society for Kinesiology and Wellness.

ORAL CONTRIBUTIONS AT CONFERENCES AND WORKSHOPS:

March 2014 - "Body Composition and Maximal Oxygen Uptake" Presentation for
Integrated Middle School Science Professional Development Day, CSU
East Bay.

October 2013 - "Health and Wellness Retreat" Kaiser Grant Professional
Development Day for Harder and Park Elementary, CSU East Bay.

October 2013 - "Healthy Eating and Active Living at Harder and Park
Elementary" Panel Presentation at WSKW Conference, Reno, NV.

October 2012 - "Fall Prevention and Fitness Programs for Older Adults:
Strategies for Implementation Among Culturally Diverse Populations"
Panel Presentation at WSKW Conference, Reno, NV.

April 2012 - Tri-Valley Fitness Fall Prevention Programs in a Multicultural
Community Dwelling" Panel Presentation at Center for Healthy Aging in
Multicultural Populations Conference, San Jose, CA

October 2009 - "Managing Stress and Staying Healthy" presented for Faculty
Development, CSU East Bay.

April 2009 - "Health, Wellness, and Stress" presented at ACE/OCWE
Conference at CSU East Bay.

April 2009 - "Hypertension: Implications of Exercise and Nutrition" presented
for Refresh Your Life Program at Hayward Public Library.

March 2009 - "Stress Reduction Through Exercise" presented for Refresh Your Life Program at Hayward Public Library.

November 2008 - "Cholesterol, The Good, The Bad, and The Ugly" presented for Refresh Your Life Program at Hayward Public Library.

March, 2006 - "Handling Stress: Staying Healthy" presented for the Office of Faculty Development and the Faculty Center for Excellence in Teaching, CSU East Bay.

October 2005 - "What Can The Profession of Kinesiology Do To Aid In The Fight Against Obesity and Physical Inactivity" panelist at WSKW Conference, 2005.

May 2005 - "Healthy Aging Panel – Exercise and Stress" panelist at Osher Lifelong Learning Institute, CSU East Bay.

Inouye - 3

March 2004 - "Handling Stress: Staying Healthy" presented for Faculty Development, CSU East Bay.

ABSTRACTS, POSTERS, & PUBLICATIONS:

Malavasi, L. Inouye, C., & Caplan, C. "Assessment of a Physical Activity Program in Low-Income Seniors Living in Independent Community Residences" (poster presentation at ACSM Conference, June 2012)

Yarwasky, N., Malavasi, L., & Inouye, C. "Effects of a Senior Fitness Program on Risk of Falls, Fitness, Mental Health, and Falls Self-Efficacy in Residents of Independent-Living Communities (poster presentation at 3rd Annual Faculty Research, Scholarship and Creative Activity Poster Exhibit, May, 2012).

Inouye, C., & C. Garberson, "Effects of a Home-Based Exercise Program in an Elderly Population" (poster presentation at WSKW Conference, October 2005).

Inouye, C., "Water Exercise Effects on Non-Traditional Women Participants" (poster presentation at WCPES Conference, October 2004).

Prassas, S., J. Ostarello, & C. Inouye, "Giant Swings on the Parallel Bars: A Case Study" (abstract presented at International Symposium on Biomechanics in Sport Conference, August 2004).

Inouye, C. "Effects of Fitness Level on Salivary Cortisol and State-Trait Anxiety

to an Examination Stressor” (publication in WCPES *Western Society Review*, Fall 2004.

GRANT:

McCullagh, P. (P.I.), Inouye, C., Rayas, J.L., & Malavasi, M., “Kaiser Permanente Healthy Eating, Active Living Local Partnership Grant, 2011-2013.

NON-PEER REVIEWED ARTICLE:

Inouye, C., Perazich, L., & Stuart, K. (2013). Community-Based Water Exercise Program Effects on Fitness and Body Composition in Healthy Women Participants. *AKWA Magazine, Official Publication of the Aquatic Exercise Association*, 26(4), 32-33.

PROFESSIONAL COMMITTEES:

2006- 2010 – Member of Central Committee, Western Society for Kinesiology and Wellness.

Inouye - 4

UNIVERSITY SERVICE

Service at the Department Level:

Graduate Coordinator (2010-present)
RTP Committee (2006-2007, 2013-2014)

KPE Review Committee, Reclassification (2006, 2008)
Faculty Grievance Panel (2007)
PTR Committee (2006-2007)
Peer Review, Coaches (2004-2006)
Joe Morgan Scholarship Committee (2004-Present)
Faculty Marshal, Commencement (2004-Present)
Faculty Marshal, Honors Convocation (2004-Present)

Search Committees:

Chair Search Committee (2013)
Physical Activity Specialist, Tenure Track (2012-2013)
Biomechanics, Tenure Track (2012-2013)

Laboratory Technician/Instructional Support Assistant II (2010)
Head Swim Coach (2010)
Pedagogy, Tenure Track (2009)
AEA II Search (2009)
Exercise Physiology, Tenure Track (2008)
Pedagogy, Full-Time Annual Lecturer (2008)
Humanities Full Time Lecturer, Chair (2007)
Pedagogy Tenure Track (2007)
Sport Psychology, Full-Time Annual Lecturer (2006)
Softball, Head Coach (2006)
IT/Lab Technician (2006)
Athletic Training (2005)
Golf, Head Coach (2005)
Pedagogy, Tenure Track (2004)
Biomechanics, Tenure Track (2003)
Motor Development, Tenure Track (2001)
Women's Softball Coach, (2001)

Department Chair Advisory Committee, Chair (2005, 2006, 2009)

Committee Service at the University Level:

FAC Subcommittee: Outstanding Professor/Faculty Awards (2014)
Review Committee of the Vice President of University Advancement (2011)
Committee on Instruction and Curriculum (2011-2012)
Self-Support Subcommittee (2012)
University Committee on Layoffs (2007)
Representative-At-Large Academic Senate (2006-2008)
Professional Leave Committee (2004-2005, 2005-2006)
Review Committee for the Director of The Office of Faculty Development and
The Faculty Center for Excellence in Teaching (2005)
Fairness Committee (2005)

Inouye - 5

COMMUNITY SERVICE

Presentation to Parents of Park Elementary to support Zumba Dance Club,
"Healthy Eating an Active Living" (2013)
High School Campus Visit, Lab Demonstration (2010)
Health & Wellness Faire (2009)
Mt. Eden High School Wellness Fair (2009)
Freshman 15 Workshop (2005)
Majors/Minor Fair (2005)
Wellness Institute (2004-2010), provide body composition and nutritional

analysis for individuals within the university and surrounding community.

Curriculum Vita

RITA LIBERTI

Professor Kinesiology
California State University, East Bay
25800 Carlos Bee Boulevard
Hayward, CA 94542 (510)
885-3050
rita.liberti@csueastbay.edu

EDUCATIONAL SUMMARY:

Ph.D. - Sport Studies, University of Iowa, 1998. *Dissertation*: “We were ladies, we just played basketball like boys”: A Study of Women’s Basketball at Historically Black Colleges and Universities in North Carolina, 1925-1945.

M.Ed. - Athletic Administration, Slippery Rock University of Pennsylvania, 1986.

B.S. - Health and Physical Education, Edinboro University of Pennsylvania, 1984.

TEACHING POSITIONS:

Professor, Department of Kinesiology, California State University, East Bay (2009 – present)

Associate Professor, Department of Kinesiology and Physical Education, California State University, East Bay (Hayward, 2004 – 2009).

Associate Professor, Women’s Studies Program, California State University, East Bay, 2005 – 2006.

Assistant Professor, Department of Kinesiology and Physical Education, California State University, Hayward, 1998 - 2004.

Adjunct Faculty, Department of Health and Human Performance, Iowa State University, Ames, Iowa, 1998.

Instructor, Pre-Vocational Training Program, University of Iowa, Iowa City, Iowa, 1994 -1997.

Teaching Assistant, Department of Sport, Health, Leisure, and Physical Studies, University of Iowa, Iowa City, Iowa, 1991 – 1996; 1998

Instructor, Division of Community and Continuing Education, Kirkwood Community College, Iowa City, Iowa, 1995.

Instructor/Academic Advisor, Physical Education Department, Firelands College of Bowling Green State University, Huron, Ohio, 1986 - 1990.

Teacher (substitute), Slippery Rock School District, Slippery Rock, Pennsylvania, 1986.

ADMINISTRATIVE POSITIONS:

Department Chair, Kinesiology and Physical Education (December 2006 – June 2009).

Department Chair, (Acting) Kinesiology and Physical Education (September-December 2006).

Interim Coordinator Undergraduate Advising, Department of Sport, Health, Leisure, Physical Studies, University of Iowa, Iowa City, Iowa, 1996 - 1997.

Interim Director of Program Development, Women's Resource and Action Center, University of Iowa, Iowa City, Iowa, 1994 - 1995.

Director of Intramurals, Firelands College of Bowling Green State University, Huron, Ohio, 1986 - 1990.

Assistant to the Director, Intramural Department, Slippery Rock University of Pennsylvania, 1984 - 1986.

OTHER UNIVERSITY APPOINTMENTS/POSITIONS:

Director, Center for Sport & Social Justice, CSUEB, 2011 to Present.

Peer Observation Consultant, Office of Faculty Development, CSUEB, Spring 2008.

Faculty in Residence for the Scholarship of Teaching, Faculty Center for Excellence in Teaching, California State University, Hayward. Hayward, CA. 2002 - 2004.

PUBLICATIONS:

Books

Liberti, R. and Smith, M. (Under Review, Syracuse University Press). *(Re)Presenting Wilma Rudolph*.

Articles & Book Chapters

Liberti, R. (Forthcoming, Summer 2014). "Writing at the Margins of the Black Press: *Baltimore Afro American* Female Sport Columnists, 1928-1933." In James L. Conyers, Jr. (Ed.), *Essays on Race And Sport* (Jefferson, NC: McFarland).

Liberti, R. (2013). "Test of Time - *Coming On [and Staying] Strong: Gender and Sexuality in Twentieth-Century Women's Sport*," *Journal of Sport History*, 40 (2), 297-307.

Veri, M. J. and Liberti, R. (2013). "Tailgate Warriors: Exploring Constructions of Masculinity, Food, and Football." *Journal of Sport & Social Issues*, 37 (3), 227-244.

Liberti, R. (2008). "Wilma Rudolph." In M. Whitaker (Ed.), *African American Icons of Sport*.

(Greenwood Press), 231-242.

Craig, M. & Liberti, R. (2007) "Cause that's what girls do": The making of a feminized gym." *Gender and Society*, 21(5), 676-699.

Liberti, R. (2007). Beyond entertainment value: Exploring the intersectionality of race, gender, physicality, and sport. In J. L. Figueroa, B. Baker, & B. Mosupye (Eds.), *Introduction to Ethnic Studies* (2nd ed.). Dubuque, Iowa: Kendall-Hunt Publishing Company, 435-444.

Liberti, R. (2004) Fostering Community Consciousness: The Role of Women's Basketball at Black Colleges And Universities, 1900-1950. In Charles K. Ross, ed., *Race and Sport: The Struggle for Equality on and off the Field* (Oxford, MS: The University of Mississippi Press), 40-58.

Liberti, R., Swantek, D., Kunz, M., & Sullivan, S. (2004) 'Forbidden Narratives': Exploring the Use of Critical Autobiography in a Graduate Sport Sociology Course. *Quest*, 56(2), 190-207.

Liberti, R. (2002) Trailblazing in Marin: Women's Dipsea Hikes, 1918-1922. *California History*, 81(1), 54-65, 84-85.

Liberti, R. (2001-2002) Women's Sport History and Black Feminist Theory. *Womanist Theory and Research* (Special Double Issue), 3&4 (2&1), 45-50.

Liberti, R. (2000) Exploring the Place and Significance of Physical Education at Black Colleges and Universities During the Late Nineteenth and Early Twentieth Centuries. *Western College Physical Education Monograph Series*.

Liberti, R. (1999) "We Were Ladies, We Just Played Like Boys": African American Womanhood and Competitive Basketball at Bennett College, 1928-1942. *Journal of Sport History*, 26(3), 567-584.

Article reprints

(3rd reprint)

Liberti, R. (2006) "We Were Ladies, We Just Played Like Boys": African American Womanhood and Competitive Basketball at Bennett College, 1928-1942, in Sharon Guthrie, et al., *Women, Sport & Physical Activity: Challenges and Triumphs* (Dubuque: Kendall/Hunt), 47-61.

(2nd reprint)

Liberti, R. (2004) "We Were Ladies, We Just Played Like Boys": African American Womanhood and Competitive Basketball at Bennett College, 1928-1942, in David Wiggins and Patrick Miller, eds., *Sport and the Color Line: Black Athletes and Race Relations in Twentieth-Century America* (New York: Routledge), 83-99.

(1st reprint)

Liberti, R. (2002) "We Were Ladies, We Just Played Like Boys": African American Womanhood and Competitive Basketball at Bennett College, 1928-1942, in Patrick Miller, ed., *The Sporting World of the Modern South* (Champaign-Urbana: University of Illinois Press), 153-174.

OTHER PUBLICATIONS:

Liberti, R. (March 2007). Billie Jean King. *The View*, CSUEB.

Liberti, R. (2006). Sport in film: Cultural Perspectives. In C. Richard King & David J. Leonard (Eds.), *Visual economies of/in motion: Sport and Film*. (New York: Peter Lang), 247-252.

Liberti, R. (October 28, 2005). "Letters to the Editor: Lesbians in sports." *San Francisco Chronicle*, p. B8.

Dictionary/Encyclopedia Entries

Smith, M. and Liberti, R. (2013). "Wilma Rudolph," in Murry Nelson (Ed.) *American Sports: A History of Icons, Idols, and Ideas*. (Santa Barbara, CA: ABC-CLIO), 1124-1128.

Ferri, B.A., Ben-Moshe, L., Liberti, R. (2009). Murderball. S. Burch (Ed.). *Encyclopedia of American Disability History*. (New York: Facts on File), 635-636.

Liberti, R. (2008) "Ruth Glover Mullen" in Henry Louis Gates Jr., & Evelyn Brooks Higginbotham, eds., *African American National Biography*. (Cambridge: Oxford University Press), 524-526.

Liberti, R. (2004) "Cheryl Miller" in Henry Louis Gates, Jr., & Evelyn Brooks Higginbotham, eds., *African American Lives*. (Cambridge: Oxford University Press), 592-594.

Liberti, R. (2004) "Cheri Becerra, SuAnne Big Crow, Patty Catalano, Angela Chalmers, & Angelita Rosal," in C. Richard King, ed., *Native Americans in Sport*. (New York: M.E. Sharpe Publishers), 39-40; 49-50; 74-75; 75-76; & 262.

Liberti, R. (2004) "Stephanie Hightower, Lisa Leslie, Pamela McGee, Louise Stokes, Gwen Torrence, Ora Washington, and John Woodruff," in David Wiggins, ed., *African Americans in Sports* (New York: M.E. Sharpe Publishers), 146-147; 207-208; 231-232; 348; 370-371; 391; & 416.

Liberti, R. (2004) "Margaret Wade," in Susan Ware, ed., *Notable American Women* (Cambridge, MA: Harvard University Press), 655-657.

Book Reviews

Liberti, R (Forthcoming). *Sportista: Female Fandom in the United States*, by Andrei S. Markovits and Emily K. Albertson. *Journal of Sport History*.

Liberti, R (2011). *The U.S. Women's Soccer Team: An American Success Story*, by Clemente A. Lisi. *Journal of Sport History*, 38 (2), pp. 331-332.

Liberti, R. (2008). *Senda Berenson: The Unlikely Founder of Women's Basketball*, by Ralph Melnick. *Journal of Sport History*, 35(1), pp. 179-181.

- Liberti, R. (2007). *Women in Sports in the United States: A Documentary Reader*, by Susan K. Cahn and Jean O'Reilly (eds.). *Journal of Sport History*, 34(3), pp. 512-513.
- Liberti, R. (2007). *Out of the Shadows: A Biographical History of African American Athletes*, by David Wiggins (ed.), *Sociology of Sport Journal*, 24(4), pp. 498-499.
- Liberti, R. (2004). *Fun and Games in Twentieth Century America: A Historical Guide to Leisure*, by Ralph Giordano. *Journal of Sport History*, 31(1), pp. 103-104.
- Liberti, R. (2002). *Higher Goals: Women's Ice Hockey and the Politics of Gender*, by Nancy Theberge. *Journal of Sport History*, 29(1), pp. 158-159.
- Liberti, R. (2001). *The Man in the Dugout: Baseball's Top Managers & How They Got That Way*, expanded edition, by Leonard Koppett. *Journal of Sport History*, 28(1), pp.157-158.
- Liberti, R. (2001) *Women's Fastpitch Softball – The Path to the Gold: An Historical Look at Women's Fastpitch in the United States*, by Mary L. Littlewood. *Journal of Sport History*, 28(1), pp. 160-161.
- Liberti, R. (2000) *The Origins of the Jump Shot: Eight Men Who Shook the World of Basketball*, by John Christgau. *Journal of Sport History*, 27(1), 172-173.

Published Conference Proceedings

- Baker, N. & Liberti R. (2012). "‘The Golden Years’ or Wide Right: The Buffalo Bills in History and Memory." Proceedings of the North American Society for Sport History Conference, pp. 22-23. Berkeley, CA.
- Liberti, R. (2011). "Wilma: Biopics, Nostalgia, and Family in the 1970s." Proceedings of the North American Society for Sport History Conference, pp. 58. Austin, TX.
- Liberti, R. (2010). "‘She Isn’t Colored, She’s Gold’: Wilma Rudolph, Beauty, and the Politics of Race." Proceedings of the North American Society for Sport History Conference, pp. 48. Orlando, FL.
- Smith, M. & Liberti, R. (2009). "Wilma Rudolph as Cold War Icon?: Re-reading Female Athletic Success in the 1950s and 1960s." Proceedings of the North American Society for Sport History Conference, pp. 15-16. Asheville, NC.
- Liberti, R. (2008). "Welcome Wilma Day: Remembering and Forgetting Clarksville’s Racial Past." Proceedings of the North American Society for Sport History Conference, pp. 140-141. Lake Placid, NY.
- Liberti, R. (2007). Writing at the Margins: *Baltimore Afro-American* Female Sport Columnists, 1928-1933. Proceedings of the North American Society for Sport History Conference, pp. 84-85. Lubbock, Texas.
- Liberti, R. (2003). African American Women in Sport: A Few Reflections on Research, *In Sport as a Vehicle For Social Transformation: Conference Proceedings*, San Francisco State University (S.G. Zieff & M.J. Veri, eds.), pp. 19-25. Identity Press: Fountain

Valley, CA.

Liberti, R. (2001). Amazons on the Trail: Women and the Dipsea Hikes, 1918-1922. Proceedings of the North American Society for Sport History Conference, pp. 112-113. London, Ontario, Canada.

Liberti, R. (1999). "Mere Feminines": An Examination of the Five Versus Six-Player Rule Debate in the Black Press During the 1920s and 1930s. Proceedings of the North American Society for Sport History Conference, pp. 81-82. Pennsylvania State University, State Park, PA.

Liberti, R. (1998). The Decline of Women's Basketball Competition at Historically Black Colleges and Universities in North Carolina, 1940-1945. Proceedings of the North American Society for Sport History Conference, 36-37. University of Windsor, Ontario, Canada.

Liberti, R. (1997). "We Were Ladies, We Just Played Like Boys": African American Women and Competitive Basketball at Bennett College, 1929-1942. Proceedings of the North American Society for Sport History Conference, 91-92. Springfield College, Springfield, MA.

Manuscripts in Preparation

Smith, M. and Liberti, R. (Book editors) *Histories of sport in the Bay Area* (Fayetteville: University of Arkansas Press).

PRESENTATIONS:

Liberti, R. (May 2013). "Reading at the Intersections of *Out: The Glenn Burke Story*." North American Society for Sport History Conference. Halifax, Nova Scotia, Canada.

Liberti, R. (November 2012). "*Coming on (and Staying?) Strong*: Two Decades of Women's Sport History Scholarship." Western Society for the Physical Education of College Women. Pacific Grove, CA.

Baker, N. and Liberti, R. (June 2012). "The Golden Years or 'Wide Right': The Buffalo Bills in History and Memory. North American Society for Sport History Conference. Berkeley, CA.

Liberti, R. (April 2012). "Creating Black Counterpublics: Female Sport Columnists Writing for the Black Press, 1928-1934." Symposium on Race & Sport. University of Houston, Houston, TX.

Liberti, R. (May 2011). "*Wilma*: Biopics, Nostalgia, and Family in the 1970s." North American Society for Sport History Conference. Austin, Texas.

Liberti, R., and Veri, M. (November 2010). "Tailgate Warriors": Men, Masculinity, Food, and Football. North American Society for Sport Sociology Conference. San Diego, CA.

Liberti, R. and Smith M. (October 2010). "Running with a Story: Wilma Rudolph as Cold War Icon in the U.S. Press." American Academy in Rome Conference. Rome, Italy.

- Liberti, R. and Smith, M. (May 2010). “ ‘She isn’t colored, she’s gold’: Wilma Rudolph and the Politics Of Racialized Beauty.” North American Society for Sport History Conference. Orlando, Florida.
- Liberti, R. and Smith, M. (May 2009). “Wilma Rudolph as Cold War Icon?” North American Society for Sport History Conference. Asheville, North Carolina.
- Liberti, R. and Smith, M. (November 2008). “Reading Wilma Rudolph: Children’s Literature and Identity Construction.” North American Society for Sport Sociology. Denver, Colorado.
- Smith, M. & Liberti, R. (July 2008). “Remembering Wilma Rudolph: The Role of Material Culture in the Public Consumption of Sport History.” International Society for the History of Physical Education and Sport Conference. Tartu, Estonia.
- Liberti, R. (May 2008). “Welcome Wilma Day: Remembering and Forgetting Clarksville’s Racial Past.” North American Society for Sport History Conference. Lake Placid, New York.
- Liberti, R. (November 2007). “Last Train to Clarksville”: Interrogating Representations of Wilma Rudolph. Western Society for the Physical Education of College Women. Pacific Grove, California.
- Liberti, R. (May 2007). “Writing at the Margins: *Baltimore Afro-American* Female Sport Columnists, 1928-1933.” North American Society for Sport History Conference. Lubbock, Texas.
- Liberti, R. (March 2007). “Author Meets Critics: Shari Dworkin & Leslie Heywood: Built to Win: The Female Athlete as Cultural Icon.” The Pacific Sociological Association Conference, Oakland, California.
- Chase, L., Liberti, R., Lucas, S., Smith, M., & Wrynn, A. (November 2006). “Oral History as a Collective, Participatory Process.” Western Society for the Physical Education of College Women. Pacific Grove, California.
- Liberti, R. (October 2006). “The History of Women’s Athletics at Local Universities and Beyond.” Santa Clara University, Female Athlete Series. Santa Clara University.
- Ferri, B. & Liberti, R. (June 2006). “Real men play *Murderball*: Masculinity, Disability and Sport.” National Women’s Studies Association Conference. Oakland, California.
- Liberti, R. (December 2005). “As Girls See It”: Baltimore Afro-American Female Sports Columnists Writing on the Politics of Gender and Race, 1925-1935.” Stanford University “Race and Sport” Fall Lecture Series, African and African American Studies Program. Palo Alto, California.
- Liberti, R. (November 2005). “Too many ‘birls’ and too little sex appeal”: Media Constructions of the International Women’s Professional Softball Association, 1976-1979.” Western Society for Physical Education of College Women. Pacific Grove, California.
- Craig, M. & Liberti, R. (August 2005). “ ‘Cause that’s what girls do’: The Making of a Women’s Gym.” American Sociological Association Conference. Philadelphia, PA.
- Liberti, R. & Craig, M. (November 2004). “Learning to Lose (Curves): Examining Discourses on Women’s Fitness.” North American Society for Sport Sociology Conference. Tucson, AZ.

- Liberti, R. & St. John, A. (November 2003). "Listening to Oakland: Race, Representation, and the Raider Riots." North American Society for Sport Sociology Conference. Montreal, Canada.
- Liberti, R., Magdalinski, T., Morrow, D., Findling, J., Dzikus, L. (May 2003). "Teaching Matters: Sport History and Higher Education." North American Society for Sport History Conference. Columbus, OH.
- Liberti, R. (April 2003) "Women's Basketball at Historically Black Colleges and Universities Prior to Integration: A Few Reflections on Research." San Francisco State University.
- Liberti, R. (November 2002) " 'Forbidden Narratives': Critical Autobiography and Sport Sociology." Western Society for Physical Education of College Women Conference. Welches, OR.
- Liberti, R. (November 2002) "Exploring Sport's Place in Lower Division Learning Communities." North American Society for Sport Sociology Conference. Indianapolis, IN.
- Liberti, R. (September 2002) "Fostering Community Consciousness: Women's Basketball at Black Colleges and Universities, 1900-1950." Porter L. Fortune Lecture Series. University of Mississippi, Oxford, MS.
- Liberti, R. (April 2002) "The Role of Socialization on Gender Identity and Sport." Lecture presented to the Women and Leisure class. California State University, Hayward (Contra Costa Campus).
- Liberti, R. (April 2002) "Sport History: Theory and Methods." Lecture presented to the graduate student research seminar in Kinesiology, Sonoma State University, Rohnert Park, CA.
- Liberti, R. (April 2002) "Surviving Turf Wars: Sport/PE History and General Education." American Alliance for Health, Physical Education, Recreation, and Dance Convention. San Diego, CA.
- Liberti, R. & Smith, M. (November 2001) "A History of Western Society." Western Society for Physical Education of College Women. Pacific Grove, CA.
- Liberti, R. & Sue, V. (October 2001) "An Analysis and History of the *Sports Illustrated* Swimsuit Issue." CNTV Television Program. California State University, Hayward. Hayward, CA.
- Liberti, R. (June 2001) "Performance Enhancing Drug Use in Sport: A Few Historical and Philosophical Considerations." St. Mary's College Summer Colloquium for Graduate Students. Moraga, CA.
- Liberti, R. (May 2001) " 'Amazons on the Trail': Women and the Dipsea Hikes, 1918-1922." North American Society for Sport History Conference. London, Ontario, Canada.
- Liberti, R. (April 2001) "Social Definitions of Sex and Gender." *Gender in the Arts, Literature, And Society* Freshmen Cluster Program, CSU Hayward, Hayward, CA.
- Liberti, R. (November 2000) "Why Sport History Matters." Western Society for Physical Education of College Women. Long Beach, CA.
- Liberti, R. (October 2000) "Exploring the Place and Significance of Physical Education at Black

Colleges and Universities During the Late Nineteenth and Early Twentieth Centuries.” Western College Physical Education Society, Reno, NV.

- Liberti, R. (April 2000) “ ‘Finer Womanhood’ and the Place of Competitive Basketball for Women At Historically Black Colleges and Universities, 1900-1950.” Black Feminist Theorizing Across the Disciplines: A Distinguished Lecture Series, Texas Woman’s University, Denton, TX.
- Liberti, R. (March 2000) “Sport History: Research Considerations for Those in Kinesiology.” Lecture presented to graduate student research seminar in Kinesiology, Sonoma State University, Rohnert Park, CA.
- Liberti, R. (March 2000) “African American Women’s College Basketball History.” CNTV Television Program, California State University, Hayward. Hayward, CA.
- Liberti, R. (November 1999) “Toward a Better Understanding of Sport History.” Research Presentation, Office of Faculty Development, California State University, Hayward, Hayward, CA.
- Liberti, R. (November 1999) “ ‘Prepar[ing] for Wholesome and Efficient Womanhood’: The Growth Of Intercollegiate Basketball for Women at Black Colleges in the Southern United States During the Early Twentieth Century.” Western Society for Physical Education of College Women Conference. Pacific Grove, CA.
- Liberti, R. (October 1999) “Gender Play: Examining Competing Discourses on African American Women and Athletic Participation, 1915-1945.” Second Biennial Feminism(s) And Rhetoric(s) Conference. Minneapolis, MN.
- Liberti, R. (May 1999) “ ‘Mere Feminines’: An Examination of the Five Versus Six-Player Rule Debate in the Black Press During the 1920s and 1930s.” North American Society for Sport History Conference. State College, PA.
- Liberti, R. (April 1999) “ ‘We Just Loved Our Basketball’: Exploring the Significance of African American Women’s College Sport in the South, 1918-1945.” American Alliance for Health, Physical Education, Recreation, and Dance Convention. Boston, MA.
- Liberti, R. (May 1998) “The Decline of Women’s Basketball Competition at Historically Black Colleges and Universities in North Carolina, 1940-1945.” North American Society for Sport History Conference. Windsor, Ontario, Canada.
- Liberti, R. (April 1998) “ ‘North State Wonder Team’: Shaw University Women’s Basketball, 1925-1945.” (Poster Session) American Alliance for Health, Physical Education, Recreation, and Dance Convention. Reno, NV.
- Liberti, R. (May 1997) “ ‘We Were Ladies, We Just Played Like Boys’: African American Women and Competitive Basketball at Bennett College, 1928-1942.” North American Society for Sport History Conference. Springfield, MA.
- Liberti, R. (June 1996) “ ‘Their Rightful Place in the Athletic World’: Women’s Basketball Among Historically Black Colleges and Universities in North Carolina, 1925-1944.” Sport in the South Symposium, North Carolina Museum of History. Raleigh, NC.

Liberti, R. & Haravon, L. (April 1994) "Power Play: Reconceptualizing the Study of Sport History from a Critical Perspective." American Alliance for Health, Physical Education, Recreation, and Dance Convention. Denver, CO.

Liberti, R. (April 1993) "Pushing Back the Boundaries of Womanhood: African American Women in Sport During the 1920s and 1930s." Department of Physical Education and Sport Studies Graduate Forum. Iowa City, IA.

GRANTS/ASSIGNED TIME:

Liberti, R. (Winter/Spring, 2014). College of Education and Allied Studies: 8 units assigned time to further program goals of the Center for Sport & Social Justice.

Liberti, R. (Spring Quarter, 2014). California Faculty Association: 4 units assigned time for Treasurer/Secretary work.

Liberti, R. (Winter Quarter, 2012). Faculty Support Grant, Office of Research & Sponsored Programs, CSUEB: 4 units assigned time.

Liberti, R. (Winter Quarter, 2012). Department of Kinesiology Research Grant: 8 units assigned time.

Liberti, R. and Smith, M. (November 2009). WSPECW Professional Development Grant: \$1000.00

Liberti, R. and Smith, M. (December 2006). Doherty Fellowship. Amateur Athletic Federation of Los Angeles to conduct research on track and field at historically black colleges and universities during the 1950s and 1960s: \$3,500.00.

Liberti, R. and Smith, M. (November 2006). WSPECW Professional Development Grant: \$500.00

Liberti, R. (November 2004). Western Society for Physical Education of College Women, Professional Development Grant: \$500.00.

Liberti, R. (January 2002). School of Education and Allied Studies, California State University, Hayward – Research Incentive Program. Awarded: \$4,000.

Liberti, R. (January 2001). School of Education and Allied Studies, California State University, Hayward – Research Incentive Program. Awarded: \$4,000.

Liberti, R. (January 2000). School of Education and Allied Studies, California State University, Hayward – Research Fellows Program. Awarded: 4 units release time & \$200.00.

Liberti, R. (July 2000). Faculty Support Grant - Summer Fellowship, California State University, Hayward. Awarded: \$4,018.00.

Liberti, R. (November 1999). Western Society for Physical Education of College Women, Professional Development Grant. Awarded: \$500.00.

Liberti, R. (July 1999) Faculty Support Grant - Summer Fellowship, California State University, Hayward. Awarded: \$3,700.00.

AWARDS/HONORS:

Nominated George and Miriam Phillips Outstanding Professor Award (2013)

Granted promotion to Professor, CSU East Bay (2009)

Nominated for the Student Club (KPE CLUB) Advisor of the Year (2007).

Elected President of the Western Society for Physical Education of College Women (term, 2006-2007).

Granted tenure and promotion to Associate Professor, CSU East Bay (2004).

Arthur G. Broten. Young Scholars Award. Western College Physical Education Association (2000).

Professional Development Award. Western Society of Physical Education for College Women (1999).

Laura Tuttle Award/Scholarship, University of Iowa (1997).

Katherine Wells Award/Scholarship, University of Iowa (1995).

M. Gladys Scott Award/Scholarship, University of Iowa (1993).

UNIVERSITY SERVICE: (California State University, East Bay).

CSU System Level:

- Participant in the CSU – Kinesiology Chairs Council, 2006-2009.

University Level:

- RTP Committee, University Library, 2013-2014.
- Media & Technology Services, Search Committee, 2012-2013.
- Search Committee, University Librarian, 2012-2013.
- Search Committee, Digital Media Specialist (MATS), 2012-2013.
- California Faculty Association – East Bay Chapter Executive Committee, Secretary, 2011-2013; Treasurer, 2013-2015.
- Director, Center for Sport & Social Justice, 2011-present.
- VP, Finance, Review Committee, 2009-2010.
- Faculty Senate, 2001-2003; 2008-2010.
- Vice Chair, Academic Senate, Summer 2008-Spring 2009.
- Executive Committee, Summer 2008-Spring 2009.
- Faculty Advisor KPE Club, 2006-2011.
- UPABC, 2008-2009.
- Space Advisory Committee, Spring 2009.

- EO 1034 Task Force (student fees), Spring 2009.
- KPE/Athletic Task Force, Spring 2008.
- Strategic Planning Task Force Committee, Fall 2007.
- Chairs' Advisory Committee (Provost's Office), 2007.
- Athletic Hall of Fame Committee, 2006-2007; 2007-2008.
- Faculty Affairs Committee, 2005-2007.
- General Education Subcommittee, 1999-2011.
- Women's Studies Council, 1998-2003.
- Faculty Mentor (Office of Faculty Development), 2004-2011.
- CEAS Dean Search Committee, 2007.
- Campus Climate Committee – Diversity, 2005-2006.
- General Education, Learning Outcomes (Humanities) Committee, 2004.
- WASC Planning – Campus Outcome Team #2 (Degree Programs), 2003.
- Student Health Advisory Committee, 1999-2002.
- Institutional Review Board Committee (IRB), 2002-2003.
- Faculty Diversity and Equity Committee, 2002-2004.
- Faculty Advisor, Gay, Lesbian, Bisexual, Transgender Student Association, 1999 & 2001-2002.
- Curriculum and Instruction Committee, 1999-2001.
- Search Committee; Assistant Vice President Student Affairs, Summer 2001.
- Committee on the Affairs of Students, 1998-2000.
- Representative to California State University Conference on assessment for Kinesiology Majors, 1999.
- California Faculty Association, Department Representative, 2000-2001.
- Sexual Harassment Committee, 1999-2000.

College Level:

- Retention, Tenure, Promotion Committee, 2009-2010.
- Council of Chairs (COC), 2006-2009.
- Chair Advisory Committee (for Educational Leadership), 2008.
- Tenure Track Search Committee (for Leisure and Hospitality Management), 2006-2007.
- Retention Review (for Educational Leadership), 2004-2005.
- Member, Strategic Planning Committee, 2002-2003; Spring 2007-present.
- Member, School Council, 2002-2003; 2006-2007.
- Chairperson, Leadership, Recruitment, and Development Committee, 1999-2000.

Department Level:

- Tenure track search committee (Department Chair Position), 2013-2014.
- Chair, Tenure track search committee (Physical Activity Specialist), 2012-2013.
- Tenure track search committee (Biomechanics), 2012-2013.
- Chair, RTP 2011-2012; 2012-2013.
- Chair, KPE Department, December 2006-June 2009.
- Tenure track search committee member (Pedagogy position), 2006-2007.
- Chair, Post-tenure Review Committee, 2005-2006.
- Chairperson, Strategic Planning Committee, 2002-2003, 2007-present.
- Tenure track Search Committee (Biomechanics, Sport Psychology), 2002-2003.
- By-laws Committee 2000-2002.
- Curriculum Committee 1998-2000.
- Special Awards Committee 1999-2001.

- Facilities Committee, 1999-2000.
- Representative to the California Faculty Association 1999-2001.

PROFESSIONAL SERVICE:

- Distinguished Lecture Committee. North American Society for Sport History, 2013-2014.
- Book manuscript reader: University of Arkansas Press, 2012-2014.
- Editorial Board, *Journal of Sport History* 2011-present.
- Manuscript reader: *Journal of Sport and Social Issues*, 2013.
- Co-Conference Manager. North American Society for Sport History, 2012.
- Co-Chair Conference Program. WSPECW 2009.
- Manuscript reader: *Research Quarterly For Exercise and Sport*, 2009.
- Diversity Outreach Working Group, North American Society for Sport History, 2007-2009.
- President, Western Society for Physical Education of College Women, 2006-2007.
- Book/film review editor, *Women in Sport and Physical Activity Journal*, 2005-present.
- Journal survey editor, *Journal of Sport History*, 2001-2007.
- Chairperson, Site Selection Committee, North American Society for Sport Sociology, 2005.
- Book Award Committee, North American Society for Sport Sociology, 2002-2004.
- Article Award Committee, North American Society for Sport Sociology, 2002-2004.
- Manuscript reader: *Women in Sport and Physical Activity Journal*, 2001-2010.
- Manuscript reader and book reviewer: *Journal of Sport History*, 1998-present.
- Manuscript reader/book reviewer: *National Women's Studies Association Journal*, 2001-2007.
- Book reviewer. *McGraw-Hill Publishers*, 2000-2005.
- Executive Committee Member, Historical Records Division. Western Society for Physical Education of College Women, (WSPECW) 2000-2003.
- Executive Committee, Member-at-large. Western Society for Physical Education of College Women, (WSPECW), 2003-present.
- Conference Planning Committee, WSPECW, 2000-2004.
- Feminist Faculty Union - CSUEB (2005-present).

PARTIAL LIST OF COURSES TAUGHT:

All courses taught at California State University, East Bay unless noted otherwise.

Graduate

Seminar, Philosophy of Sport (KPE 6460)
 Seminar, History of Sport (KPE 6430)
 Seminar, Sport in Contemporary Society (KPE 6440)
 Critical Perspectives on the Body (KIN 6435)
 Seminar, Philosophy of Sport, San Jose State University (Fall 2006).

Undergraduate

Gender (Women) and Sport (KIN 2700)
 History of Sport (KIN 3700)
 Philosophic Foundations of Sport (KPE 3740)
 Sport and Society (KPE 3750)
 Sports in Film: Cultural Perspectives (KPE 3200) – *Totally online course.*
 Women in Contemporary Society (WOST 1002) – *Totally online course.*

PROFESSIONAL AFFILIATIONS:

- North American Society for Sport History (1997-present)
- North American Society for the Sociology of Sport (1998-2011)
- Western Society for Physical Education of College Women (1999-present)
- Western Association of Women Historians (2007-2009)
- American Alliance for Health, Physical Education, Recreation, and Dance (1998-2005)

COMMUNITY INVOLVEMENT:

- Public Lecture: Liberti, R. (August 2012). "Olympic History." Castro Valley Public Library. Castro Valley, CA.
- Member, Grand Lake Neighborhood Crime Prevention Council, 2002-2005.
- Member Rose Garden Preservation Society, 2002-2005.
- Volunteer, (Oakland, CA.) Lake Merritt Institute (Lake clean-up and preservation), 2000-2004.
- Volunteer, (Livermore, CA.) Community Center, 1998.
- Volunteer, Women's Resource and Action Center, University of Iowa, 1991-1993/1995-1998.
- Representative from Firelands College to the Erie County (Ohio) Task Force on AIDS, 1987-1989.
- Member, Firelands College Speakers Bureau (Huron, Ohio), 1986-1990.
- Volunteer, Sandusky (Ohio) Area Diagnostic Center/Youth Center, 1986

ZáNean D. McClain
Department of Kinesiology
California State University, East Bay
Hayward, CA 94542
Office: (510) 885-3051 Fax: (510) 885-2423

EDUCATION

Ph.D. **OREGON STATE UNIVERSITY** – Corvallis, Oregon
Nutrition and Exercise Sciences – Sport Pedagogy (Major), Movement Studies in
Disability (Minor)

M.S. **CALIFORNIA STATE UNIVERSITY** – Sacramento, California
Kinesiology – Sport Performance Option

Teaching Credential **CALIFORNIA STATE UNIVERSITY** – Sacramento, California

B.S. **CALIFORNIA STATE UNIVERSITY** – Sacramento, California
Kinesiology – Teaching Option

A.A. **SACRAMENTO CITY COMMUNITY COLLEGE** – Sacramento, California

AREAS OF EXPERTISE AND INTEREST

- Enjoyment and physical activity levels of youth in school physical education programs
- Instructional effectiveness
- Adapted physical education; Motor difficulties
- Evidence-based research and practices; Effective modeling strategies for teaching children and youth with disabilities, disorders and various conditions in inclusive settings
- Service learning and Community engagement
- Inclusive interdisciplinary curriculum

PROFESSIONAL TEACHING EXPERIENCE

- **Assistant Professor, California State University, East Bay, Hayward, CA September 2009-Present**
 - Prepare, teach and assess undergraduate and graduate students in a diverse set of courses which include
 - Tennis
 - Competition Conditioning (online)
 - Individual and Dual Sports
 - Team Sports and Field Sports
 - Elementary School Physical Education Methods
 - Secondary School Physical Education Methods
 - Adapted Physical Activity
 - Kinesiology Foundations/ Physical Education for the Classroom Teacher
 - Instructional Effectiveness
 - Independent Study in Physical Education

- **Lecturer, California State University, East Bay, Hayward, CA September 2008-June 2009**
 - Prepare, teach and assess undergraduate and graduate students in a diverse set of courses which include
 - Elementary School Physical Education Methods
 - Secondary School Physical Education Methods
 - Physical Education for Exceptional Individuals
 - Individual and Dual Sports
 - Team Sports and Field Sports
 - Kinesiology Foundations/ Physical Education for the Classroom Teacher
 - Instructional Method Single Subject
 - Programs and Facilities
 - Independent Study in Physical Education
- **Physical Education Teaching (PET) Option Coordinator, California State University, East Bay, Hayward, CA September 2008-Present**
 - Advise undergraduate and graduate students with interests in physical education teaching, fitness instruction, training and coaching.
- **Supervisor, California State University, East Bay, Hayward, CA September 2008-Present**
 - Supervise Professional Field Experiences and volunteer experiences for undergraduate students who are provided with hands-on experience at various public and private elementary and secondary school sites.
- **Graduate Research Assistant, Oregon State University, Corvallis, OR March 2007-June 2008**
 - **Co-coordinated** the Individualized Movement of Physical Activity for Children Today (IMPACT) program.
 - Organized the program for success, planned activities, supervised group leaders, volunteers and children with disabilities, implemented lessons and supported everyone involved within the IMPACT program. I also created weekly focus materials to benefit both the volunteers and students who participate in IMPACT.
- **Graduate Teaching Assistant, Oregon State University, Corvallis, OR September 2005-August 2008**

Planned and implemented lessons, prepared and graded course assignments, and created and proctored examinations for each of the following:

 - **Co-instructor** of the Physical Education Teacher Education (PETE) practicum, the Adapted Physical Activity course, the Physical Activity for Children course, and the Sport Education course.
 - **Instructor** of the Lifetime Health and Fitness lecture and laboratory courses (on-campus and online).
 - **Instructor** of Physical Activity of Courses which included Beginning Basketball, Competitive Basketball, Softball/Whiffleball, and Running/Jogging.
 - **Instructor** of the Methods of Study course.
- **Graduate Teaching Assistant, California State University, Sacramento, CA January 2004-May 2005**

- Team taught undergraduate courses in the Kinesiology Department.
- Observed and graded live teaching performances of undergraduate PETE students.
- **Physical Education Teacher, Noralto Elementary School (grades 1-6) in North Sacramento, CA January 2004- June 2004**
- **Substitute Teacher (K-12), Sacramento City Unified School District, CA June 2003- June 2007**
 - Primary School subjects – General Education and Physical Education
 - Secondary School subjects – Reading, Language Arts, and Physical Education

RELATED TEACHING EXPERIENCE

- **Course Instructor, California State University, East Bay, Hayward, CA January 2011-Present**
 - Develop course materials and exams for post graduate students through the Division of Continuing and International Education.
- **Independent Contractor for Sacramento City Unified School District, Sacramento, CA February 2005-June 2005**
 - Tutored elementary and middle school students in Mathematics and Reading.
- **Tutor for the Physical Education Student Guidance Center at CSU, Sacramento, CA January 2001-May 2005**
- **Student Teacher Supervisor in the Physical Education Credential Program, California State University, Sacramento, CA January 2004-May 2004**
 - Conducted systematic observation (i.e., coded their teaching behaviors) of teaching performance, evaluated lesson plans, and held debriefing sessions on improving or maintaining their lessons.
- **Office and Field Manager for the Workforce Investment Act- Youth Program in Sacramento, CA June 2003-May 2004**
- **Group Leader for Americorps National Service at Williamson Elementary School, Rancho Cordova, CA January 2001- June 2002**
 - Developed curriculums, mentored, and tutored students.
- **Teacher Aide for the National Youth Sports Programs in Sacramento, CA June 2001- August 2001**

COACHING EXPERIENCE

- **Director and Coach for the Skyhawks Youth Sports Program in Sacramento, CA May 2002- August 2002**
- **Coach for Noralto Elementary School in North Sacramento, CA September 2001-May 2002**

PROFESSIONAL PRESENTATIONS

- **McClain, Z.,** Bridges, D., & Bridges, E. (2014, February). *Inclusion facts and myths: Sickle cell disease in physical education*. Submission accepted for presentation at the 2014 California Association for Health, Physical Education, Recreation and Dance (CAHPERD) Conference. Garden Grove, CA.
- **McClain, Z.,** Bridges, D., & Bridges, E. (2014, January). *Mentoring: Diversity, women and higher education*. Submission accepted for presentation at the 2014 Collaborative Congress National Association for Kinesiology in Higher Education (NAKHE). San Diego, CA.
- **McClain, Z.** (2013, November). *Perspectives on physical activity across the lifespan: Children/adolescents' physical activity from a physical education perspective*. Invited to present, through panel formation, at the Western Society for the Physical Education of College Women (WSPECW) Conference. Pacific Grove, CA.
- **McClain, Z. & McClain, G.** (2013, November). *Fostering Wellness through Educating Students using a Multicultural Perspective*. Invited to present at the National Association for Multicultural Education (NAME) 23rd Annual International Conference. Oakland, CA.
- **McClain, Z.,** Bridges, D., Bridges, E., & Rayas, J-L. (2013, July). *Using Research in the Inclusive Classroom: Teaching Individual with Asperger Syndrome*. Invited to present, through workshop formation, at the International Symposium for Adapted Physical Activity (ISAPA) Conference. Istanbul, Turkey.
- **McClain, Z.,** van der Mars, H. & Yun, J. (2013, July). *The effects of varying instructional approaches on perceived enjoyment and physical activity levels of students with disabilities during the health-related fitness portion in inclusive physical education*. Submission accepted for a poster presentation at the International Symposium for Adapted Physical Activity (ISAPA) Conference. Istanbul, Turkey.
- **McClain, Z.,** Bridges, D. & Rayas, J-L. (2013, March). *Asperger Syndrome: Evidence-Based Practices for Inclusion*. Submission accepted for presentation at the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) Conference. Santa Clara, CA.
- **McClain, Z.,** Bridges, D., Bridges, E. & Rayas, J-L. (2013, January). *Teaching Individuals with Asperger Syndrome: A Review of Evidence-Based Practices for Inclusion*. Submission accepted for presentation at the 11th Annual Hawaii International Conference on Education (HICE). Honolulu, HI.
- **McClain, Z.,** Rayas, J-L., Bridges, D. & Bridges, E. (2012, November). *Teaching individuals with Asperger syndrome in inclusive settings*. Presented at the 41st National Adapted Physical Education Conference (NAPEC). Rohnert Park, CA.
- **McClain, Z.,** Bridges, D., Bridges, E. & Rayas, J-L. (2012, October). *Inclusion: Identifying evidence-based practices for teaching individuals with Asperger syndrome*. Presented at the North American Federation of Adapted Physical Activity (NAFAPA) Conference. Birmingham, AL.

- **McClain, Z.,** Mache, M. & Bryan, R. (2011, November). *Follow-up to the trails and tribulations: Diary of a probational faculty member*. Invited to present, through panel formation, at the Western Society for the Physical Education of College Women (WSPECW) Conference. Cambria, CA.
- **McClain, Z.** (2010, November). *Trails and tribulations: Diary of a probational faculty member*. Presented at the Western Society for the Physical Education of College Women (WSPECW) Conference. Pacific Grove, CA.
- **McClain, Z.,** van der Mars, H. & Yun, J., (2010, November). *The effects of varying instructional approaches on perceived enjoyment and physical activity levels of students with disabilities during the health-related fitness portion in inclusive physical education*. Presented at the North American Federation of Adapted Physical Activity (NAFAPA). Riverside, CA.
- McCubbin, J., Pitchford, E. A., Jin, J., Lee, M., **McClain, Z.,** & Yun, J. (2009, April). *What, why, and how? Physical activity promotion through APE*. Presented at the 2009 American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) National Convention. Tampa, FL.
- **McClain, Z.,** Yun, J., & van der Mars, H (2008, November). *The effects of varying instructional approaches on perceived enjoyment and physical activity levels of students during the health-related fitness portion in inclusive physical education*. Presented at the Western Society for the Physical Education of College Women (WSPECW) Conference. Pacific Grove, CA.
- **McClain, Z.,** Pitchford, E. A., Jin, J., Templin, K., Moon, D., & Bryan, R. (2008, April). *Movement studies in disability at Oregon State University: Promoting adapted physical activity*. Abstract presented at the 2008 Texas Women's University Professional Preparation Workshop, Denton, TX.
- Pitchford, E. A., Jin, J., Moon, D., **McClain, Z.,** Templin, K., & Bryan, R. (2008, April). *Serving individuals with disabilities through community-based programs at Oregon State University*. Abstract presented at the 2008 Texas Women's University Professional Preparation Workshop, Denton, TX.
- **McClain, Z.** (2008, February). *Incorporation of fitness routines in physical education*. Presented at the 28th Annual Northwest Conference on Children's Physical Education K-8. Beaverton, OR.
- Bryan, R., & **McClain, Z.** (2007, February). *Adapted physical education practices*. Presented at the 27th Annual Northwest Conference on Children's Physical Education K-8. Beaverton, OR.
- Massa, A., Wegis, H., & **McClain, Z.** (2006, February). *Step and dance... How do salsa, meringue and pedometers mix together?* Presented at the 26th Annual Northwest Conference on Children's Physical Education K-8. Beaverton, OR.

- McNeil-Shelby, P., & **McClain, Z.** (2004, November). *Managing conflict in athletics*. Paper presented at the Western Society for the Physical Education of College Women (WSPECW) Conference. Wonder Valley, CA.
- **McClain, Z.** (2003, June). *The Workforce Investment Act-Youth Program*. Paper presented at the City of Sacramento Hall. Sacramento, CA.

PROFESSIONAL DOCUMENTS

Refereed Articles:

- **McClain, Z.**, Bridges, D., & Bridges, E. (2014). *Mentoring in Higher Education: Women, Diversity and Kinesiology*. The Chronicle of Kinesiology in Higher Education.
- **McClain, Z.**, Yun, J., & van der Mars, H. (2014). *Effects of Instructional Approaches on Enjoyment and Physical Activity during Physical Education*. Global Journal of Health and Physical Education Pedagogy.
- Davis, E. M., Kashinath, S., **McClain, Z.** (Submitted January 2014). *Faculty and Administrative Perspectives on Cultivating Community Engagement in Higher Education*. Journal of Community Engagement and Scholarship
- **McClain, Z.**, van der Mars, H., & Yun, J. (in progress). *Effects of Different Instructional Strategies on Enjoyment and Physical Activity of Students with Disabilities*. Journal of Applied Behavior Analysis.

Refereed Abstracts:

- **McClain, Z.**, Bridges, D., Bridges, & Rayas, J-L. (2013). *Using Research in the Inclusive Classroom: Teaching Individuals with Autism Spectrum Disorders*. Abstract publication. 19th International Symposium of Adapted Physical Activity Book of Abstracts.
- **McClain, Z.**, van der Mars, H. & Yun, J. (2013). *The effects of varying instructional approaches on perceived enjoyment and physical activity levels of students with disabilities during the health-related fitness portion in inclusive physical education*. Abstract publication. 19th International Symposium of Adapted Physical Activity Book of Abstracts.

Refereed Book Reviews:

McClain, Z. (2014). Inclusive physical activity: Promoting health for a lifetime. *Adapted Physical Activity Quarterly*, 31, 79-81.

Editor-Refereed Articles:

- Rector, B., Quinney, D., Tindall, D., & **McClain, Z.** (2009). *2009 CAHPERD State Conference Highlights*: CAHPERD Journal, Sacramento, California.

Other Documents:

- Davis, E. M., Kashinath, S., **McClain, Z.**, Restaino, P. & Strayer, L. M. (2013). *Assessing community engagement and its impact on student learning outcomes at CSUEB*. Programmatic Excellence and Innovation in Learning White Paper. California State University, East Bay, Hayward, California.
- **McClain, Z.**, & Kinesiology and Physical Education Department Faculty (2010). *Single Subject Matter Standards for the Single Subject Teaching Credential in Physical Education*. CTC Accreditation Document. California State University, East Bay, Hayward, California.
- **McClain, Z.**, Yun, J., Cusimano, B., McCubbin, J., & van der Mars, H. (2008). *Enjoyment and physical activity levels of students with and without disabilities in physical education*. Doctorate's Dissertation, Oregon State University, Corvallis, Oregon. <http://hdl.handle.net/1957/9536>
- **McClain, Z.**, Solomon, G., & Valdez, L. (2005). *The link between teacher motivation and student attitudes toward physical education in middle schools*. Master's Thesis, California State University, Sacramento, California.

GRANTS & AWARDS

- Scott, A., Martin, A., **McClain, Z.**, Knaus, C., St. Roseman, P., & Brock, R. (Submitted September 2013). *A Large-Scale Examination of the Utilization of Culturally Relevant Pedagogical Practices Among Urban Teachers in California: An Analysis of Teacher Practice and Efficacy in Teaching Diverse Student Populations*. External grant (\$1,000,000.00) through the Institute of Education Sciences.
- Davis, E. M., Kashinath, S., **McClain, Z.**, Restaino, P. & Strayer, L. M. (2012). *Assessing community engagement and its impact on student learning outcomes at CSUEB*. Internal grant (\$10,000.00) through the Programmatic Excellence & Innovation in Learning initiative.
- Department of Kinesiology Release Time (seven units) – California State University, East Bay (April 2013)
- Scholarship of Community Engagement Faculty Learning Community (\$500.00) – California State University, East Bay (January 2012).
- Special Bay District CAHPERD Coordinator Award for Outstanding Leadership and Service – California State University, East Bay (November 2009)
- Ruth Gill-Hammond Fellowship – Oregon State University (May 2007) \$1000.00
- Chancellor's Doctoral Incentive/Forgivable Loan Program – California State University, Sacramento (May 2005) \$30,000.00
- President's Educational Equity Scholarship – Western Society for the Physical Education of College Women (November 2004) \$500.00

- James Bosco Award – California State University, Sacramento (May 2004) \$500.00
- California Association for Health, Physical Education, Recreation and Dance Student Award – CAHPERD (March 2004) \$800.00
- Greg & Linda Grant Award – California State University, Sacramento (May 2003) \$500.00
- James Echols Award – CAHPERD (March 2003) \$250.00
- Award for Community Service—Williamson Elementary, Rancho Cordova (June 5, 2002)

PROFESSIONAL SERVICE

- **Member of the University Faculty Diversity and Equity Committee November 2012-Present**
 - College of Education and Allied Studies representative
 - Voting member in attendance
- **Member of the Subcommittee on Graduate Studies September 2012-Present**
 - Voting member in attendance
- **Invited Reviewer for the California Association for Health, Physical Education, Recreation and Dance Journal September 2011**
 - Peer-reviewed research articles and provided feedback to the Editor in order to assist in the process of publication.
- **House of Delegates Member of the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) June 2011-Present**
 - Chair of Student Scholarship Committee
- **Invited Reviewer for the Physical Education, Physical Activity and Youth Sport Research Centre at the University of Limerick, Ireland May 2011-July 2011**
 - Peer-reviewed articles for a forum proceeding to enhance the quality of work performed at the Research Centre.
- **Continuing Education Unit Coordinator for the 2011 California Association for Health, Physical Education, Recreation and Dance Conference, Monterey, CA March 2011**
 - Coordinated with the Division of Continuing Education to offer all conference attendees university credit for their participation in sessions.
- **Abstract Writer for the Adapted Physical Activity Quarterly Digest November 2011-Present**
 - Read articles from a number of journals and write abstracts for each every three months for submission and publication in the related journal.

- **Member of the Academic Senate October 2011-June 2012**
 - College of Education and Allied Studies representative
- **Member of the Subcommittee on Graduate Studies September 2010-June 2012**
 - Voting member in attendance
- **Invited Reviewer for the Adapted Physical Activity Quarterly Journal September 2010-September 2011**
 - Peer-reviewed research articles and provided feedback to the Editor and Author in order to assist in the process of publication.
- **House of Delegates Member of the California Association for Health, Physical Education, Recreation and Dance June 2010-May 2012**
 - Chair of Multicultural Dynamics Section
- **Curriculum Coordinator, California State University, East Bay, Hayward, CA February 2010-June 2010**
 - Monitored course enrollments on a weekly basis and provide updates to interested parties, checked examination format when students sent in packages, met with instructors to record final grades, created rosters of those that were issued an Incomplete grade, submitted Change of Grade forms to the Division of Continuing Education, and worked closely with DCIE for other matters.
- **Coordinator of Jamba Jump Day in Hayward, CA February 2010**
 - Coordinated over 100 individuals on the CSU, East Bay campus to join the attempt to set a new Guinness World Record for the most people jumping/skipping rope at one time in California.
- **Conference Coordinator of “It’s a New Day: Come Play in the Bay and Learn!” in San Leandro, CA November 2009**
 - Coordinated a 1-day conference for Bay District professionals and future professionals gathering presenters, scheduling sessions, and providing Continuing Education Units for professional development.
- **Board of Directors Member of the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) June 2009-May 2011**
 - Bay District Coordinator
- **Member of the Campus Committee on Professional PreK-12 Education January 2009-Present**
 - As the Physical Education Teacher Coordinator, I attend and discuss with other subject coordinators and department chairs the direction of teacher education programs, including seeking out various opportunities for students to be successful and effective assessment strategies.
- **Lead Author of the Commission on Teacher Credentialing (CTC), California State University, East Bay, Hayward, CA January 2009-2010**
 - Re-write standard areas that need improvement with regard to providing evidence for the renewal of the Physical Education Teacher program’s accreditation.

- **Member of the Physical Education Teaching Advisory Committee December 2009-Present**
 - One of five members who meet to create better opportunities for Physical Education Teaching (PET) students' success in the program.
- **Member of the Western Society for the Physical Education of College Women (WSPECW) November 2009-November 2011**
 - Member at Large
- **House of Delegates Member of the California Association for Health, Physical Education, Recreation and Dance October 2009-March 2009**
 - Co-Chair of Program during the 2009 Annual Conference
 - Assisted with the arrangements for all conference programs and events in order to create the best possible 4-day outcome.
- **Editor of Active Children in Corvallis, OR Spring 2008**
 - Sought out individuals and pertinent information to be placed into the annual newsletter within the Movement Studies and Disability program.
 - Read and edited all information before printing in order to make the most efficient and effective newsletter to be sent out into the community.
- **Abstract Writer for the Journal of Teaching in Physical Education in Corvallis, OR November 2005-September 2008**
 - Retrieved & Reviewed (R&R) articles quarterly, which were submitted into the review section of JTPE.
- **Research Assistant in Sacramento, CA March 2005-April 2005**
 - Assistant in a pedometer investigation at a middle school in San Juan Unified School District.
 - Collected, reported data, and distributed pedometers to approximately 100 grades 6-8 students.
- **Workshop Coordinator for the Fall Physical Education & Dance Workshop held at CSU, Sacramento September 25, 2004**
 - Informed potential participants about the workshop, ordered and delivered workshop materials, set up and broke down equipment, and helped presenters feel comfortable during their stay.
- **President of the Physical Education Club in Sacramento, CA September 2002-May 2003**
 - Filled out a number of important documents, attended workshops, recruited members and officers, and planned events (e.g., workshops, conferences, community service projects, socials, and fundraisers).

COMMUNITY SERVICE

- **Volunteer for “The Seed Read Kickoff” event at the Main Library in Hayward, CA April 13 2013**

- Taught a series of movement (through dance) with music to community members (ages 4-60 years) that were in attendance as the event focused on education and interactive health and wellness resources
- **Volunteer for Ruus Elementary School in Hayward, CA November 2012-May 2013**
 - Develop a series of talks that will attempt to build the culture of African American parent and student associated with the elementary school
 - Coordinate meetings and special events that ensures a positive and safe environment for individuals to truthfully express their concerns
- **Volunteer for Promise Neighborhood in Hayward, CA January 2011-December 2012**
 - Attended planning meetings
 - Coordinated and supervised undergraduate students in schools within the Jackson Triangle
- **Volunteer for the Community for the Retarded and Handicapped (CARH) in Castro Valley, CA January 2009-Present**
 - Develop physical activity programs that meet the needs of the adults with mental retardation who are participants of CARH
- **Volunteered for the Sidekicks Cycle Winter Bike Camp in Sonoma, CA January 2009**
 - Volunteered teaching young boys and girls with multiple disabilities how to ride a bike at Sonoma State University.
- **Volunteer for the Physical Education Specialist Panel in Hayward, CA October 2008**
 - Volunteered on a panel with other professionals to interview qualified physical education teachers in the East Bay area for a specialist position through the Alameda County Office of Education.
- **Volunteer for Kids Day in Rancho Cordova, CA May 2001- May 2005**
 - Volunteered for large events (e.g., Winter Carnival, Martin Luther King, Jr. Day, Cesar Chavez Day, etc.) held for the children.
- **Volunteer for Project P.L.A.Y. in Antelope, CA June 2002**
 - Worked closely with a 16 year old female, who was living with a disability.
- **Volunteer for Project P.L.A.Y. in Sacramento, CA February 2002- May 2002**
 - Worked closely with a nine year old male, who was living with a disability.
- **Volunteer for the Sly Park Educational Center in Pollock Pines , CA August 2001**
 - Supervised a group of 24 youth during activities.
- **Volunteer for the Boys & Girls Club of Greater Sacramento, CA October 2001-December 2001**
 - Coordinated the computer lab, and administered monthly computer tests to youth that were interested in using the computers.

CERTIFICATES

- Certificate of Participation – CAHPERD State Conference (February 27-March 2, 2014)
- Certificate of Oral Presenter – 19th International Symposium of Adapted Physical Activity (July 20, 2013)
- Certificate of Completion – CITI Collaborative Institutional Training Initiative (November 28, 2012)
- Certificate of Appreciation – Academic Senate of California State University, East Bay (June 5, 2012)
- Certificate of Participation – California Association for Health, Physical Education, Recreation and Dance Jumping over the Record from Down Under! (November 14, 2009)
- Certificate of Achievement – Ujima Education Office Oregon State University (June 12, 2009)
- Certificate of Participation – CAHPERD State Conference (March 19-22, 2009)
- Certificate of Appreciation – Sidekicks Winter Bike Camp (January 19, 2009)
- Certificate of Excellence – Oregon State University
- Certificate of Attendance – Autism Spectrum Disorders Hope for the Future: Educational Practices and Biomedical Treatments (April 29, 2006)
- Certificate of National Service—Americorps (July 26, 2002)
- Certificate of Professional Growth—The Patrick Victory's Elementary Workshop (September 29, 2001)
- Certificate of Completion—Communication & Conflict Assessment Resolution Training (September 7, 2001)
- Certificate of Completion—Sly Park Leadership Program (August 24, 2001)
- Certificate of National Service—Americorps (June 15, 2001)

PROFESSIONAL MEMBERSHIPS

- National Association for Kinesiology in Higher Education (NAKHE)
- International Symposium of Adapted Physical Activity (ISAPA)
- North American Federation of Adapted Physical Activity (NAFAPA)
- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
- Western Society for the Physical Education of College Women (WSPECW)
- California Association for Health, Physical Education, Recreation and Dance (CAHPERD)
- Delta Omega Delta Sorority ($\Delta\Omega\Delta$). A sorority that welcomes deaf, heard of hearing, and hearing individuals to join one another and make a difference in the mind set between both cultures.
- Oregon Association for Health, Physical Education, Recreation and Dance (OAHPERD) – 2006-2008.

PENNY MCCULLAGH

CURRICULUM VITAE

Professor
Department of Kinesiology
CSU - East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542
510-885-7411 510-885-2423(fax)
penny.mc@csueastbay.edu

Citizenship: Canada and USA

EDUCATION

- 1973-76 Ph.D. University of Wisconsin (now Kinesiology)
(Dissertation: "Model status and attention: A partial test of social learning theory")
- 1972-73 M.S. University of Washington, Seattle (became Kinesiology)
(Thesis: "Social facilitation and motor performance: Drive summation or inverted-U?")
- 1970-72 B.S. State University of New York - College at Brockport
Graduated Summa Cum Laude – Double Major (Sport Science/Recreation)
- 1969-70 Teaching Certificate - St. Catherine's Teachers' College- Brock University- Elementary Teaching Certificate
- 1967-69 Diploma Centennial College, - Diploma in Recreation -Scarborough, Ont.

APPOINTMENTS – ACADEMIC

- 2009- Professor and Chair, Department of Kinesiology, CSU East Bay
- 2007-2009 Professor, Department of Kinesiology, CSU East Bay
- 2006-2007 Interim Associate Dean, College of Education and Allied Studies, CSUEB
- 2005-2006 Professor, Department of Kinesiology, CSU East Bay
- 1999-2005 Professor and Chair, California State University-East Bay
- 1992-1999 Associate Professor - Department of Kinesiology
University of Colorado, Boulder
- 1997-98 Visiting Lecturer
Dept. of Kinesiology - San Francisco State University

1985-1992	Assistant Professor - Department of Kinesiology, University of Colorado, Boulder
1985-1999	Associate Member - Institute of Cognitive Science - University of Colorado, Boulder
1982-85	Research Associate - University of Colorado, Boulder while working outside the University
1981-82	Lecturer - University of Colorado, Boulder
1980	Project Assistant - Decision Development Corp. - Sacramento, CA
1977-81	Research Associate - University of California, Davis
1977-79	Lecturer - Department of Physical Education, California State University - Sacramento
1976-77	Faculty Appointment (Sabbatical Replacement) – Department of Physical Education, University of California, Davis
1973-74	Research Assistant - Motor Behavior Lab - University of Wisconsin
1972-73	Teaching Assistant - University of Washington

MAJOR LEADERSHIP POSITIONS (Additional listed elsewhere)

1994-1997	President – Association for Applied Sport Psychology
1999-2005	Selected as outside Chair –Department of Kinesiology – CSU East Bay 20 Faculty Members – Program included Athletics – 4 staff
2001-2004	President – North American Society for Psychology or Sport and Physical Activity
2004-2007	President – Division 47 – American Psychological Association
2006-2007	Interim Associate Dean – College of Education and Allied Studies
2009-Present	Professor and Chair – Department of Kinesiology – 700 majors – 10 full-time and 25 part-time faculty and 6 staff
2012-2013	Selected to serve on Planning for Distinction: Program Prioritization – Instructional Program Task Group
2014-2015	President, American Kinesiology Association

RESEARCH INTERESTS

Primary

Observational learning - particular interests focus the impact of models or video on learning, developmental and psychological considerations in sport, exercise and rehabilitation settings.

Secondary

Mental imagery; psychological factors related to exercise, stress and injuries
exercise motivation; participation motives in youth sport and adult exercisers.

RESEARCH AWARDS/PROFESSIONAL HONORS

McCullagh, P., Stiehl, J. & Weiss, W.R. (1990). "Developmental modeling effects on the quantitative and qualitative aspects of motor performance."

For each annual volume, the Research Quarterly for Exercise and Sport chooses a paper that is an "outstanding contribution to scholarship and likely to effect theory and/or practice." The 1990 Research Consortium Research Award was awarded to the following article.

McCullagh, P. Selected as Scholar for the Annual Gerald P. D'Agostino Memorial Lecture (Distinguished Alumni Award). State University of New York at Brockport. March, 1996.

McCullagh, P. Received President's Award, North American Society for the Psychology of Sport and Physical Activity. June 1998. For outstanding contributions to the society.

McCullagh, P. Fellow, Research Consortium, American Alliance of Health, Physical Education, Recreation and Dance. March, 1998.

McCullagh, P. Fellow, Association for the Advancement of Applied Sport Psychology, October, 1991. (FAAASP)

McCullagh, P. Certified Consultant, Association for the Advancement of Applied Sport Psychology, 1992 (CCAASP)

McCullagh, P. Fellow, Division 47- Exercise and Sport Psychology, American Psychological Association, 1993. (FAPA)

McCullagh, P. Active Fellow (#431) in National Academy of Kinesiology. (Induction ceremony September, 2002) (FNAK)

McCullagh, P. (2005). Invited as Commencement Speaker, Centennial College. Declined due to conflict of dates with other professional obligations.

McCullagh, P. (2005). Nominated for an Ontario Premier Award for college alumni "for their outstanding contributions professionally."

RESEARCH

Articles/Reviews/Chapters

1. Livingston, M.V., Landers, D.M., & Dorrance – nee (**McCullagh, P.**) (1974). A comparison of coaching individual's motor performance for varying combinations of initial ability. Research Quarterly, 45, 310-317.
2. **McCullagh, P.,** & Landers, D.M. (1975). A comparison of the audience and coaction paradigms. Psychology of Sport and Motor Behavior II, 209-220.
3. Wallace, S.A., & **McCullagh, P.** (1975). Retrieval factors in short term motor memory. Psychology of Sport and Motor Behavior II, 457-463.

4. **McCullagh, P., & Landers, D.M.** (1976). Size of audience and social facilitation, Perceptual and Motor Skills, 42, 1067-1070.
5. Stelmach, G.E., Kelso, J.A.S., & **McCullagh, P.** (1976). Preselection and response biasing in short-term motor memory. Memory & Cognition, 4, 62- 66.
6. Landers, D.M., & **McCullagh, P.** (1976). Social facilitation and motor performance. In J.F. Keogh (Ed.), Exercise and sport sciences reviews (Vol. 4).(pp. 125-162). Santa Barbara: Journal Publishing Affiliates.
7. **McCullagh, P.** (1978). Social psychological considerations in performance. In F. Wilt, T. Ecker, & J.G. Hay (Eds.), Championship track & field for women. New York: Parker Publishing Co.
8. **McCullagh, P.** (1986). Model status as a determinant of observational learning and performance. Journal of Sport Psychology, 8, 319-331.
9. **McCullagh, P.** (1987). Model similarity effects on motor performance. Journal of Sport Psychology, 9, 249-260.
10. Benedetti, C.L., & **McCullagh, P.** (1987). Post-knowledge of results delay: Effect of interpolated activity on learning and performance. Research Quarterly for Exercise and Sport, 58, 375-381.
11. **McCullagh, P., & Little, W.S.** (1989). A comparison of modalities in modeling. Human Performance, 2 , 101-111.
12. Little, W.S., & **McCullagh, P.** (1989). A comparison of motivational orientation and modeled instructional strategies: The effects of knowledge of performance and knowledge of results. Journal of Sport and Exercise Psychology, 11, 41-53.
13. **McCullagh, P., Weiss, M.R., & Ross, D.** (1989). Modeling considerations in motor skill acquisition and performance: An integrated approach. In K. B. Pandolf (Ed.) Exercise and sport sciences reviews. (Vol. 17). (pp. 475- 513). Baltimore: Williams & Wilkins.
14. Blackwell, B., & **McCullagh, P.** (1990). Relationship of athletic injury to life stress, competitive anxiety and coping resources. Athletic Training, The Journal of the National Athletic Training Association, 25 23-27.
15. **McCullagh, P., & Little, W.S.** (1990). Demonstrations and knowledge of results in motor skill acquisition. Perceptual and Motor Skills, 71,735-742.
16. **McCullagh, P., Stiehl, J., & Weiss, M.R.** (1990). Developmental modeling effects on the quantitative and qualitative aspects of motor performance. Research Quarterly for Exercise and Sport, 61, 344-350.
17. North, T.C., **McCullagh, P., & Tran, Z.V.** (1990). The effects of exercise on depression. In. K.B. Pandolf (Ed.) Exercise and sport sciences reviews, (Vol. 18), (pp. 379-415). Baltimore: Williams & Wilkins.

18. **McCullagh, P., & Caird, J.** (1990). Correct and learning sequence models and the use of model knowledge of results to enhance acquisition and retention of a motor skill. Journal of Human Movement Studies, 18, 107-116.
19. **Hanson, S.J., McCullagh, P., & Tonymon, P.** (1992). The relationship of personality characteristics, life stress and coping resources to athletic injury. Journal of Sport & Exercise Psychology, 14, 262-272.
20. **McCullagh, P.** (1993) Modeling: Learning, developmental and social psychological considerations. In R.N. Singer, M. Murphey, & L.K.Tennant (Eds.) Handbook of Research on Sport Psychology (pp. 106-126). New York: Macmillan Publ. Co.
21. **McCullagh, P.** Matzkanin, K.T., Shaw, S.D., & Maldonado, M. (1993). Motivation for participation in physical activity: A comparison of parent-child perceived competencies and participation motives. Pediatric Exercise Science, 5, 224-233.
22. **McCullagh, P.** (1995). Sport psychology: A historical perspective. The Sport Psychologist, 9, 363-365.
23. **McCullagh P., & Noble, J.M.** (1996). Education and training in sport and exercise psychology. In J.L. Van Raalte, & B.W. Brewer (Eds.). Exploring sport and exercise psychology. (pp. 377-394). Washington, DC: American Psychological Association.
24. **McCullagh, P., & Meyer, K.M.** (1997). Learning versus correct models: Influence of model type on the learning of a free-weight squat lift. Research Quarterly for Exercise & Sport, 68, 56-61.
25. **McCullagh, P., & Noble, J.M.** (1998). Measurement issues in exercise motivation: Personal Incentive for Exercise. In J. Duda (Ed.). Measurement issues in sport and exercise psychology. Fitness Information Technology. (pp. 316-369).
26. **McCullagh, P.** (1998). What is the applied in applied sport psychology? The role of integration. Journal of Applied Sport Psychology, 10, S1-10.
27. **Weiss, M.R., McCullagh, P., Smith, A. L., & Berlant, A.T.** (1998). Observational learning and the fearful child: Influence of peer models on swim skill performance and psychological responses. Research Quarterly for Exercise & Sport, 69, 380-394.
28. **Starek, J., & McCullagh, P.** (1999). The effect of self-modeling on the performance of beginning swimmers. The Sport Psychologist, 13, 269-287.
29. **McCullagh, P., Weiss, M.R.** (2001). Modeling: Considerations for motor skill performance and psychological responses. In R. N. Singer, H.A. Hausenblaus, & C.M. Janelle (Eds.). Handbook of Sport Psychology, (2nd Ed.), pp. 205-238. New York: Wiley.
30. **McCullagh, P., & Noble, J.M.** (2002). Education for becoming a sport psychologist. In J.L. Van Raalte, & B.W. Brewer (Eds.). Exploring sport and exercise psychology (2nd ed.), pp. 439-458. Washington, DC: American Psychological Association.

31. **McCullagh, P., & Weiss, M.R.** (2002). Observational learning: The forgotten psychological method in sport psychology. In J.L. Van Raalte, & B.W. Brewer (Eds.). Exploring sport and exercise psychology (2nd ed.), pp 131-150. Washington, DC: American Psychological Association.
32. Ram, N., & **McCullagh, P.** (2003). Self-modeling: Does watching yourself performance influence physical and psychological performance? The Sport Psychologist, 17, 220-232.
33. SooHoo, S., Takemoto, K.Y. McCullagh, P. (2004) A comparison of modeling and imagery on the performance of a motor skill. Journal of Sport Behavior 27, 349-366.
34. Yan, J.H., & McCullagh, P. (2004). Cultural influence on youth's motivation of participation in physical activity. Journal of Sport Behavior 27, 378-389.
35. Cumming, J., Ste-Marie, D.M., Clarke, S.E., & McCullagh, P., & Hall, C. (2005). The functions of observational learning questionnaire (FOLQ). Psychology of Sport and Exercise, 6, 517-537.
36. Ram, N., Riggs, S.M., Skaling, S., Landers, D.M., & **McCullagh, P.** (2007). A comparison of modelling and imagery in the acquisition and retention of motor skills. Journal of Sport Sciences, 25, 587-597.
37. **McCullagh, P., & Wilson, G.** (2007). Psychology of physical activity: What our students should know. Quest, 59, 42-54.
38. Andersen, M.B., **McCullagh, P., & Wilson, G.** (2007). But what do the numbers really tell us? Arbitrary Metrics in Sport Psychology Research. Journal of Sport & Exercise Psychology, 29, 664-672.
39. **McCullagh, P.** (2008). Practice considerations in golf: The role of observational learning. In Future of Golfers, De. Crews (Ed.), Energy in Motion, Mesa, Az. Pp. 233-251
40. **McCullagh, P., Law, B. & Ste-Marie, D** (2012). Modeling and performance. In S. Murphy (Ed.). The Oxford Handbook of Sport and Performance Psychology. New York, Oxford Press, pp. 250-272.
41. Ste-Marie, D., Law, B., Rymal, A.M., O, J., Hall, C., **McCullagh, P.** (2012). Observational interventions for motor skill learning and performance: An applied model for the use of observation. International Review of Sport and Exercise Psychology, 1-32.
42. **McCullagh, P., Ste-Marie, D., & Law, B.** (2014). Modeling: Is what you see, what you get? In J.L. Van Raalte, & B.W. Brewer (Eds.). Exploring sport and exercise psychology (3rd ed).. Washington, DC: American Psychological Association. pp. 139-162.
43. **McCullagh, P., & Noble, J.M.,& Portenga, S.** (2014). Education for sport and exercise psychology. In J.L. Van Raalte, & B.W. Brewer (Eds.). Exploring sport and exercise

psychology (3rd ed.). Washington, DC: American Psychological Association. pp. 453-466.

44. Simons, J., O. J., & **McCullagh, P.**, Yin, Z. (in press). Introduction to sport psychology. In T.G. Reeve (Ed.), Introduction to Physical Education, Exercise Science and Recreation. To be translated in Chinese.

Murgio, M., O. J., & **McCullagh, P.** (in preparation). Visual and auditory models and perception.

INVITED PAPERS PRESENTED (Not included on Abstract List)

A. Research

1. Landers, D.M., & McCullagh, P. The effect of S's anonymity and audience potential to evaluate S on rotary pursuit performance. University of Western Ontario, London, Ontario, April 1972.
2. Stelmach, G.E., & McCullagh, P. The locus of response biasing in short term motor memory. At the British Society of Sport Psychology, Sept. 1977.(Abstract).
3. McCullagh, P. The role of the sport psychologist for excellence in performance. Served on panel with T. Tutko, R. Singer, D. Landers & J. Williams. American Alliance for Health, Physical Education, Recreation & Dance. Seattle, WA, April, 1977.
4. McCullagh, P. Youth sport competition. Served on panel with D. Ryan and T. Scanlan. California Association for Health, Physical Education, Recreation, & Dance. San Francisco, CA. March 1978.
5. McCullagh, P. The use of videotapes to enhance skilled performance. Central District Association for Health, Physical Education, Recreation & Dance. Denver, CO, April, 1990.
6. McCullagh, P. Learning, developmental and social psychological considerations in modeling. Invited talk - Graduate Seminar Series - Dept. of Kinesiology, Kansas State University, February, 1991.
7. McCullagh, P. Is a picture worth a 1000 words? Observational learning effects on social and skill development. Invited colloquium, University of Oregon, October 1992.
8. McCullagh, P. Social Psychological and Learning Considerations in Observational Learning: Is correct always best? Skill Acquisition Conference, Columbia University, April 1993.
9. McCullagh, P. Is a picture worth a thousand words?: Observational Learning effects on psychological and motor skills. Kinesiology Konference, University of Colorado, February 1994.

10. McCullagh, P. Observational learning: Conceptual and applied issues. Center for Rehabilitation, Exercise & Sport Science. University of Victoria, Melbourne, Australia, August, 1995.
11. McCullagh, P. Observational learning: Application in, Wellness, Rehabilitation and Sport Settings. Kinesiology Colloquium Series, February, 1996.
12. McCullagh, P. Observational learning: Basic and applied research issues and applied research examples in rehabilitation, exercise testing and sport settings. University of Waterloo, June 1996.
13. McCullagh, P. Observational learning: Implications for Sport & Exercise Psychology Practice and Research. Invited Keynote Speaker. Canadian Society for Psychomotor Learning and Sport Psychology. October 22-25, Fredericton, New Brunswick, 1998.
14. McCullagh, P. Observational learning: Considerations for Coaches. At the University of Virginia Sport Psychology Conference, June 21-25, 1999.
15. McCullagh, P. Psychological factors and athletic injury: At the University of Virginia Sport Psychology Conference, June 21-25, 1999.
16. McCullagh, P. Practice Considerations in Performance. Psychology Department, UCLA, February, 2000.
17. McCullagh, P. Implications of Research on Teaching. Invited speaker at the Western Society for Physical Education or College Women Annual Conference. Nov 17-19, 2000.
18. McCullagh, P. Using observational learning to enhance physical and psychological skills: Implications for golf. Future of Golfers Scientific Conference. March 11-15, 2001. Tempe, AZ.
19. McCullagh, P. North American sport psychology: Integrating research and practice. Dept. of Psychology. Stockholm University, Jan 29, 2001.
20. McCullagh, P. Practice considerations for skilled performance. Department of Psychology, UCLA, November, 2001.
21. McCullagh, P. (2002). Seeing is believing: Using observational learning to modify physical and psychological skills; Invited talk for Sport Psychology Academy. American Alliance for Health, Physical Education, Recreation, and Dance, April. San Diego (p. 60).
22. McCullagh, P. (2003). Observational learning in sport, exercise, and rehabilitation settings. University of Nice, May.
23. McCullagh, P. (2005). A brief history of sport psychology, research, practice, and implications for teaching. Western Psychological Association, April.

24. McCullagh, P. (2005). What they see, may be what you get: Developing positive role models in youth sport. Youth Sport Summit. Springfield, March.
25. McCullagh, P. (2005). Developing positive role models in youth sport. Korean Alliance for Health, Physical Education, Recreation, & Dance. Seoul, Korea, August.
26. McCullagh, P. (2005). Using observational learning to enhance skill development and psychological behaviors in rowers. United Rowing Federation, Istanbul, November.
27. McCullagh, P. (2006). Presidential Address – “Laissez les bons temps roulez!”. Division 47 American Psychological Association, New Orleans, August.
28. McCullagh, P. (2006). Psychology of physical activity: What students should know? Academy of Kinesiology and Physical Education, Tuscon, September.
29. McCullagh, P. (2007). Invited Keynote. Observational Learning in Golf. Top 100 Teaching Professional Retreat. Pinehurst, North Carolina. March.
30. McCullagh, P. (2008). From Social facilitation (being watched) to Modeling (Watching). Tribute to Dan Landers. Pre Conference Symposium, North American Society for the Psychology of Sport and Physical Activity.
31. McCullagh, P. (2009). Teaching Sport Psychology Symposium. Association for Applied Sport Psychology, Providence, R.I.
32. McCullagh, P. (2011). Pre-Allied Health Education: Boon or Threat to Kinesiology? Invited panelist, American Kinesiology Association Annual Meeting, Dallas, Feb.
33. McCullagh P. (2011). History of Sport Psychology in North American Invited talks at Soochow University, China. November.
34. McCullagh, P. (2011). Research on Observational Learning and Imagery. Confounds in the Research. Beijing Sport University, November.
35. McCullagh (2011). Observational Learning: Does watching change our physical and psychological behaviors? Some methodological considerations. Invited Keynote. Beijing Sport University, November.
36. McCullagh, P. (2012). Invited Plenary Lecture. XIX National Congress of Italian Association of Sport Psychology. May. Verona, Italy

B. Service

1. McCullagh, P. Volunteers: Recruiting, training and maintaining. Small Community Parks & Recreation Workshop, Avon, CO, April, 1984.
2. McCullagh, P. Competition in youth sports. Arvada Girls Softball Association, Arvada, CO. April, 1984.

3. McCullagh, P. Introduction to coaching effectiveness in youth sports. Green Mountain Junior Baseball. Lakewood, CO. April, 1985.
4. McCullagh, P. Competitiveness and the cost of winning. City of Broomfield, Dept. of Parks and Recreation, Broomfield, CO. June, 1985.
5. McCullagh, P. Sport psychology: Is it for you? Third annual Women and Minority Men for Athletic Leadership. Colorado Dept. of Education. Breckenridge, CO. April, 1986.
6. McCullagh, P. Goal setting for performance. CU Speed Skating Club, Boulder, CO. Sept. 1986.
7. McCullagh, P. Effective coaching leadership. Colorado Dept. of Education, Equity & Leadership Conference, Lakewood, CO. April 1987.
8. McCullagh, P. Goal setting for sport performance. Colorado Women's All State Conference. Boulder, CO. June, 1987.
9. McCullagh, P. Effective coaching leadership. Colorado Women's All State Conference. Boulder, CO. June 1987.
10. McCullagh, P. Sport psychology: Practical considerations for coaches. Boulder Valley Girls Softball. Boulder, CO. May 1987.
11. McCullagh, P. Leadership in youth sport programs. Colorado Association for Health, Physical Education, Recreation & Dance. Denver, CO. Sept. 1987.
12. McCullagh, P. Coaching concerns in youth sport programs. Colorado Dept. of Education - Educators for Athletic Equity and Leadership. Breckenridge, CO. April 1988.
13. McCullagh, P. Sport psychology, and sport pedagogy, Colorado Association for Health, Physical Education, Recreation & Dance. Vail, CO. Oct. 1988.
14. McCullagh, P. Developing a coaching philosophy. Colorado Department of Education - Educators for Athletic Equity and Leadership. Denver, CO, January 1989.
15. McCullagh, P. An overview and analysis of coaching education programs. Youth Sport Coalition Program, American Alliance for Health, Physical Education, Recreation & Dance. Boston, MA. April, 1989. A comparison of the ACEP and NYSCA Youth Sport Coaching Programs.
16. McCullagh, P. Coaches training in the sport sciences. The Psychology and Philosophy of Coaching. Aspen School District, Aspen, CO. May, 1989.
17. McCullagh, P. Developing a coaching philosophy and sport psychology for coaches. Fitness Resources Workshop, Denver, CO. August, 1990.
18. McCullagh, P. Youth sports: Beyond the 3 Rs. Boulder Valley School District - Eisenhower School - Boulder, CO. March 1990.

19. McCullagh, P. Coaching: Philosophy-Psychology. Fitness Resources. Denver, CO. February 1991.
20. McCullagh, P. Sport Psychology. Psi Chi and The Psychology Club. University of Colorado, November 1993.
21. McCullagh, P. The use of videotapes to enhance performance in archery. Junior Archery Development Camp, Arco Olympic Training Center, San Diego, April, 1996.
22. McCullagh, P. Integrating sport psychology with sports medicine. School of Medicine, University of California, San Francisco, November, 2000.
23. McCullagh, P. The role of sport psychology professional. School of Medicine, University of California, San Francisco, October, 2001.

Abstracts/Research Presentations

1. **McCullagh, P., & Landers, D.M. (1973).** Social facilitation and motor performance: Drive summation or inverted-U? First Canadian Congress for the Multi-Disciplinary Study of Sport and Physical Activity, p. 27. (Abstract).
2. **McCullagh, P. (1978).** Model status as a determinant of attention in observational learning. Canadian Psycho Motor Learning and Sport Psychology Symposium, (Abstract).
3. **McCullagh, P. (1986).** Model Similarity as a determinant of attention in observational learning. Psychology of Motor Behavior and Sport, p. 139. (Abstract).
4. Little, W.S., & **McCullagh, P. (1987).** A comparison of modeling and knowledge of results. Psychology of Motor Behavior and Sport, p. 42. (Abstract).
5. **McCullagh, P., & Benedetti, C.L. (1987).** Post-knowledge of results delay. Psychology of Motor Behavior and Sport, p. 45. (Abstract).
6. **McCullagh, P., & Little, W.S. (1987).** The potency of information provided by various modalities in modeling. Psychology of Motor Behavior and Sport, p. 46. (Abstract).
7. **McCullagh, P. (1987).** Is a picture worth a thousand words? Cognitive, developmental & motivational considerations in modeling. Psychology of Motor Behavior and Sport, p. 4-6. (Abstract).
8. **McCullagh, P., & Caird, J.K. (1988).** A comparison of exemplary and learning sequence models and the use of model knowledge of results to increase learning and performance. Psychology of Motor Behavior, p. 116. (Abstract).

9. **McCullagh, P.,** North, T.C., & Mood, D. (1988). Exercise as a treatment for depression: A meta-analysis. Psychology of Motor Behavior, p.82. (Abstract).
10. **McCullagh, P.,** Stiehl, J., & Weiss, M.R. (1988). Developmental considerations in modeling: The role of visual and verbal models and verbal rehearsal in skill acquisition. Psychology of Motor Behavior, p.115 (Abstract).
11. North, T.C., & **McCullagh, P.** (1988). Aerobic and anaerobic exercise as a treatment for depression. Association for the Advancement of Applied Sport Psychology, p. 44. (Abstract).
12. **McCullagh, P.,** & Blackwell, B. (1988). Relationship of life stress factors and competitive anxiety to injuries. Association for the Advancement of Applied Sport Psychology, p. 42. (Abstract).
13. North, T.C., **McCullagh, P.,** Tran, Z.V., & Walker, S.E. (1988). The effects of exercise on depression. A meta-analysis. Medicine and Science in Sport and Exercise. Supplement, 20, S.95. (Abstract).
14. **McCullagh, P.,** Stiehl, J., & Caird, J. (1988). The dyadic relationship of parental and youth expectations: An exploratory analysis of motives and attitudes. American Alliance for Health, Physical Education and Recreation, p.127. (Abstract).
15. **McCullagh, P.,** Meriweather, A., Siegel, D., Bitzer, E., Gillan, L., & Little, W.S. (1989). Testing an observational learning tool: The effectiveness of Sybervision on the learning of a tennis serve by novice players. American Alliance for Health, Physical Education, and Recreation, (Abstract).
16. **McCullagh, P.,** & Lethi, S. (1989). The contribution of modeling and knowledge of results in learning task strategies. Psychology of Motor Behavior, p.75. (Abstract).
17. Caird, J.K., & **McCullagh, P.** (1989). Perception-action and cognitive representations in the observational learning of a cyclic motor patterns. Psychology of Motor Behavior, p. 69. (Abstract).
18. **McCullagh, P.,** Matzkanin, K., & Muldanado, N. (1989). The relationship between youth and parental motives for sport participation, perceived competencies, and competitive anxiety. Association for the Advancement of Applied Sport Psychology, p. 75. (Abstract).
19. North, T.C., **McCullagh, P.,** & Tran, Z.V. (1989). Effect of exercise , p. 84. (Abstract).and psychotherapeutic treatments on depression: A meta-analysis. Association for the Advancement of Applied Sport Psychology
20. North, T.C., Tran, Z.V., & **McCullagh, P.** (1989). Effect of a single session of exercise on depression level: A meta-analysis. Association for the Advancement of Applied Sport Psychology, p. 85. (Abstract).

21. Foster, V.L., LeBaron, G.L., **McCullagh, P.**, & Dickinson, A. (1989). Physiological and psychological comparison of two elite women's soccer teams. Journal of Applied Sport Science Research, Vol. 3, p. 75. (Abstract).
22. **McCullagh, P.**, Burch, C.D., & Siegel, D. (1990). Correct and self-modeling and the role of feedback in motor skill acquisition. Psychology of Motor Behavior, p. 71. (Abstract).
23. Matzkanin, K., & **McCullagh, P.** (1990). An investigation of personal investment theory and adherence to an aerobic exercise program. Association for the Advancement of Applied Sport Psychology, p. 74. (Abstract).
24. Hanson, S.J., **McCullagh, P.**, & Tonymon, P. (1990). Psychosocial predictors of athletic injury in track and field athletes: A partial test of the Andersen and Williams model. Association for the Advancement of Applied Sport Psychology. p. 49. (Abstract).
25. **McCullagh, P.**, Matzkanin, K.T., & Figge, J.K.(1990). Personal investment in exercise: An examination of adult swimmers. Association for the Advancement of Applied Sport Psychology, p. 77. (Abstract).
26. Schuster, C.M., **McCullagh, P.**, & Caird, J.(1990). Physical activity commitment in college students. Association for the Advancement of Applied Sport Psychology, p. 107, (Abstract).
27. Meriweather, A., & **McCullagh, P.** (1990). Behavioral and psychological differences in eating disorders between athletes and non- athletes. Association for the Advancement of Applied Sport Psychology, p. 80. (Abstract).
28. **McCullagh, P.** (1990). An integrated approach to modeling and motor skill acquisition and performance: Psychological, developmental and learning considerations. International Congress in Sport Psychology, Montpellier, France. (Abstract).
29. **McCullagh, P.**, Noble, J., Starek, J., & Prestwich, P. (1991). Intrinsic motivation in scholarship and non-scholarship athletes. Psychology of Motor Behavior, p. 177. (Abstract).
30. Deakin, J., & **McCullagh, P.** (1991). Expert novice considerations in observational learning. Psychology of Motor Behavior, p. 8. (Abstract).
31. **McCullagh, P.**, & Noble, J. (1991). Observational learning: The forgotten method in psychological skill development. Symposium with M.R. Weiss and F. Flint. Association for the Advancement of Applied Sport Psychology, p. 98. (Abstract).
32. **McCullagh, P.**, Starek, J., & Prestwich, P. (1991). Psychological factors and athletic injuries: Past and present research and future directions. Symposium with C. Hardy, M. Sachs, R. Smith, J. Williams. Association for the Advancement of Applied Sport Psychology, p. 99. (Abstract).

33. Deakin, J.M., & **McCullagh, P.** (1991). Observer characteristics as a determinant of information in observational learning: An analysis of expert-novice differences. Psychology of Motor Behavior, (Abstract).
34. Evans, K.J., & **McCullagh, P.** (1992). The use of videotapes, imagery, verbal cues and physical practice to enhance skilled performance. Psychology of Motor Behavior, (Abstract).
35. Noble, J.M., **McCullagh, P.**, Deakin, J.M., Prestwich, P.B., Starek, J.E., Batzing, C.A. (1992). The practical approach to observational learning: A test of Sybervision. Psychology of Motor Behavior, (Abstract).
36. **McCullagh, P.** Organized Symposium: "Sport Psychology: The First 100 Years." Division 47, American Psychological Association, Washington, D.C., August 1992.
37. **McCullagh, P.**, Organized Sport Psychology Roundtable. Rocky Mountain ACSM, January 1993.
38. Harris, J., Freedson, P., Liemohn, W., **McCullagh, P.**, Clark, D., Tappe, M., Yoshioka, C., Aten, R., Wughalter, E., Mawson, M., Howe, D. (1993). Who Needs Research? Promoting and Utilizing Research in AAHPERD RQES, 64, Supplement, A-119.
39. Noble, J.M., **McCullagh, P.** & Byrnes, W.C (1993). Perceived exertion and feeling scale ratings before and after six months of aerobic exercise training. Journal of Sport & Exercise Psychology, 15, Supplement, S59.
40. Byrnes, W.C., **McCullagh, P.**, Dickinson, A., & Noble, J. (1993). Incidence and severity of injury following aerobic training programs emphasizing running, race walking or step aerobics. Medicine and Science in Sport and Exercise. Supplement, 25, S81.
41. Hart, E.A., Gould, D., Weiss, M., Danish, S., McCann, S., Carr, C., & **McCullagh, P.** Mentoring on mentoring: Finding the right match. Association for the Advancement of Applied Sport Psychology, Montreal, October, 1993. (Abstract)
42. **McCullagh, P.**, Motivation in sport and exercise: New perspectives. Rocky Mt. ACSM, January, 1994.
43. **McCullagh, P.**, Noble, J., Starek, J., Collins, J., Meyer, K., From MTV to MVP: Implications for Observational Learning. American Alliance for Health, Physical Education, Recreation and Dance, Denver, 1994.
44. **McCullagh, P.**, Meyer, K., Bealmear, S., Foo, P., Geoffrion, S., Kleinman, T., Maller, B. The Influence of Correct and Learning Models and Feedback on Self-Efficacy and Acquisition of a Free Squat. American Alliance or Health Physical Education, Recreation and Dance. Denver, 1994.
45. **McCullagh, P.**, Noble, J. & Deakin, J. Observational learning: Motivational and gender considerations. Journal of Sport & Exercise Psychology, Supplement 16, S87.

46. **McCullagh, P.**, (1994) Psychological Factors and Athletic Injuries. Symposium at Association for the Advancement of Applied Sport Psychology, Lake Tahoe, p. 158 (Abstract).
47. Byrd, B.J., & **McCullagh, P.**, (1994). The relationship of personality factors, history of stressors and coping resources to injury in female basketball and volleyball collegiate athletes. Association for the Advancement of Applied Sport Psychology, Lake Tahoe, P. 56 (Abstract).
48. Meyer, K.N., & **McCullagh, P.**, (1994). The influence of personality factors, life stress, and coping strategies on the incidence of over-use injuries in long distance runners. Association for the Advancement of Applied Sport Psychology, Lake Tahoe, p. 163 (Abstract).
49. Noble, J.M., Byrnes, W.C., & **McCullagh, P.** (1994). The relationship between psychological stress and injury incidence and severity among female exercisers. Association for the Advancement of Applied Sport Psychology, p. 172 (Abstract).
50. **McCullagh, P.**, Noble, J., & Meyer, K. (1995). Personality factors, life stress and coping resources related to injury vulnerability in athletes and exercisers. Rocky Mountain ACSM, Dillon, Colorado. January.
51. Skaling, S. & **McCullagh, P.** (1995). A comparison of modeling and imagery. Journal of Sport and Exercise Psychology, 17, Supplement, S 96.
52. Collins, J.A., & **McCullagh, P.** (1995). Studying context: How do we conduct contextual research? Journal of Applied Sport Psychology, 7, Supplement, S2.
53. **McCullagh, P.** (1995). What is the applied in applied sport psychology? Presidential Address. Association for the Advancement of Applied Sport Psychology, New Orleans, Sept., 1995.
54. Starek, J., & McCullagh, P. (1996). The effects of self modeling on the performance of beginning swimmers. Journal of Sport & Exercise Psychology, 18, Supplement, S 79.
55. Kelley, R., & McCullagh, P. (1996). A comparison of modeling and imagery as an intervention with high school athletes: A single subject experimental design. Journal of Applied Sport Psychology, Supplement.
56. He, C., Landers, D.M., Knottinen, N., **McCullagh, P.**, & Westman, C. (1997). Emotional responding to simulated competitions among elite archers: Score differential and degree of perceived opponent challenge. Journal of Sport & Exercise Psychology, 19, Supplement, S64.
57. **McCullagh, P.** (1997). Supporting your habit: Getting funding from the USOC. Journal of Applied Sport Psychology, 9 Supplement, 124.
58. Noble, J.M., & **McCullagh, P.** (1998) Observational learning: Is a picture really worth a thousand words? Journal of Applied Sport Psychology, 10, S164.

59. **McCullagh, P.**, Potter, L.J., & Laird, J. (1998). The use of coping models in modifying anxiety and self-confidence prior to exercise fitness testing. Journal of Sport & Exercise Psychology, 20, S57.
60. McCullagh, P., Raedeke, T., & Zellner, M. (1999). Influence of model type and feedback on self-efficacy and performance. Association for the Advancement of Applied Sport Psychology, September, Banff
61. Ram, N., & **McCullagh, P.** (2000). Self-Modeling: How does it work? Southwestern Sport Psychology Meeting, Los Angeles, April, 2000.
62. **McCullagh, P.**, & Ram, N. (2000). A comparison of imagery and modeling. Journal of Sport & Exercise Psychology, Supplement.
63. **McCullagh, P.** (2000). Observational learning: Social learning symposium. French Sport Psychology Conference, Paris, July 2000.
64. **McCullagh, P.** (2000). Implications of research on teaching. Western Society for Physical Education of College Women, November, Los Angeles.
65. **McCullagh, P.** (2001). A comparison of observational learning and imagery. School of Education and Allied Studies, March 29.
66. Soo Hoo, S., Takemoto, Y., & **McCullagh, P.** (2001). An experimental comparison of modeling and imagery. Southwest Sport Psychology Meeting, April 20-21, Fullerton.
67. Ram, N., & **McCullagh, P.** (2001). Self-modeling: Seeing yourself perform influences psychological responses and physical performance. International Society Sport Psychology, Skiathos, Greece, May.
68. **McCullagh, P.**, & Hall, C. (2001). Introductory comments on observational learning and imagery. Canadian Society for Psychomotor Learning and Sport Psychology (p. 38).
69. Hall, C., & **McCullagh, P.** (2001). A comparison of modeling and imagery processes in motor skill performance and the need to determine the functional use of observational learning. Canadian Society for Psychomotor Learning and Sport Psychology (p. 40).
70. Cumming, J., Hall, C., Clark, S.E., Ste-Marie, D.M., & **McCullagh, P.** (2001). Development of the functions of observational learning questionnaire (FOLQ): An exploratory factor analysis. Canadian Society for Psychomotor Learning and Sport Psychology (p. 41).
71. Clarke, S.E., Stem-Marie, D.M., Cumming, J., Hall, C., & **McCullagh, P.** (2001). Development of the functions of observational learning questionnaire (FOLQ): A confirmatory factor analysis. Canadian Society for Psychomotor Learning and Sport Psychology (p. 42).

72. **McCullagh, P., & SooHoo, S.** (2001). Observational learning: The forgotten psychological factors in sport psychology and skills acquisition. Introducing graduate students to research. Western Society of Physical Education for College Women, November, Asilomar.
73. **McCullagh, P.** (2002). Recent Research in Motor Behavior: Theory and Practice. (Symposium). Observational learning as an effective practice variable. American Alliance for Health, Physical Education, Recreation, and Dance, April. San Diego (p. 54).
74. Yan, J.H., & **McCullagh, P.** (2002). Children's motivation in physical activity: Cultural influences. American Alliance for Health, Physical Education, Recreation, and Dance, April. San Diego (p. 90).
75. SooHoo, S., Takemoto, K., & **McCullagh, P.** (2002). Modeling and imagery as interventions for skills acquisition. American Alliance for Health, Physical Education, Recreation, and Dance, April. San Diego (p. 90).
76. **McCullagh, P.** (2002). Teaching the introduction of sport psychology to undergraduate students: Recommended activities and applications. Association for the Advancement of Applied Sport Psychology, October, Tucson. Symposium participant.
77. **McCullagh, P.** (2002). Symposium: Enhancing coaching effectiveness: The interplay between research/theory and application in the field: Using modeling to enhance physical and psychological skills. Association for the Advancement of Applied Sport Psychology, October, Tucson.
78. **McCullagh, P.** (2002). Symposium participant. Recent Research in Motor Behavior: Theory and Practice. Observational Learning as an Effective Practice Variable. American Alliance for Health, Physical Education, Recreation and Dance. San Diego, CA (p. 54)
79. Clark, S., Cumming, J., Ste-Marie, D., **McCullagh, P.**, & Hall, C.R. (2003). Assessing the Concurrent Validity of the Functions of Observational Learning Questionnaire. Journal of Sport and Exercise Psychology, Supplement, June, p. 44.
80. Clark, S., Cumming, J., Ste-Marie, D., **McCullagh, P.**, & Hall, C.R. (2003). A Reassessment of the Factor Structure of the Functions of Observational Learning Questionnaire. Journal of Sport and Exercise Psychology, Supplement, June, p. 47.
81. **McCullagh, P.** (2004). Peer Modeling: Strategies for Enhancing Motor Skill Acquisition and Psychosocial Development. Journal of Sport and Exercise Psychology, Supplement, June p. 7. Including in Symposium "Peer-Assisted Learning (PAL) in Physical Activity Contexts: Theory, Research, and Application Relevant to Sport Psychology and Motor Behavior. (Weiss, M.R., Arripe-Longueville, F., McCullagh, P., & Stuntz, C.
82. Ram, N., **McCullagh, P.**, & Skaling, S. (2004). Assessing Differential Learning from Modeling and Imagery Interventions Using Latent Growth Curve Models. Journal of Sport and Exercise Psychology, Supplement, June, p. 152.

83. **McCullagh, P.** (2004) Respondent to Symposium “ From Ideas to Action: The Marketing of Sport Psychology Programs and Services. Danish, S., Petipas, A., VanRaalte, J., & Brewer, B. Proceedings Association for the Advancement of Applied Sport Psychology, , p. 13-14.
84. Johnson, A., Simons, J., & McCullagh, P (2009). Motivational differences as athletes transition from Division III to Division II athletics. Western Society for Physical Education College Women. November, Asilomar.
85. McCullagh, P. (2010). Using modeling to enhance physical and psychological skills. The Sport Psychology and Sport Sciences Conference.. Lignano, Sabbiadoro, Italy.
86. Regan, M.R., & McCullagh, P. (2010). Analysis of homologous reproduction in community college athletics: The forgotten institution. Paper presented at the annual conference for the North American Society for Sport Management, (NASSM), Tampa.
87. McCullagh, P. (2011). Respondent to Symposium. If a picture is worth a thousand words, then is combining observation and imagery worth a million? A symposium on the interaction between observation and imagery processes. Cumming, J, Williams. S, Law, B., Bolkowy, R., Latimer, A.E., Lawrence, G.P., Rymal, A., & Ste-Marie. D. North American Society for the Psychology of Sport and Physical Activity. Burlington, June.
88. Rymal, M., O., J., & McCullagh, P. (2012). Effective use of guided observation in physical education. CAHPERD Conference, Pasadena, February.
89. O, J., Law, B., McCullagh, P., Forrest, C., & Webb, S. (2012). “Watch this...”: Does the ‘how’ of observation-based intervention matter? *Journal of Sport and Exercise Psychology*.S57.
90. Ste-Marie, D. M, Law, B., Rymal, A. M., O, J., Hall, C., & McCullagh, P. (2012). An Applied Model for the Use of Observation. *Journal of Sport and Exercise Psychology*. S56.
91. McCullagh, P., Law, B., Ste-Marie, D., Rymal, A., O, J., & Hall, C. (2012). Presenting an Applied Model for the Use of Observation Interventions in Motor Skill Learning and Performance (Symposium). *Journal of Sport and Exercise Psychology*.S55.
92. Murgia, M., McCullagh, P. (2012). Modality differences in rhythm perception of human movement. 35th European Conference on Visual Perception, Sept. Alghero, Italy. P. 201.
93. O., J., McCullagh, P., & Rymal A. (2013). “Let me Show You”: An applied model for the effectives use of demonstrations in teaching. 11th Annual Conference – Hawaii International Conference on Education, Honolulu, January.
94. Ste-Marie, D., McCullagh, P., and Rymal, A. (2013). The applied model of the use of observation: Application for Occuptional Therapists. American Occuptional Therapy Association, San Diego, April 26..

95. O, J., McCullagh, P, Ste-Marie, D.M., Rymal, A.M., Hall, C., Law, B. (2013). The use of observation in rehabilitation settings: Application of an Applied Model. Presented at the European College of Sport Science, Barcelona, June 2013.
96. Sachs, M., Kamphoff, C., Dunwoody, D. Past, Present, and Future of AAASP Leadership: To Infinity and Beyond. Symposium. P. McCullagh Discussant. (I was unable to attend in person but did send some remarks). Association for Applied Sport Psychology, New Orleans, October, 2013.
97. O, J., Hamor, N., Strickland, A., McCullagh, P. (2014). Teaching for Transfer: Critical Discussion of a Psychological Skills Training Workshop Series for a Freshman College Population. Hawaii International Conference on Education. January.

Book Reviews/ Preface

McCullagh, P. (1979). Review: Sport psychology: An analysis of athlete behavior. W.F. Straub (Ed.). Movement Publications, Ithaca, NY. 1978, 295 pp. In Journal of Sport Psychology, p. 89-90. (Invited).

Preface to Weiss, M.R. ((2004). Developmental sport and exercise psychology: A lifespan approach. Fitness Information Technology, Inc.

GRANTS AND PROJECTS AND RESEARCH SUPPORT AWARDS

Internal & External

Ryan, E.D., & McCullagh, P. (Co - PI). Attribution and perception of fatigue. Faculty Research Grant - University of California, Davis 1977. (\$5000).

McCullagh, P. (PI). Instructional Grant Program - Integrating computers in the classroom - Principles and Practices of Fitness Course - University of Colorado, Boulder. 1986. (\$5000).

McCullagh, P. (PI). Instructional Grant Program - Integrating computers in the classroom. University of Colorado, Boulder. 1987. (\$5000).

McCullagh, P. (PI). A comparison of videotape instruction and physical practice on form and accuracy in the tennis serve. United States Tennis Association. 1988. (\$500).

Little, W., & McCullagh, P. (Co - PI). A comparison of motivational orientation and instructional strategies on form and accuracy in tennis. United States Tennis Association, 1988. (\$500).

McCullagh, P. (PI). The use of videotape and imagery to enhance skilled performance. Central District AAHPERD Award, 1989-90. (\$1000).

McCullagh, P. (PI). Testing the effectiveness of Sybervision on the learning of the tennis serve. United States Tennis Association, May 1990. (\$950).

McCullagh, P. (PI). Psychological and social factors as determinants of athletic injuries. Council on Research and Creative Work, University of Colorado, January, 1991. (\$3000).

Byrnes, W.C., (Co - PI). McCullagh, P. (Co-PI). & Dickinson, A. (Co-PI). A comparison of the incidence and severity of injury between race walking, running and stepping. August 1991. Reebok International Ltd. (\$70,901).

McCullagh, P. (Co-PI). & Noble, J. (Co-PI). The effectiveness of video tapes for enhancing tennis performance. Central District AAHPERD Award, August 1991. (\$400).

McCullagh, P. Psychological factors and athletic injury. Faculty sponsored Undergraduate Research Opportunity Program. November, 1993. (\$1800).

McCullagh, P. Undergraduate Research Opportunity Program. Special Seminar. Observational Learning Techniques in Kinesiology. (\$4000).

Weiss, M.R., & McCullagh P. (1993). Influence of Coping Models on Learning. Sport Psychology Academy. AAHPERD. (\$1300).

Landers, D.M. & McCullagh, P. (Co-PI). United States Olympic Committee. Research & Training to Increase Archers' Proficiency in Competing in the New Olympic Round. (\$27,856). Jan 1995-Dec 95.

McCullagh, P.(P-I). United States Olympic Committee. Research and Training to Increase Archers Performance Through Self Modeling. (\$30,824). January 1996-December 97.

McCullagh, P. Professional Development Award, Observational learning: The forgotten psychological method in sport psychology. Western Society for Physical Education of College Women. November, 2000.

McCullagh, P. School of Education and Allied Studies, (SEAS), Research Fellow. Award for release for research, 2000-2001.

McCullagh, P. School of Education and Allied Studies (SEAS), Preparation of Publication Award, 2000-2001.

McCullagh, P. School of Education and Allied Studies (SEAS), Preparation of Publication Award, 2001-2002.

McCullagh, P. School of Education and Allied Studies (SEAS), Preparation of Publication Award, 2002-2003.

McCullagh, P. (2006). Awarded summer stipend from Research and Sponsored Programs, CSU East Bay to complete a project on observational learning. Project completed and manuscript accepted for publication.

McCullagh, P. (2012). Assumed PI of Kaiser Grant – Healthy Eating Activity Living - \$150,000

Served as Research/Project Assistant on the following grants and projects:

Socialization into sport involvement: A cross-national study. State University of New York at Brockport 1970-72.

Stelmach, G.E. National Institute of Mental Health, 22081-01. Served as research assistant on numerous experiments.

Stelmach, G.E. National Institute of Education, Grant NE-G-3-009. Served as research assistant on numerous experiments and projects.

Cost of Special Education Programs in California. Grant 57-B201-80- 3293-7100 for the California State Dept. of Education.

Undergraduate Research Opportunity Program (UROP). Projects Directed.

Ebel, C. A comparison of correct and learning sequence models (Funded), 1986.

Maldonado, N. Participation motives, competitive anxiety and perceived competencies of children and parents in youth soccer. (Funded), 1988-1989.

Lethi, S. The influence of modeling on strategies in skilled performance. (Funded), 1988-1989.

Shaw, S. Perceived competencies and competitive anxiety in children's sport. (Funded), 1990-91.

McCullagh, P. Team UROP grant. Psychological factors and athletic injury. (Funded), \$2000, 1993-94.

Sanford, C. Observational learning: The role of visual and verbal information in developing a cognitive representation. (Funded), 1994-95.

Expander, V., & Lewis, M. A comparison of gender differences in observational learning. (Funded), 1994-95.

Ritt, Ashley. The use of self-modeling videos for enhancing expert performance. (Funded), 1994-95.

UCB Hughes Initiative - Undergraduate Research Assistantship Program. Stan Royale Funded (\$1,800), 1995-96.

UCG Hughes Initiative - Undergraduate Research Assistantship Program. Julie Nigg. Funded (\$1800). 1996-97.

EDITORIAL POSITIONS

1978- 1980 Reviewer for Psychology of Sport and Motor Behavior.

Champaign, Human Kinetic Publishers.

(Review, provide editorial comments and select papers for inclusion in the annual proceedings).

INVITED POSITION

- 1980 Project Assistant for Decision Development Corporation Critical analysis of "Cost of Special Education Programs in California - prepared under grant given by the California State Department of Education. (Also responsible for analysis and editing of some less extensive reports)
- 1979-81 Compiler - Journal of Sport Psychology
(Survey relevant articles in numerous journals and prepare abstracts for inclusion in Digest section of Journal)
INVITED POSITION
- 1979-81 Assistant Editor - Quest
(Responsible for critical as well as technical editing of manuscripts) INVITED POSITION
- 1981 Compiled - Psychology of Sport and Motor Behavior - Abstracts (Technical production of abstracts for Annual Conference)
- 1986 Reviewer, Advances in Motor Development Research.
INVITED POSITION
- 1979-90 Guest Reviewer - Journal of Sport & Exercise Psychology
(Critical review and selection of articles for publication)
INVITED POSITION
- 1978-90 Guest Reviewer - Research Quarterly for Exercise and Sport.
Supplement.(Critical Review and selection of articles related to the social psychology of performance).
INVITED POSITION
- 1982-2005 Guest Reviewer - Journal of Motor Behavior
INVITED POSITION
- 1989 Reviewer - Dictionary of the Sport Sciences, Human Kinetic Publishers
- 1991-95 Editorial Board - The Sport Psychologist
INVITED POSITION
- 1993-96 Section Editor - Psychology - Research Quarterly for Exercise & Sport
- 1990-2009 Editorial Board - Journal of Sport and Exercise Psychology.
INVITED POSITION

- 1998- 2006 Editorial Board - Journal of Applied Sport Psychology. INVITED POSITION.
- 2000-Present Guest Reviewer – Perceptual and Motor Skills, Journal of Motor Behavior, Research Quarterly for Exercise and Sport, The Sport Psychologist
- 2011-2014 Founding editorial board – Kinesiology Reviews – Sponsored by Academy of Kinesiology and American Kinesiology Association. INVITED POSITION
- 2011-2012 Invited to serve on board to choose research writing award for Research Quarterly for Exercise & Sport. INVITED POSITION.

POSITIONS IN NATIONAL SOCIETIES

- 1980-83 Publication Director - North America Society for the Psychology of Sport and Physical Activity. Coordinated publication of Tri-annual Newsletter of an academic research society and served on the executive decision making body of this organization.
ELECTED BY MEMBERSHIP OF SOCIETY.
- 1988 Nominated to serve as Publications/Membership Director, Association for the Advancement of Applied Sport Psychology. DECLINED NOMINATION.
- 1988-89 Invited to serve on Past Presidents Council Ad Hoc Committee to determine potential name change and future directions of North American Society for the Psychology of Sport and Physical Activity.
- 1990 Nominated to serve as President, North American Society for the Psychology of Sport and Physical Activity.
DECLINED NOMINATION.
- 1990-93 Social Psychology Chair, Association for the Advancement of Applied Sport Psychology. Responsible for organizing Social Psychology Program for annual meeting and serving on the Executive Committee. ELECTED BY MEMBERSHIP.
- 1992-94 Nominated to serve as Member-at-Large on Executive Board of Division 47, American Psychological Association. DECLINED NOMINATION
- 1992-94 Nominated to serve as Secretary on the Executive Board of the Research Consortium, AAHPERD.
ELECTED BY MEMBERSHIP.
- 1992 Nominated President - North American Society for the Psychology of Sport & Physical Activity.
DECLINED NOMINATION
- 1993 Nominated Secretary/Treasurer - Division 47, American Psychological Association.
DECLINED NOMINATION

- 1994 Nominated President-North American Society for the Psychology of Sport & Physical Activity
DECLINED NOMINATION
- 1995 Nominated President-Research Consortium, AAHPERD.
DECLINED NOMINATION
- 1994-97 President - Elect, President, Past - President -Association for the Advancement of Applied Sport Psychology.
ELECTED BY MEMBERSHIP
- 1998 Nominated for President, Division 47, Exercise & Sport Psychology, American Psychological Association.
- 2000-2002 Program Chair and Executive Board Member, Division 47 (Exercise and Sport Psychology), American Psychological Association.
- 2001-2004 President, North American Society for the Psychology of Sport and Physical Activity. ELECTED BY MEMBERSHIP.
- 2004-2007 President, Division 47, Exercise and Sport Psychology, American Psychological Association. ELECTED BY MEMBERSHIP.
- 2011-2014 ELECTED - Board of Directors, American Kinesiology Association
- 2011 ELECTED - Member-at-large Executive Committee – National Academy of Kinesiology
- 2011 ELECTED – Executive Committee (Secretary) American Kinesiology Association.
- 2013 ELECTED – President – American Kinesiology Association

LIBRARY RESEARCH TO ASSIST IN COMPILATION OF THE FOLLOWING ANTHOLOGIES:

Christina, R.W. Readings in the Psychology of Motor Skill Learning. Simon & Schuster, N.Y. 1972.

Christina, R.W., & Shaver, L.G. Biological and Psychological Perspectives in the Study of Human Behavior. Study of Human Behavior. Kendall/Hunt: Dubuque, 1972.

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

NAK National Academy of Kinesiology

NASPSPA	North American Society for the Psychology of Sport and Physical Activity
AAHPERD	American Alliance of Health, Physical Education, Recreation and Dance
AASP	Association for Applied Sport Psychology.
APA	American Psychological Association, (Division 47 - Exercise & Sport Psychology Member).
ISSP	International Society for Sport Psychology

SERVICE

National/International

1971	Assistant Conference Organizer - Sport and Social Deviancy. State University of New York at Brockport.
1980	Sport Psychology Program Committee for North American Society for the Psychology of Sport and Physical Activity. Annual Conference - Boulder, CO. (Responsible for selecting papers deemed suitable for presentation). INVITED POSITION
1981	Conference Site Director - North American Society for the Psychology of Sport and Physical Activity. Annual Meeting, May. Hosted by University of California, Davis at Asilomar Conference Center. (Coordinated all aspects of a three day research conference including: conference program and packets, hosting of invited speakers, budget, publicity, dates, meals, housing arrangements, special events and publication of abstracts)
1985-86	Sport Psychology Program Committee - North America Society for the Psychology of Sport and Physical Activity - Scottsdale, AZ. Responsible for program development and selection of research papers). INVITED POSITION
1986	Nominations Committee, North American Society for the Psychology of Sport and Physical Activity. (Committee to determine Executive Board Candidates).
1988	Invited to serve on Research Consortium Program Evaluation Committee, American Alliance for Health, Physical Education, Recreation & Dance.
1989	Invited to serve on Dissertation Award Committee for the Sport Psychology Academy - Research Consortium. American Alliance for Health, Physical Education, Recreation & Dance.
1989	Invited to serve as external review for graduate thesis, McGill University, Montreal, Canada.

- 1989 Invited to review abstracts of submitted research for the Research Consortium of American Alliance for Health, Physical Education, Recreation & Dance for the 1989 New Orleans Convention.
- 1989-90 Sport Psychology Program Committee - North American Society for the Psychology of Sport & Physical Activity - Houston, TX. (Responsible for program development and selection of research papers).
INVITED POSITION.
- 1990 Invited to review abstracts of submitted research for the Association for the Advancement of Applied Sport Psychology.
- 1990 Nominations Committee - North American Society for the Psychology of Sport and Physical Activity (Committee determines Executive Board Candidates).
- 1991 Conference Site Director - North American Society for the Psychology of Sport and Physical Activity. Annual Meeting - June 1991, Asilomar, California. (See above for duties).
- 1989-91 Invited to serve on Operating Guidelines Committee of the Research Consortium, American Alliance for Health, Physical Education, Recreation & Dance.
- 1991 Invited to serve on Dissertation Award Committee for the Sport Psychology Academy - AAHPERD.
- 1992 Review Panel Chair - Research Consortium - Sport Psychology. Convention Program.
- 1991-92 Invited to serve as Centennial Liaison for Division 47 (Exercise & Sport Psychology) of the American Psychological Association for the 100th Annual Meeting.
- 1992 Reviewer. Abstracts submitted for Dissertation Award. Association for the Advancement of Applied Sport Psychology.
- 1993 Reviewer, Division 47. Abstracts, American Psychological Association.
- 1993 Invited to serve on Dissertation Award Committee, Sport Psychology Academy - AAHPERD.
- 1993-94 Chair-Dissertation Award Committee-Association for the Advancement of Applied Sport Psychology
- 1998 External Program Reviewer -Committee Chair - Graduate Programs and Research - Physical Education and Recreation - University of Alberta-Edmonton, November, 1998.

2000-2001	Presidential Advisory Committee – North American Society for the Psychology of Sport and Physical Activity
2001-2010	Invited to review grants for Program of the Social Sciences and Humanities Research Council of Canada
2001-2010	Invited to review grants for National Science & Engineering Grant Program, Research Council of Canada
2001	Invited to submit vitae for consideration CSU External Review Team –CSU Los Angeles
2003-2004	Fellow Review Committee Chair, Academy of Kinesiology and Physical Education
2004-2005	Chair, Fellow Review Committee, Academy of Kinesiology and Physical Education
2005	External Reviewer – Program in Kinesiology – Queen’s University, Canada
2006	External Reviewer – Program in Kinesiology – McMaster University, Canada
2008	Liaison from North American Society for Psychology of Sport and Physical Activity to Division 47 (Exercise and Sport Psychology) of the American Psychological Association
2010	Fellow Review Committee – Association for Applied Sport Psychology
2012	External Reviewer – Tenure and Promotion – McMaster University, Canada.
2013	External Reviewer – Tenure and Promotion – University of British Columbia
2013	Fellow Reviewer – American Psychological Association

State

1987-89	Served on Ad Hoc Committee to the Colorado Department of Education - Coaching Education Advisory Committee.
1988	Invited to serve on Equity and Leadership Committee. Liaison to Colorado Department of Education. (Declined nomination).
1999	Invited to serve as Site Reviewer – Bureau for Postsecondary and Vocational Education, State of California
2002	Submitted materials (nominated by faculty member) to serve on CCTC team for Physical Education Single Subject Exam

- 2007 Invited to serve as External Review – CSU Fresno – Declined because Dean would not allow on university time
- 2011 External Reviewer – Department of Kinesiology, California State University, Northridge
- 2010-2014 Member C-ID Program Review Panel – Responsible for reviewing curriculum for possible transfer from community colleges to California State University.

University/College

- 1976-77 Distinguished Teacher Committee - All campus committee, University of California, Davis.
- 1986 Search Committee, Director of Academic Media Services. University of Colorado, Boulder.
- 1986-90 Freshman orientation tutoring, University of Colorado, Boulder.
- 1988 UROP (Undergraduate Research Opportunity Program). Evaluation Committee.
- 1987-90 Elected to Boulder Faculty Assembly, Committee on Faculty Women. University of Colorado, Boulder. (Resigned Committee, August, 1989).
- 1993 Transfer Advising, College of Arts & Sciences. University of Colorado, Boulder.
- 1994 Summer Transfer Advising, College of Arts & Sciences, University of Colorado, Boulder.
- 1995 UKAN, Unified Knowledge Access Network, Participated in Pilot Interview Project, University of Colorado, January 1995.
- 1995 Future Directions Committee, College of Arts & Sciences, University of Colorado, Boulder
- 1995 Appointed to Chancellor's Committee on Sexual Harassment.
- 1995 Nominated for Chancellor's Campus Committee on Women
- 1995 Asked to serve on Campus Committee to Review Athletic Department
- 1996-99 Elected to Boulder Faculty Assembly
- 1996-99 Elected to Intercollegiate Athletic Committee - Boulder Faculty Assembly
- 1999-2005 Council of Chairs, School of Education and Allied Studies, CSU-Hayward.
- 1999-2005 Member of School Council, School of Education and Allied Studies, CSU-Hayward

1999-2005	Member Council on Teacher Education, CSU-Hayward.
1999-2005	Member of University Athletic Council
1999-2001	Member, CIC Sub-committee on Critical Thinking, CSU-Hayward
2000-2001	Invited as one of four-members of the university faculty by the Executive Committee of the Academic Senate to develop a report on academic standards at CSU-Hayward.
2001-2002	Committee on Research – Standing Committee of Academic Senate CSU-Hayward.
2002-2003	Elected Chair, Committee on Research, CSU Hayward.
2002-2003	Member, Academic Senate, CSU Hayward
2003-2005	WASC – All University Planning Committee for University Accreditation, CSU Hayward
2003-2004	WASC – Evidence Committee, CSU Hayward
2004	Chair – Committee to Review AVP, CSU East Bay
2002-2004	University Student Mentor Program
2007-2008	Member Search Committee – Dean of College of Education and Allied Studies
2007-2008	Member University PTR Committee
2008-2009	Member College PTR Committee
2010	Search Committee – Dean – College of Education & Allied Studies, CSUEB
2009-2014	Member, Council of Chairs – CEAS – CSU East Bay
2011-2012	E-learning Committee – College of Education and Allied Studies
2012	Search Committee – Associate Provost, CSU East Bay
2012-2014	Selected to serve on Presidential Task Force – Planning for Distinction
2012-2013	Sub-committee – Strategic Planning Committee – College of Education and Allied Studies- CSU East Bay
2013	Member of College Accreditation Committee

2013 Chair Search Committee – Associate Dean – College of Education and Allied Studies – CSU East Bay

There may be other committees that are not listed.

Department

1983	Organized Ninth Annual Clare Small Lecture – CU Boulder
1986-88	Elected as Research Coordinator. Dept. of Kinesiology (Instituted departmental Research Bulletin- distributed campus-wide) (Co-coordinated - Departmental Honors Program). (Instituted Faculty Seminar Colloquium Program). (Coordinated Departmental Journal Clubs).
1986	Member, Ad hoc undergraduate committee.
1986-88	Advisory Committee, Department of Kinesiology.
1988	Organized American Alliance for Health, Physical Education, Recreation & Dance. Distinguished Scholar Award Presentation, February. University of Colorado campus.
1988-89	Graduate Committee, Department of Kinesiology.
1988-89	Evaluation Committee, Re-appointment Committee, Department of Kinesiology.
1989-90	Search Committee, Department of Kinesiology. Chair - Special Opportunity Hire.
1989-96	Welfare Committee, Department of Kinesiology.
1991	Organized retirement ceremonies for two faculty members.
1992	Started Undergraduate Kinesiology Majors Club and initiated departmental Graduation Ceremonies.
1992-93	Search Committee, Department of Kinesiology.
1993-94	Program Review Panel, Department of Kinesiology
1994-95	Search Committee, Department of Kinesiology
1995-96	Search Committee, Department of Kinesiology
1996-97	Search Committee, Department of Kinesiology

- 1999-2005 Department Chair, Kinesiology and Physical Education, CSU Hayward
- 2006 Invited and organized visit for Alliance Scholar – Dan Landers – for research talks at CSU East Bay, San Francisco State University and San Jose State University
- 2007 Member, Search Committee – Department of Kinesiology and Physical Education
- 2008 Member, Search Committee – Department of Kinesiology and Physical Education
- 2008-09 Assessment Coordinator – Department of Kinesiology
- 2009- Present Department Chair – Kinesiology CSUEB
- 2013 Invited and organized visit for Alliance Scholar – Karl Newell
- 2013-2014 College of Education and Allied Studies – Unit Accreditation and Assessment Task Force (CUAATF)
- 2013 Chair – Search Committee – Associate Dean – College of Education and Allied Studies

Community/Professional

- 1988 Served as Advisor for Boulder Valley High School Internship Program.
- 1995-97 Assisted the Royal Winnipeg Ballet School develop a parent handbook

COURSES TAUGHT

Research Methods (Graduate)
 Psycho-Social Aspects of Physical Activity (Undergraduate)
 Sport Sociology (Undergraduate)
 Women and Sport (Undergraduate)
 Social Psychology of Motor Performance (Graduate & Undergraduate)
 Sport Psychology (Graduate & Undergraduate)
 Experimental Problems in Social Psychology of Physical Activity (Graduate)
 Motor Learning/Development (Graduate & Undergraduate)
 Psychological Basis of Human Performance (Graduate)
 Children in Sport: Psychological Considerations (Undergraduate)
 Critical Thinking in Motor Behavior (Undergraduate)
 Peak Performance (Undergraduate)
 The Sport Experience (Undergraduate)
 Principles and Practices of Fitness (Undergraduate)
 Philosophy of Sport
 Psychological Kinesiology
 Aquatic and Swimming Courses - Beginning level through Lifesaving
 Swim for Fitness. Walk/Jog, Competitive Conditioning
 Computer Applications in Kinesiology– Developed on-line course

Nutrition and Performance (On Line)
Seminar in Sport Psychology
Special topic graduate classes

SCHOLARSHIPS, AWARDS AND CERTIFICATION

1968	R.D.A.O. (Recreation Directors' Assoc. of Ontario) - Bursary
1969	Fitness and Amateur Sport Bursary - Government of Canada
1970-72	Foreign Student Tuition Scholarships - S.U.N.Y. at Brockport
1971	Student Government Scholarship - S.U.N.Y. at Brockport
1972	Selected as Department Scholar - S.U.N.Y. at Brockport
1970-72	Dean's List all semesters - S.U.N.Y. at Brockport
1972	Graduated Summa Cum Laude - S.U.N.Y. at Brockport
1974	Marie Carns Doctoral Fellowship - University of Wisconsin
1974-76	Canada Council Doctoral Fellowship
1984	Certified Level I Instructor - American Coaching Effectiveness Program.
1984-86	State Director, American Coaching Effectiveness Program
1991	Certified Consultant - Association for the Advancement of Applied Sport Psychology (#26)

THESES and PROJECTS- COMMITTEES

Masters - Chair

Benedetti, C.L., Post KR delay and interpolated activity - University of California, Davis, 1977.

Andrege, J.A. Effects of team outcome upon causal attributions made by actors and observers - University of California, Davis, 1978.

Little, W.S. A comparison of motivational orientation and instructional strategies on form and accuracy in tennis. University of Colorado, Boulder. 1987.

Blackwell, B. The influence of life stress and competitive anxiety in athletic injuries. University of Colorado, Boulder. 1987. (Research Project).

Caird, J. Biological motion perception and coordinative action systems in the observational learning of a cyclical motor pattern. University of Colorado, Boulder. 1989.

Burch, D. The role of modeling and augmented feedback in skill acquisition. University of Colorado, Boulder. 1989.

Meriweather, A.L. Behavioral and psychological differences in eating disorders between athletes and non-athletes. University of Colorado, Boulder 1989.

Siegel, D.S. A comparison of modeling and self modeling for enhancing efficacy and performance. University of Colorado, Boulder. 1990. (Research Project).

Hanson, S.J. Predictive variables in athletic injury and illness: A partial test of the Andersen and Williams model. University of Colorado, Boulder. 1990.

- Matzkanin, K. An investigation of personal investment theory and adherence to an established exercise program. University of Colorado, Boulder. 1991.
- Schuster, C. Physical activity commitment in college students. University of Colorado, Boulder. 1990. (Research Project).
- Petersen, K. The effects of modeling and physical practice on performance of a golf swing. University of Colorado, Boulder. 1990. (Research Project).
- Evans, Kimberly. A test of the cognitive representation in observational learning. University of Colorado, Boulder. 1992.
- Byrd, B.J. The relationship of history of stressors, personality and coping resources with the incidence of athletic injury. University of Colorado, 1993.
- Collins, J.A. Application of the Eccles expectancy-value model of achievement choice to physical activity. University of Colorado, 1993
- Starek, J. A comparison of other and self-modeling in skill acquisition. University of Colorado, 1993.
- Meyer, K. The influence of personality factors, life stress and coping resources on incidence of injury in distance runners. University of Colorado, 1994.
- Skaling, S. A comparison of modeling and imagery. University of Colorado, 1995.
- Schwenz, S. The use of a modeling intervention for modifying self-efficacy and anxiety in a rehabilitation setting. University of Colorado, 1996.
- Goodin, K. A case study of psychological responses to injury. University of Colorado, 1997.
- Kelley, R. A comparison of modeling and imagery in high school basketball players. University of Colorado, 1997,
- Laird, J. The influence of coping models in exercise testing. University of Colorado, 1996.
- Potter, L. The influence of coping models on anxiety. University of Colorado, 1996.
- Johnson, J. Sources of anxiety in exercise stress testing. University of Colorado, 1999.
- Ram, N. Self-modeling as an intervention for psychological behaviors and performance. University of Colorado, 1999
(Finished supervising while at CSU Hayward).
- Takemota, Y. Modeling and imagery interventions. CSU, Hayward, 2000.
- SooHoo, S. Modeling and imagery as interventions for performance enhancement. CSU, Hayward, 2000-2001.

Served as major advisor for a 4 graduate student stipends awarded by Associated Students, CSU, Hayward.

Masters - Committee-Member

Flohr, J.A. Changes in echocardiography and related cardiorespiratory parameters during a twelve week post-training period. University of California, Davis, 1977.

Hagler, R.W. Racial stereotypes and attribution. University of California, Davis, 1978.

Harms, D.H. An exploratory study of attributional coding systems. University of California, Davis, 1978.

Waller, J. Eye color effects on reaction time. University of Colorado, Boulder, 1985.

Whitehead, R. Specific modes of arousal and anxiety elicited by technical rock climbing. University of Colorado, Boulder, 1984.

Yonge, K. Visual motor behavior rehearsal strategies. University of Colorado at Boulder, 1985.

Kelly, B.J. The influence of genetics on motor performance. University of Colorado, Boulder, 1985.

LeBaron, G. Physiological and psychological characteristics of elite women soccer players. University of Colorado, Boulder, 1985.

Pierce, G. Post knowledge of results delay and interpolated activity. University of Colorado, Boulder, 1986.

Welch, A. The Influence of variability of practice on motor schema representation and self-efficacy development. University of Colorado, Boulder. 1987.

Hadley, J.A. Two-dimensional location & distance cues in short-term motor memory. University of Colorado, Boulder, 1987.

Raymond, C. Incidence of injury and changes in VO2 Max in low and high impact aerobics following training. University of Colorado, Boulder, 1989.

Harnischfeger, H. A comparison of incidence of injury and physiological changes between training programs based upon high impact aerobics and running. University of Colorado, Boulder, 1990.

Served as faculty mentor for Sonya Soo Hoo, Gabriel Wilson and Michael Regan (all secured CSU Forgivable Loans) All students published their completed research

In addition I have served as an outside reviewer on a number of theses from Canada and Australia.

Ph.D. - Co-Chair

North, T.C. Exercise as a treatment for depression: A meta-analysis. (Ph.D. Education), University of Colorado, Boulder, 1988.

Noble, J. The influence of modeling on strategies and task types.(Ph.D. Education) University of Colorado, Boulder, 1997.

Ph.D. - Committee Member

Adar, P. Proprioceptive sensitivity in athletes, musicians and controls: Magnitude estimation of frontalis tension. (Ph.D. Psychology), University of Colorado, Boulder, 1988.

Tarasewicz, Malva. The effects of physical practice, mental practice, and a model on learning and performing in violin playing. (Ph.D. Music, Dissertation Project), University of Colorado, Boulder, 1991.

Katz, Heddy. Ph.D. Teaching learning strategies to under-prepared students. (Ph.D. Education), November 1997.

Hatfield, David. (Ph.D., Clinical Psychology). University of Colorado, Boulder, 1997.

Meriweather, A. Intervention strategies for youth at risk. California School of Professional Psychology. (Ph.D. Clinical Psychology), 1997.

Dissertation Committee, California School of Professional Psychology, 2000.

Tenure and Promotion Reviews

1999-Present I am often asked to serve as an external reviewer for candidates being considered for Promotion and Tenure at universities throughout the world.

Continuing Education/Professional Development

October 1994. "Mental Skills Training for Enhanced Performance". Association for the Advancement of Applied Sport Psychology.

July 1994. Grant Writing Workshop. University of Colorado, Boulder.

October, 2000 Attended conference on "Chairing the Academic Department" hosted by American Council on Education.

October, 2002 – Supervision for Sport Psychology Workshop – Association for the Advancement of Applied Sport Psychology.

July 2003 – Learning to teach On-line. Participant in CEAS course developed by Jodi Servatius and Nan Chico.

2002-2003 -Attended and participated in two workshops directed at enhancing teaching for undergraduate students in sport and exercise psychology at national conferences.

Attended CSU Conference on “Facilitating Graduation”, Los Angeles. 2003

1999-Present - Attend Faculty Development Workshops per year to enhance my role as Department Chair and CSU faculty member.

Attended NCATE Workshop, Arlington Virginia, September. 2006

Selected to serve on Assessment Learning Community sponsored by Faculty Professional Development at CSUEB – 2007

Attended CSU Workshop on Situational Leadership – December 2010.

CURRICULUM VITAE

MY PHUNG JENNY O, Ph.D.

EDUCATION

Doctor of Philosophy, Kinesiology,

The University of Western Ontario, London, ON

2005-2009

- Major: Sport Psychology
- Dissertation Title: *The exploration and description of athletes' voluntary image speed manipulation*
- Doctoral advisor: Dr. Craig Hall

Master of Human Kinetics,

University of Windsor, Windsor, ON

2003-2005

- Major: Sport Psychology
- Thesis Title: *The effects of image speed on the acquisition and performance of a soccer dribbling skill*
- Thesis advisor: Dr. Krista Munroe-Chandler

Honors Bachelor of Physical Health and Education,

Laurentian University, Sudbury, ON

1998-2003

- Major: Sport and Physical Health and Education

GRANTS, AWARDS, AND DISTINCTIONS

Title	Granting Agency	Value	Tenure
"An Examination of the Transferability of Psychological Skills"	California State University, East Bay	\$4,739	2013-2014
"Investigating the Transfer of Imagery Skills in a Physical Education Setting" (3-year Research Grant)	Social Sciences and Humanities Research Council of Canada (SSHRC)	\$65,354	2010-2012
Western Graduate Research Scholarship (WGRS)	The University of Western Ontario	\$10,292/year	2005-2009
Faculty of Health Sciences Graduate Scholarship	The University of Western Ontario	\$7,815/year	2005-2009
Ontario Graduate Scholarship (OGS)	Government of Ontario	\$15,000	2005-2006
University of Windsor Human Kinetics Graduate Alumni Award	University of Windsor	\$100	2005-2006

University of Windsor Postgraduate Tuition Scholarship	University of Windsor	\$7800	2004-2005
---	-----------------------	--------	-----------

PUBLICATIONS AND PRESENTATIONS

Refereed Publications

O, J., Munroe-Chandler, K.J., Hall, N.D., & Hall, C.R. (2014). The effect of an MG-M imagery intervention with youth squash players. *Journal of Applied Sport Psychology*, 26(4). DOI: 10.1080/10413200.2013.778914.

O, J., & Hall, C. (2013). Does Speed Matter? A Qualitative Analysis of the 'Why' of Athletes' Voluntary Image Speed Use. *Journal of Imagery Research in Sport*. 8(1). DOI: 10.1515/jirspa-2012-0004

Ste-Marie, D., Law, B., Rymal, M., O, J., Hall, C., & McCullagh, P. (2012). Observation interventions for motor skill learning and performance: An applied model for the use of observation. *International Review of Sport and Exercise Psychology*, iFirst article, 1-32. DOI:10.1080/1750984X.2012.665076.

Duncan, L., Hall, C.R., Wilson, P., & O, J. (2010). Exercise motivation: a cross-sectional analysis examining its relationships with frequency, intensity, and duration of exercise. *International Journal of Behavioral Nutrition and Physical Activity*, 7(7), DOI:10.1186/1479-5868-7-7.

O, J., & Hall, C.R. (2009). Image speed: A quantitative analysis of athletes' slow motion, real time, and fast motion imagery use. *Journal of Applied Sport Psychology*, 21, 15-30.

O, J., & Munroe-Chandler, K.J. (2008). The effects of image speed on the performance of a soccer task. *The Sport Psychologist*, 22, 1-17.

Munroe-Chandler, K. J., Hall, C. R., Fishburne, G., O, J., & Hall, N. (2007). The content of imagery use in youth sport. *International Journal of Sport and Exercise Psychology*, 5, 158-174.

Other Publications

Simons, J., O, J., Yin, Z., & McCullagh, P. (In press). *Introduction to Sport Psychology*. In T.G. Reeve (Ed.). *Introduction to Physical Education, Exercise Science, and Recreation*. To be translated into Chinese.

Gregg, M., Law, B., O, J., Davies, K. (2012). *Understanding Sport Psychology: Activities for Putting it All Together*. Dubuque, IA: Kendall Hunt Publishing Company.

Wallace, S.A., Anderson, D.I., Stewart, C., & O, J. (2012). *Introduction to Kinesiology (Lab Manual)*. San Diego, CA: Cognella.

Published Abstracts from Refereed Conference Proceedings

- Law, B., Hall, C., Westlund, N., Devine, A., Edmunds, A., & O, J. (2013). Imagine the Possibilities: Children's Use of Imagery in Physical Education. *Journal of Sport and Exercise Psychology*, 35, S96.
- O, J., Law, B., McCullagh, P., Forrest, C., & Webb, S. (2012). "Watch this...": Does the 'how' of observation-based intervention matter? *Journal of Sport and Exercise Psychology*.
- Ste-Marie, D. M, Law, B., Rymal, A. M., O, J., Hall, C., & McCullagh, P. (2012). An Applied Model for the Use of Observation. *Journal of Sport and Exercise Psychology*.
- McCullagh, P., Law, B., Ste-Marie, D., Rymal, A., O, J., & Hall, C. (2012). Presenting an Applied Model for the Use of Observation Interventions in Motor Skill Learning and Performance (Symposium). *Journal of Sport and Exercise Psychology*.
- Munroe-Chandler, K. J., Hall, C. R., Fishburne, G., Strachan, L., O, J., & Hall, N. (2006). A qualitative examination of the content of young athletes' imagery use. *Journal of Sport and Exercise Psychology*, 28, S137.
- O, J., & Hall, C.R. (2006). Image Speed: A quantitative analysis of athletes' use of slow motion, real time, and fast motion images. *Journal of Sport and Exercise Psychology*, 28, S140.
- O, J., & Munroe-Chandler, K.J. (2005). Effects of image speed on the acquisition and performance of a soccer skill. *Journal of Sport and Exercise Psychology*, 27, S117.

Conference Presentations

- O, J., Hamor, N., Srtickland, A., & McCullagh, P. "Teaching for transfer: A critical discussion of a psychological skills training workshop series for a freshman population". Presented at the Hawaii International Conference on Education, Honolulu, HI, January 2014.
- O, J., McCullagh, P, Ste-Marie, D.M., Rymal, A.M., Hall, C., Law, B. (2013). The use of observation in rehabilitation settings: Application of an Applied Model. Presented at the European College of Sport Science, Barcelona, June 2013.
- Law, B., Hall, C., Westlund, N., Devine, A., Edmunds, A., & O, J. Imagine the Possibilities: Children's Use of Imagery in Physical Education. Presented at the North American Society for Psychology of Sport and Physical Activity (NASPSPA) annual conference, New Orleans, LA, June 2013.
- O, J. & Law, B. 'Sport builds character': A critical discussion of the development of transferable life skills in the physical education context. Presented at the California Association for Physical Education, Recreation, and Dance (CAHPERD) annual conference, Santa Clara, CA, March 2013.

- O, J., McCullagh, P., & Rymal, A. “Let me show you...”: An applied model for the effective use of demonstrations in teaching. Presented at the Hawaii International Conference on Education, Honolulu, HI, January 2013.
- O, J., Duncan, L., & Webb, S. Examining patterns and frequencies of self-reported SDT-based motivations to exercise among different TTM-based stages of exercisers. Presented at the North American Society for Psychology of Sport and Physical Activity (NASPSPA) annual conference, Honolulu, HI, June 2012.
- O, J., Law, B., McCullagh, P., Forrest, C., & Webb, S. “Watch this...”: Does the ‘how’ of observation-based intervention matter? Presented at the North American Society for Psychology of Sport and Physical Activity (NASPSPA) annual conference, Honolulu, HI, June 2012.
- Ste-Marie, D. M., Law, B., Rymal, A. M., O, J., Hall, C., & McCullagh, P. An Applied Model for the Use of Observation. Presented at the North American Society for Psychology of Sport and Physical Activity (NASPSPA) annual conference, Honolulu, HI, June 2012.
- McCullagh, P., Law, B., Ste-Marie, D., Rymal, A., O, J., & Hall, C. Presenting an Applied Model for the Use of Observation Interventions in Motor Skill Learning and Performance (Symposium). Presented at the North American Society for Psychology of Sport and Physical Activity (NASPSPA) annual conference, Honolulu, HI, June 2012.
- Rymal, A. & O, J. Effective Use of Guided Observation in Physical Education. Presented at the California Association for Physical Education, Recreation, and Dance annual conference, Pasadena, CA, April 2012.
- McCullagh, P., Simons, J., O, J., & Yin, Z.. History of sport psychology in North America (excerpt from *Introduction to sport psychology*). Presented at Soochow University, Jiangsu Province, China, October 2011.
- O, J., Hall, C.R., & Magalas, S. The effects of multiple-image speed intervention on baseball swing mechanics and performance. Presented at the North American Society for Psychology of Sport and Physical Activity (NASPSPA) annual conference, Tucson, AZ, June 2010.
- O, J., Hall, C.R., & Magalas, S. The effects of multiple-image speed intervention on baseball swing mechanics and performance. To be presented at the 2010 California Sport and Exercise Psychology Symposium. Fullerton, CA. April 2010.
- O, J., Hall, C.R., & Magalas, S. The effects of multiple-image speed intervention on baseball swing mechanics and performance. Presented at the California State University East Bay Research, Scholarship, and Creative Activity Poster Exhibit. Hayward, CA. March, 2010.

- O, J., Hall, C.R., & Pang, S. A qualitative analysis of athletes' use of slow motion, real time, and fast motion images. Presented at the North American Society for Psychology of Sport and Physical Activity (NASPSA) annual conference, Niagara Falls, ON, June 2008.
- O, J., Wilson, A.W., & Munroe-Chandler, K.J. Tenability of the five-function sport imagery measurement model of the SIQ-C in youth ice hockey players. Verbal presentation at Canadian Society for Psychomotor Learning and Sport Psychology (SCAPPS) annual conference, Windsor, ON, November 2007.
- Law, B., O, J., & Hall, C. Observational learning use and factors influencing its effectiveness in sport. Verbal presentation at Canadian Society for Psychomotor Learning and Sport Psychology (SCAPPS) annual conference, Halifax, NS, November 2006.
- Law, B., O, J., & Hall, C. Observational learning use and factors influencing its effectiveness in sport. Verbal presentation at Eastern Canada Sport and Exercise Psychology Symposium (ECSEPS), Ottawa, ON, March 2006.
- O, J., & Hall, C.R. Image Speed: A quantitative analysis of athletes' use of slow motion, real time, and fast motion images. Presented at the North American Society for Psychology of Sport and Physical Activity (NASPSA) annual conference, Denver, CO, June 2006.
- Munroe-Chandler, K. J., Hall, C. R., Fishburne, G., Strachan, L., O, J., & Hall, N. A qualitative examination of the content of young athletes' imagery use. Presented at the North American Society for Psychology of Sport and Physical Activity annual conference (NASPSA), Denver, CO, June 2006.
- O, J., & Munroe-Chandler, K.J. Examining image speed within the Generalized Motor Program Theory framework: Is 'real time' imagery a necessity?. Presented at the Canadian Society for Psychomotor Learning and Sport Psychology (SCAPPS) annual conference, Niagara Falls, Ontario, November 2005.
- O, J., & Munroe-Chandler, K.J. Effects of image speed on the acquisition and performance of a soccer skill. Presented at the North American Society for Psychology of Sport and Physical Activity (NASPSA) annual conference, St. Pete Beach, Florida, June 2005.
- O, J., & Munroe-Chandler, K.J. The effects of a cognitive specific imagery and image speed intervention on self-efficacy in a soccer dribbling task. Presented at the Eastern Canada Sport and Exercise Psychology Symposium (ECSEPS), University of Windsor, Windsor, Ontario, March 2005.
- O, J., & Munroe-Chandler, K.J. Consideration of cognitive general and cognitive specific imagery as deliberate practice: A proposed study. Presented at Eastern Canada Sport and Exercise Psychology Symposium (ECSEPS), Brock University, St. Catharines, Ontario, March 2004.

O, J., Law, B., Westlund, N., & Devine, A. The challenge of attaining ecological validity in imagery interventions set in physical education contexts.

Law, B., O, J., Westlund, N., & Devine, A. The applicability of the sport imagery use framework to physical education contexts.

O, J., Webb, S., & Duncan, L. One size fits all? Examining the SDT-framed motivational profiles of exercisers and non-exercisers.

O, J., & Hall, C.R. The effect of an image speed intervention on baseball swing mechanics and performance in young baseball players.

Research in Progress

O, J., Hamor, N., & Strickland, A. The transferability of selected psychological skills among a college freshman population.

O, J., Hall, B. Increasing the efficacy of exercise sessions through application of the deliberate practice framework.

O, J., Law, B., & McCullagh, P. Manipulating the speed of observational learning and imagery practice: Effects on learning and retention in golf putting practice and technique.

TEACHING EXPERIENCE

Assistant Professor in Kinesiology

California State University, East Bay

2012 - Present

1.0 Lecturer in Kinesiology

California State University, East Bay

2009-2012

Course Instructor (Liberal Arts)

Fanshawe College

2007-2009

Course Instructor in Human Kinetics

University of Windsor

2006-2007

SERVICE

Department Level

Department Chair Search Committee	2013-2015
Kinesiology Research Group (KRG) Co-Founder and Facilitator	2013-Present
Tenure-Track Search Committee (Measurement and Evaluation)	2013
Tenure-Track Search Committee (Physical Activity Specialist)	2013
Tenure-Track Search Committee (Biomechanics)	2013
1.0 Lecturer Search Committee (Exercise Physiology)	2013
‘KIN Club’ Facilitator	2010-Present

College level

A2E2 Funding Departing Representative	2013
Department PSLO Assessment	2013-Present
Internal Collaboration Committee	2013-Present

University level

Pioneer Chalk Talks (Sport Psychology talks for Pioneers)	2013-Present
Committee on Research	2013-Present
Member, Advisory Council, CEAS Honors Program	2012-Present
Confidential port and Performance Psychology Consultations	2010-Present

OTHER SCHOLARLY ACTIVITIES

Professional Development February 2013

- Attended session: “First Year Faculty Experience: Active and Engaged Learning”
February 1, 2013, from 12-2p in LI 2302.

Professional Development February 2013

- Attended “WASC Retreat on Assessment of Learning: Questions, Issues, Solutions”
February 14-15, 2013, Hotel Sainte Claire, San Jose, CA.

Manuscript Reviewer 2007- Present

- Serve as an anonymous reviewer for several international peer-reviewed journals.

Academic Association Member

2003- Present

- North American Society of Psychology of Sport and Physical Activity (NASPSPA)
- European Congress of Sport Sciences (ECSS)
- American Psychological Association (APA)

JENNIFER J. SHERWOOD, Ph.D
cell phone: 415-531-7610
E-mail: Sherwood.jennifer@gmail.com

EDUCATION Ph.D. Biology (Muscle Biology) 2001

Marquette University, Milwaukee, WI

Dissertation: "Arterial Smooth Muscle Myosin Expression and Function"

Thomas J. Eddinger, Ph.D., advisor

M.S. Physical Education (Exercise Physiology) 1994

Ball State University, Muncie, IN

Bruce Craig, Ph.D. Advisor

B.S. Dietetics 1992

Michigan State University, East Lansing, MI

PROFESSIONAL EXPERIENCE

Lecturer 2012-present

California State University, East Bay

Kinesiology Department

Assistant Professor 2008-2012

Holy Names University

Department of Biological Sciences

Visiting Professor 2008

Arizona State University, Tempe

Kinesiology Department

Adjunct Professor 2007-2008

Holy Names University

Department of Biological Sciences

Fitness Manager & Personal Trainer 2005-2007

Equinox Fitness Center, San Francisco, CA

Visiting Professor 2004-2005

University of California, San Francisco

Department of Pharmaceutical Chemistry

Postdoctoral Research Fellow 2001-2004

University of Vermont, Burlington, VT

Department of Molecular Physiology & Biophysics

GRANTS, AWARDS, AND DISTINCTION

Title	Granting Agency	Value	Tenure
"Get Fit! Stay Fit!" On Campus Internship Program	California State University, East Bay; Academic Advising and Career Education Department	\$3,000	2014
"Using Technology to Teach Undergraduate Physiology Courses"	Holy Names University	\$35,000	2009-2010

RESEARCH EXPERIENCE

Kinesiology Department, Arizona State University, Tempe, AZ,
Research conducted with Kathleen Matt, Ph.D. Studied the effects of biofeedback training on the human stress response with ELISA, metabolic and electrophysiological techniques. Trained technicians and undergraduate students on the use, interpretation of results and maintenance of human metabolic testing equipment.

Department of Pharmaceutical Chemistry, UCSF, Mission Bay Campus, San Francisco, CA
Research conducted with C.C. Wang, Ph.D. Studied enzyme-substrate interactions in biochemical assays of purified, recombinant, bacterially-expressed, wild-type and mutant purine nucleoside phosphorylase proteins to resolve the chemotherapeutic potential of chemical substances on a pivotal enzyme within the AIDS-associated parasite, *Trichomonas vaginalis*.

Department of Biophysics and Molecular Physiology, University of Vermont, Burlington, VT
Post-doctoral research conducted with Susan Lowey, Ph.D., Kathleen Trybus, Ph.D. and Dave Warshaw, Ph.D. Single molecule optical laser trap, in vitro motility and kinetic assays of purified wild-type and mutant recombinant, baculovirus and bacterially-expressed proteins were used to investigate the force-generating, molecular structures and processes in skeletal muscle myosin.

Department of Biology, Marquette University, Milwaukee, WI
Doctoral dissertation research conducted with Thomas Eddinger, Ph.D. Immunofluorescence, reverse-transcription-polymerase chain reactions and single cell contractile studies were used to correlate the intercellular heterogeneity of smooth muscle myosin proteins with muscle contractile properties.

Human Performance Laboratory, Ball State University, Muncie, IN
Masters' thesis research conducted with Bruce Craig, Ph.D. Gel electrophoresis and radioimmunoassays were used to investigate the acute effects of exercise on bone growth factors in women.

TEACHING EXPERIENCE

Lecturer – California State University, East Bay

- Exercise Physiology Lecture and Laboratory – Instruct upper division, undergraduate kinesiology students in both lecture and laboratory. The lecture and laboratory courses are designed to study human physiological responses and adaptations to exercise. In the lab, students perform and critically evaluate measures of human work and physiological limitations to sport, dance and exercise performance. Responsible for developing course curriculum and laboratory exercises, preparing and grading exams, homework and lab reports.
- Exercise Nutrition and Metabolism– Instruct upper division, undergraduate kinesiology students in lecture. This course will examine the role of food nutrients in bioenergetics – the production of energy for exercise, exercise training, and sport performance. This course will examine nutritional recommendations for the physically active person as well as for those involved in intense training and sports competition. Responsible for developing course curriculum, preparing and grading exams and homework.
- Exercise Prescription– Instruct upper division, undergraduate kinesiology students in lecture and laboratory. This course will emphasize the American College of Sports Medicine's (ACSM) guidelines for exercise testing and prescription with specific focus on the knowledge, skills and abilities (KSAs) for the ACSM Health Fitness Specialist Certification. Responsible for developing course curriculum, preparing and grading.

- Clinical Exercise Physiology– Instruct upper division, undergraduate kinesiology students in lecture and laboratory. Study and practice of techniques for administering and evaluating the results of graded exercise stress tests. Analysis of normal and abnormal cardiopulmonary response to exercise. Emphasis on exercise electrocardiography. Responsible for developing course curriculum, preparing and grading.
- Physiological Perspectives on Health & Wellness– Instruct graduate students in kinesiology in seminar related to physical activity and exercise on health and disease prevention. Responsible for developing course curriculum, preparing and grading.
- Contemporary Issues in Kinesiology– Instruct graduate students in kinesiology in seminar exploring the scientific evidence for the claim that, ‘exercise is good for the brain.’ Emphasis will be on critically evaluating the research literature to develop a persuasive argument. Students will define a specific thesis related to the course topic, evaluate the scientific research supporting their thesis, and write and present a scientific evaluation of their work. Responsible for developing course curriculum, preparing and grading.
- Training for Physical Performance– Instruct graduate students in kinesiology in seminar to explore the physiological basis of exercise training to enhance physical performance. Emphasis on aerobic, anaerobic, and resistance training principles and program design to optimize performance. Acute responses and longer-term training adaptations will be examined. Students will evaluate scientific research related to their chosen topic, write and present a scientific evaluation of their work. Responsible for developing course curriculum, preparing and grading.
- Exercise and Well-being– Instruct upper division, general education course in lecture and laboratory in studying the nature of physical activity in relationship to fitness, health, and well-being. Understanding stress and the prevention of diseases related to stress and inactive lifestyles. Responsible for developing course curriculum, preparing and grading

New courses devised and instituted (CSU, East Bay):

- KIN 4031: Get Fit! Stay Fit! Experiential learning course for upper division kinesiology students.

Instructor – Holy Names University

- Physiological Chemistry Lecture and Laboratory – Instruct upper division, undergraduate biology and sport biology students in both lecture and laboratory. These courses are designed to introduce students to the metabolism of carbohydrates, lipids, amino acids and nucleotides. Responsible for developing course curriculum and laboratory exercises, preparing and grading exams, homework and lab reports.
- Human Physiology of Sport & Exercise Lecture and Exercise Physiology Laboratory– Instruct upper division biology and sport biology students in both lecture and laboratory. The lecture and laboratory courses are designed to study the functions of the major organs and organ systems of the human body as they relate to sport and exercise and to use and evaluate methods of measuring human performance. Responsible for developing course curriculum and laboratory exercises, preparing and grading exams, homework and lab reports. The laboratory course is designed to develop skills to read analytically, think critically, and write effectively within the fields of Biology/Sport Biology.
- Senior Seminar– Guide senior biology and sport biology undergraduate students in the

comprehensive study and evaluation of their chosen topics in biological/sport biological research and the relevance of the topics to society. Lead students in evaluating scientific research related to their topic, in the writing and presenting a scientific senior capstone project of their work.

- Human Physiology Lecture and Laboratory– Instruct nursing students in both lecture and laboratory courses. The lecture and laboratory courses are designed to study the functions of the major organs and organ systems of the human body. This course emphasizes how cell-tissues and organ-systems work together to maintain homeostasis.
- Human Biology– Instruct undergraduate students in both lecture and laboratory. This course is part of the general education requirements for the University. Course is a survey of the basic concepts and ideas of biological sciences, including topics in human physiology. Responsible for developing course curriculum and laboratory exercises, preparing and grading exams, homework and lab reports.
- Nutrition– Instruct nursing and sport biology students in lecture course to study the chemical and biological properties of nutrients and their physiological functions in the human body. Responsible for developing course curriculum and laboratory exercises, preparing and grading exams, homework and lab reports.
- Physiological Psychology– Instruct biology and psychology students in lecture and laboratory course to study the biological bases of neural processes and behavior. Responsible for developing course curriculum and laboratory exercises, preparing and grading exams, homework and lab reports.

New courses devised and instituted (HNU):

- Biology 195W: Biology Senior Seminar
- Biology 196: Sport Biology Internship
- Biology 115 & 115LW: Advanced Human Physiology & Exercise Physiology Laboratory
- Psychology/Biology 124: Physiological Psychology
- Biology/Chemistry 185 & 185L: Physiological Chemistry Lecture & Laboratory

UNIVERSITY SERVICE

1. Get Fit! Stay Fit! Program

Experiential learning course where Upper Division Kinesiology students at CSU, East Bay implement a wellness program for CSU, East Bay Faculty and Staff. In this program, students administer and interpret fitness assessment results including body composition (Bod Pod), muscular and cardiovascular fitness assessments and nutritional assessments and guidance. Based on these results, students develop personalized exercise and nutritional plans, and support and guide participants in following these programs. In these experiences, students apply concepts learned in their classes, including fitness evaluations, interpretations and exercise prescription to present, educate and motivate healthy and diseased adults in this program. Responsible, with Bryson Nakamura (Get Fit! Stay Fit! Manager, for training students to perform fitness testing, interpreting exercise and body composition tests and educating program participants.

2. Standing committees:

- Admissions Policy Committee Chair, Spring 2011-2012
- Admissions Committee, Fall 2009 – Spring 2012

3. Ad-hoc committees:

- Freshman Connections Project Committee, 2012
- Comparative Physiologist Faculty Search Committee, 2011-2012

- Microbiology Faculty Search Committee, 2010-2011
- NCAA Athletic Association Exploration Committee, Summer & Fall 2010
- Coordinator of Academic Support Services & International Student Services Search Committee, Spring 2009

4. Department Activities:

- Sport Biology program. Surveyed peer institutions and reviewed relevant literature to design the curriculum and requirements for the B.A. and B.S. in Sport Biology/Kinesiology, prepared and presented the successful Sport Biology degree proposal with Dr. Duygu Demirlioglu to the Holy Names' Faculty Senate and Board of Trustees. I coordinated the Sport Biology academic and internship programs, hiring adjunct faculty to support these degree programs and serving as the main academic advisor for these program.
- Participated in class scheduling. Since joining the Division of Mathematics and Sciences, I was actively involved in scheduling Biology, Sport Biology and Chemistry classes.
- Proposal to update laptop computers used for Biology lab classes. Dr. Quinlivan and I wrote the proposal to replace the PC laptop computers with Macbooks.
- Biology curricular revision. In 2009 & 2010, I was actively involved in the efforts to revise the HNU degree requirements of the B.A and B.S. in Biological Sciences. As part of this effort, I assisted in surveying peer institutions and reviewed relevant literature.
- Assisted and supervised adjunct instructors of Biology 11 lecture and 11L labs. Since my first semester teaching this course, I have developed instructor lab materials, student lab materials and materials list for the Biology 11L lab class. In semesters where I am unable to teach these courses, I supply adjuncts with these materials and provide support throughout the semester,

Internship Coordinator – California State University, East Bay

- KIN 4031 Internship– Experiential learning course where Upper Division Kinesiology students at CSU, East Bay implement a wellness program for CSU, East Bay Faculty and Staff serving ~ 25 students and 50 participants/quarter.

Internship Coordinator – Holy Names University

- Senior Internship– Coordinated upper division sport biology students in searching, applying and completing their academic internship projects in the Bay Area Community.

Program Director/Coordinator – Holy Names University

- Sport Biology– Designed curriculum, prepared and presented proposal for the Sport Biology program to the Holy Names' Faculty Senate and Board of Trustees. Responsible for coordinating program, academic advising, and internship employment of sport biology students.

Admissions Policy Committee - Holy Names University

- Chair– Responsible for directing the committee focus, delegating committee responsibilities, leading meetings and reports to the Holy Names' Faculty Senate.

Volunteer Coordinator – Holy Names University/American Red Cross

- Volunteer Coordinator– Designed and coordinated volunteer program for HNU students in the Disaster Preparedness and Health and Safety Instruction Divisions of the Oakland branch of the American Red Cross.

PUBLICATIONS

Sherwood, J.J., Waller, G.S., Warshaw, D.M. and Lowey, S. A point mutation in the skeletal

myosin regulatory light chain reduces the step size of skeletal muscle myosin. *Proc. Natl. Acad. Sci USA*. Jul 27, 2004. 101(30):10973-8. Epub 2004 Jul 15.

Sherwood, J.J. and Eddinger, T.J. Shortening Velocity and Myosin Heavy and Light Chain Isoform mRNA in Rabbit Arterial Smooth Muscle Cells. *Amer. J. Phys: Cell Phys.* 282(5): C1093-102, 2002.

Eddinger, T.J. Korwek, A.J. Meer, D.P. and Sherwood, J.J. Expression of smooth muscle myosin light chain 17 and unloaded shortening in single smooth muscle cells. *Amer. J. Phys.* 278, C1133-C1142, 2000.

Widrick, J.J. Norenberg, K.M. Blaser, C.A. Karhanek, M., Sherwood, J., Trappe, S.W., Trappe, T.A., Costill, D.L. and Fitts, R.H. Force-velocity-power and force-pCa relationships of human soleus fibers after 17 days of bed rest. *J. of Applied Phys.*, 85(5): 1949-1956, 1998.

Duncan, G.E., Mahon, A.D., Gay, J.A. and Sherwood J.J. Physiological and perceptual responses to graded treadmill exercises in male children. *Ped. Exerc. Sci.* 8(3): 251-258, 1996.

CONFERENCE PRESENTATIONS

Sherwood, J.J., Webb, S.L., and Beane, E.A*. (2014, January). Student Outcomes Following Participation in a 20-Week Nutrition and Physical Activity Experiential Education Course. Poster presented at 12th Annual Hawaii International Conference on Education. Honolulu, HI.

Sherwood, J.J., Webb, S.L., and Beane, E.A*. (2014, January). How Students in a Short-Term Nutrition and Physical Activity Experiential Course Affected Nutrition and Physical Activity Behaviors, and Work- and Cardiovascular Health-Related Outcomes. Poster presented at 12th Annual Hawaii International Conference on Education. Honolulu, HI.

Sherwood, J.J., Kelly, T. *, Willis, B.L. *, and Webb. S.L. (2013, October). Effects of Aerobic Exercise on Cognition, Autonomic Function and Psychological Stress in Young Adults with High and Low Cardiorespiratory Fitness. Poster session presented at 58th Annual Conference of the Western Society for Kinesiology and Wellness, Las Vegas, NV

Sherwood, J.J. (2013, June). How Physical Activity Helps to Maintain Brain Wellness. Presented at Acacia Creek Brain Wellness Fair, Union City, CA.

Harris, F and Sherwood, J. Guided imagery increases forced expiratory lung volume (FEV₁). Presented at: National Conference on Undergraduate Research (NCUR), La Crosse, WI., April, 2009.

Sherwood, J. J. and Wang, C.C. Purine nucleoside phosphorylase point mutations affect enzyme kinetics. Presented at: UCSF Pharmaceutical Chemistry Conference, Asilomar, CA., April, 2005.

Sherwood, J.J., Waller, G.S., Warshaw, D.M. and Lowey, S. A point mutation in the skeletal myosin regulatory light chain reduces myosin's step size. Presented at: Biophysical Society Annual Meeting, San Francisco, CA., February, 2004. Published in: *Biophysical. J.* 2004.

Sherwood, J.J., Waller, G.S., Warshaw, D.M. and Lowey, S. A point mutation in the skeletal myosin regulatory light chain reduces myosin motility without affecting actomyosin ATPase. Presented at: Biophysical Society Annual Meeting, San Antonio, TX., February, 2003. Published in: *Biophysical. J.* 2003.

Sherwood, J.J. and Eddinger, T.J. Arterial expression of the SM1/SM2 myosin heavy chain isoforms. Presented at: Biophysical Society Annual Meeting, New Orleans, LA., February, 2001. Published in: *Biophysical. J.* 2001.

Sherwood, J.J. and Eddinger, T.J. Expression of the MHC SM1/SM2 and MLC₁₇ a/b isoforms and unloaded shortening velocity of isolated arterial cells. Presented at: Biophysical Society

Annual Meeting, February, 2000. Published in: Biophysical. J. 2000.

Sherwood, J.J., Meer, D.P. and Eddinger, T.J. The effects of myosin LC17 isoform expression on mechanical properties of single smooth muscle cells. Presented at: Biophysical Society Annual Meeting, February, 1999. Published in: Biophysical. J. 1999.

HONORS AND AWARDS

Good Neighbor Award, American Red Cross, Oakland	2010
Richard R. Jobling Fellowship, Marquette University	1999
Predoctoral Fellowship, American Heart Association, Wisconsin Affiliate	1998

PROFESSIONAL AFFILIATIONS

American College of Sports Medicine (ACSM)
American Physiological Society (APS), Professional Member
Council on Undergraduate Research (CUR)
National Strength and Conditioning Association (NSCA)

CERTIFICATIONS

Certified Strength & Conditioning Specialist, National Strength & Conditioning Association
CPR/AED for the Professional Rescuer and Healthcare Provider, American Red Cross

VITA
JEFFERY P. SIMONS, Ph.D.

CONTACT DETAILS

Jeff Simons, PhD
2320 San Miguel Drive
Walnut Creek CA 94596
+1 (415) 939-1495
jeff.simons@csueastbay.edu

PERSONAL DATA

Date of Birth:	4 December, 1957
Place of Birth:	Concord, California, U.S.A.
Citizenship:	Dual: United States of America; Australia
Family:	Spouse: Cynthia Taylor; Daughters: Justine & Corinne

EDUCATION

1988-1991	University of California, Los Angeles Post-Doctoral Scholar Research: <i>Sources of Enjoyment and Commitment in Youth Sport</i>
1983-1986	University of Illinois, Urbana-Champaign, IL Ph.D. in Kinesiology, October 1988 Concentration: Sport Psychology Dissertation: <i>The Effects of a Psychological Skills Training Program on Treadmill Performance of Male Collegiate Distance Runners</i> Advisors: Prof. Daniel R. Gould and Prof. Rainer Martens
1981-1983	University of California, Davis, California M.A. in Physical Education, December 1985 Concentration: Sport Psychology Thesis: <i>Error Correction in Mental Practice</i> Advisor: Prof. E. Dean Ryan
1976-1981	University of California, Davis, California B.A., with Honors, Psychology and Physical Education (double major) June 1981
1972-1976	Ygnacio Valley High School, Walnut Creek, CA Diploma, June 1976 (Top of Class: 3.98/4.00 GPA)

ACADEMIC PROFESSIONAL EXPERIENCE

2007-present	Associate Professor , Department of Kinesiology and Physical Education, California State University East Bay, Hayward, CA.
2003-2007	Assistant Professor , Department of Kinesiology and Physical Education, California State University East Bay, Hayward, CA.
1995-1998	Lecturer , Department of Physical Education, Recreation & Performance, Victoria University, Melbourne, Australia.
1991-1994	Lecturer , Department of Kinesiology, University of Colorado, Boulder, CO.
1988-1991	Associate Director, AAF/UCLA KidSport Project , Department of Kinesiology, University of California, Los Angeles.
1987-1988	Assistant Professor , Department of Physical Education & Exercise Science, University of Southern California, Los Angeles.
1986-1987	Instructor , Department of Physical Education & Exercise Science, University of Southern California, Los Angeles.
1985-1986	Research Assistant . Department of Physical Education, University of Illinois, Urbana-Champaign (Dr. Daniel Gould)
1983-1986	Teaching Assistant . Department of Physical Education, University of Illinois, Urbana-Champaign.
1983-1984	Research Assistant . Sport Psychology, University of Illinois, Urbana-Champaign (Dr. Rainer Martens).
1980-1983	Research Assistant . Physical Education Department, University of California, Davis (Dr. E. Dean Ryan).
1982-1983	Academic Peer Advisor . Physical Education Department, University of California, Davis
1981-1982	Teaching Assistant . Physical Education Department, University of California, Davis
1981-1982	Laboratory Assistant (Level II) . Human Performance Laboratory, University of California, Davis

UNIVERSITY COURSES DEVELOPED AND TAUGHT

CSU East Bay 2003-present	KPE 3250 - Kinesiological Foundations of Physical Education KPE 4410 - Sport & Exercise Psychology KPE 4410L - Sport & Exercise Psychology Lab KPE 4615 – Exercise and Stress KPE 6410 - Graduate Seminar in Sport & Exercise Psychology KIN 6411 – Psychology of Physical Activity KIN 6413 – Mental Skills for Physical Performance KPE 6415 – Graduate Seminar in Motor Learning and Control KPE 6460 – Graduate Seminar in Sport Philosophy
Victoria University (AUS) 1995-96	Applied Sport Psychology Practice
UCLA 1990	Theoretical Bases of Applied Sport Psychology
University of Southern California 1986-88	Psychology of Coaching Theories of Motivation in Sport Psychology Exercise Prescription

UNIVERSITY COURSES TAUGHT

CSU East Bay 2003-present	KIN 3330 - Motor Learning and Control KIN 3300L - Kinesiological Measurement Lab KIN 3300 – Kinesiological Measurement KIN 6000 - Foundations of Graduate Study & Research
University of Colorado, Boulder 1991-94	Introduction to Research and Statistics Motor Development Social Psychological Aspects of Physical Activity
UCLA 1988-91	Behavioral Bases of Movement: Psycho-social Aspects
University of Southern California 1986-88	Principles of Nutrition & Exercise Measurement & Evaluation Quantitative Methods in Exercise Science
University of Illinois	Measurement and Assessment in Physical Education Sport Psychology Conditioning and Weight Control

ACADEMIC WORKSHOPS DEVELOPED AND TAUGHT

Sport Authority of India 1992-1993	Principles and Practice in Motor Learning and Sport Psychology. 12 session seminar for Indian National Coaches and Sport Science scholars. Presented at :
---------------------------------------	---

SAI Northern Regional Center, Patiala, India, December 28-31.
SAI Southern Regional Center, Bangalore, India, January 5-7.

Sport Authority of India
1991

Theory and Practice of Applied Sport Psychology.

30 session intensive course for Indian professors and lecturers from university departments of psychology and physical education. SAI Eastern Regional Centre, Salt Lake City, Calcutta, India, January 21-30.

Catalonian Sport
Federation 1991

Psychological Preparation of Individual Sport Athletes.

Invited 3 session seminar for sport psychologists and coaches. Universitat Autònoma de Barcelona, Spain. Nov. 4-6.

SCHOLARLY AND PROFESSIONAL SERVICE

INTERNAL TO CALIFORNIA STATE UNIVERSITY EAST BAY:

College Committee Member, Student Assessment Development Team, Summer 2006.

College Committee Member, Assessment Council, Spring 2006.

Faculty Interviewer: IP Interview Committee, Center for International Education, CSUEB, May 15, 2006.

University Committee Member, Committee on Instruction and Curriculum, Fall 2005 through Spring 2007.

University Committee Member, Faculty Learning Community-Assessment of General Education Outcomes, Fall 2005 to 2008.

Departmental Committee Member, Pedagogy Search Committee, Fall 2005-Winter 2006.

Departmental Committee Chair, Pedagogy Search Committee, Fall 2004-Spring 2005.

College Committee Member, Strategic Planning Committee, Fall 2004-present.

Departmental Committee Chair, Strategic Planning Committee, Fall 2004-present.

Departmental Committee Member, Assessment Sub-Committee, Fall 2004-present.

Departmental Committee Member, Peer Review, Spring 2004-present.

College Committee Member, Council on Teacher Education, 2004-2007.

Departmental Committee Member, Advisory group for proposed Contra Costa Community Recreation and Education Center, CSUH Contra Costa campus, Fall 2003-2008.

Departmental Committee Member, Theory & Analysis Courses Review committee, Fall 2003-2008.

University Committee Member, Social Science Outcomes committee, Fall 2003-Spring 2005.

EXTERNAL TO CSUEB:

Member, Board of Directors, *Bluearth Institute*, Melbourne, Australia, 2002-present.

Guest reviewer for *Journal of Sport & Exercise Psychology*, 2006- present.

Guest reviewer for *Research Quarterly*, 2004-present.

Guest reviewer for *International Journal of Sport Psychology*, 2003, 2004, 2007.

Member, Advisory Board, *Centre for Rehabilitation, Exercise, and Sport Science*, Victoria University, Melbourne, Australia, 2002-2004.

Member, Sport Psychology Benchmarking Committee, *Australian Institute of Sport*, Canberra, Australia, 2002.

Guest reviewer for *Australian Psychologist*, 1996.

Sport Psychology Advisory Committee, *Victorian Institute of Sport*, Melbourne, Australia, 1995-2002.

Guest reviewer for *Journal of Sport & Exercise Psychology*, 1988-1995.

Guest reviewer for *The Sport Psychologist*, 1987-1996.

Chair, Research and Scientific Development Committee, Sport Psychology Consulting Group, U.S.A. Track & Field, 1991-1995.

Thesis Committee Member:

- Polly Lutz, Ph.D. Dissertation in the College of Education, University of Denver, Colorado, Completed August 1994.
- Julia A. Collins, M.A. Thesis in the Department of Kinesiology, University of Colorado, Boulder, Completed June, 1993.
- B. J. Byrd, M.A. Thesis in the Department of Kinesiology, University of Colorado, Boulder, Completed May, 1993.
- Kimberly Evans, M.A. Thesis in the Department of Kinesiology, University of Colorado, Boulder, Completed July 1992.
- Zenong Yin, Ph.D. dissertation in the Department of Exercise Science, University of Southern California, Los Angeles, CA, Completed August 1990.
- Steven Baron, M.A. thesis in the Department of Physical Education & Exercise Science, University of Southern California, Los Angeles, CA, Completed May 1987.

External Reviewer for Full Professor Rank, Ralph A. Vernacchia, Ph.D., Western Washington University, November, 1991.

Athlete Education Mentor, USOC Education Committee's Athlete Education Mentoring Network, 1991 to 1995.

Reviewer, Conference Paper Proposals: American Alliance for Health, Physical Education, Recreation and Dance (1992 Annual National Conference -- Area: Psychology of Sport and Physical Activity)

Computer examination committee, Department of Physical Education & Exercise Sciences, University of Southern California, Los Angeles, CA, 1986-88.

Teaching assistant evaluator: Department of Physical Education & Exercise Science, University of Southern California, Los Angeles, CA, 1986-88.

PUBLICATIONS

Simons, J.P., O, M.P.J., Yin, Z. & McCullagh, P. (In press). Introduction to sport psychology. *Introduction to Physical Education, Exercise Science, and Recreation*. Beijing, China: Higher Education Press.

Simons, J. (In press). Especial skills. In Eklund and Tennenbaum (Eds.), *Encyclopedia of Sport & Exercise Psychology*. Los Angeles: Sage.

Simons, J. (2012). Endurance psychology. In Inigo Mujika (Ed.), *Endurance Training: Science and Practice*. Basque Country: Inigo Mujika S.L.U.

Simons, J. (2010). The applied sport psychology intake. In S. J. Hanrahan and M. B. Andersen (Eds.), *Routledge Handbook of Applied Sport Psychology: A Comprehensive Guide for students and practitioners*. London: Routledge.

Simons, J., Wilson, J., Wilson, G., & Theall, S. (2009). Challenges to cognitive bases for an especial motor skill at the regulation baseball pitching distance. *Research Quarterly for Exercise & Sport*, 80(3), 469-479.

Simons, J (2007). Distinguishing Discovery. *Insight Shared*. Melbourne: Bluearth Institute.

Simons, J. (2005). Psychology in sprinting & hurdling. In R. A. Vernacchia & T. Statler (Eds.), *The psychology of high-performance track and field*. Palo Alto, CA: Track and Field News.

McGrath, M. & Simons, J. (2005). *Bluearth Discovery coaching manual*. Melbourne, Australia: Bluearth Institute.

Speed, H. D., Andersen, M. B., & Simons, J. (2005). The selling of sport psychology: Presenting services to coaches. In M. B. Andersen (Ed.), *Sport psychology in practice*. Champaign, IL: Human Kinetics.

- Ginn, D., Simons, J., & McGrath, M. (2005). *Bluearth Discovery teacher development manual*. Melbourne, Australia: Bluearth Institute.
- Simons, J. (2004). *Sedentary death syndrome (SeDS): Physical acitivity, health, and quality of life*. Melbourne, Australia: Bluearth Institute.
- Simons, J. (2003). Mind/body Q & A: Teamwork fosters healthy competition; Balance your life; Run away from boredom. *Energy for Women*, 16, 15-17.
- Simons, J. (2003). Mind/body Q & A: Giving constructive feedback; Start exercising after a long day at work; Get your Zzzs before the "big" event. *Energy for Women*, 15, 15-17.
- Simons, J. (2000). Doing imagery in the field. In M. B. Andersen (Ed.), *Doing Sport Psychology*. Champaign, IL: Human Kinetics.
- Simons, J. (1998). Concentration. In M. A. Thompson, R. A. Vernacchia, and W. E. Moore (Eds.), *Case Studies in Applied Sport Psychology: An Educational Approach*. Dubuque, Iowa: Kendall/Hunt.
- Simons, J. (1998). Case study of concentration: Elite female pistol shooter. In M. A. Thompson, R. A. Vernacchia, and W. E. Moore (Eds.), *Case Studies in Applied Sport Psychology*. Dubuque, IA: Kendall/Hunt.
- Simons, J. (1998). Case study of composure: Elite female cyclist. In M. A. Thompson, R. A. Vernacchia, and W. E. Moore (Eds.), *Case Studies in Applied Sport Psychology*. Dubuque, IA: Kendall/Hunt.
- Simons, J. (1998). Case study of career termination: Elite endurance athlete retirement. In M. A. Thompson, R. A. Vernacchia, and W. E. Moore (Eds.), *Case Studies in Applied Sport Psychology*. Dubuque, IA: Kendall/Hunt.
- Simons, J. (1997). Competition plans and routines. *Modern Athlete and Coach*, 35(3), 3-7.
Also available at:
http://www.athleticscoaching.ca/UserFiles/File/Sport%20Science/Psychology/General%20Concepts/PGC_Simons_Competition_Plans_and_Routines.pdf
- Simons, J. & Vernacchia, R. (1997). Process and Outcomes in Sport Psychology Consulting. *Journal of Applied Sport Psychology*, 9, S155.
- Simons, J. (1996). From experience. In R. Sleamaker & R. Browning, *Serious Training for Endurance Athletes* (2nd Ed.). Champaign, IL: Human Kinetics.
- Simons, J. P. & Andersen, M. B. (1995). The development of consulting practice in applied sport psychology: Some personal perspectives. *The Sport Psychologist*, 9, 449-468.
- Simons, J. (1993). Dealing with discomfort in distance races. *American Athletics*, Fall, 54-56.

- Scanlan, T. K., Carpenter, P. J., Lobel, M. J., and Simons, J. P. (1993). Sources of sport enjoyment. *Pediatric Exercise Science*, 5(3), 275-285.
- Boyd, M. P., Yin, Z., Callaghan, J. L., & Simons, J. P. (1993). Correlates of learned helplessness in youth sport and physical activity. *Applied Research in Coaching and Athletics Annual 1993*, 158-177.
- Carpenter, P. J., Scanlan, T. K., Simons, J. P., & Lobel, M. J. (1993). A test of the Sport Commitment Model using structural equation modeling. *Journal of Sport and Exercise Psychology*, 15, 119-133.
- Scanlan, T.K., Simons, J.P., Carpenter, P.J., Schmidt, G.W., & Keeler, B. (1993). The sport commitment model: Measurement development for the youth-sport domain. *Journal of Sport and Exercise Psychology*, 15, 16-38.
- Scanlan, T.K., Carpenter, P.J., Schmidt, G.W., Simons, J.P., & Keeler, B. (1993). An introduction to the sport commitment model. *Journal of Sport and Exercise Psychology*, 15, 1-15.
- Simons, J. (1992). Optimizing performance through mental plans and physical routines. *Track & Field Quarterly Review*, 92(1), 17-21.
- Simons, J. (1992). Psychological barriers of major competitions: Basic issues and coaching interventions. *Track & Field Quarterly Review*, 92(1), 28-31.
- Scanlan, T.K. & Simons, J.P. (1992). The construct of sport enjoyment. In G. C. Roberts (Ed.), *Motivation in Sport and Exercise*. Champaign, IL: Human Kinetics.
- Simons, J. P. (1991). Sport enjoyment for all. In *Proceedings of the 31st International Olympic Academy*. Athens, Greece.
- Simons, J. P. (1991). The use of plans and routines in mental preparation for sport performance. In *Proceedings of the VIII Meeting of the Catalan Association for the Psychology of Sport*. Barcelona, Spain.
- Scanlan, T. K., Simons, J. P., Carpenter, P. J., Lobel, M., Keeler, B., & Lamarre, A. (1990). *Playing on: Motivations for continued involvement in youth sport programs*. Technical Report No. 2/90, Amateur Athletic Foundation of Los Angeles.
- Gould, D., Petlichkoff, L., Hodge, K., and Simons, J. (1990). Evaluating the effectiveness of a psychological skills educational workshop. *The Sport Psychologist*, 4, 249-260.
- Hill, G. and Simons, J. (1990). School sports: Tapping the potential in everyone. *Strategies*, 3, 8-10.
- Scanlan, T. K., Simons, J. P., Schmidt, G. W., Carpenter, P. J., & Keeler, B. (1989). *Interim KidSport Project Report*. Technical Report No. 1/89, Amateur Athletic Foundation of Los Angeles.

Simons, J. P. (1989). Handling ethical issues of conflicts between sport administration desires and athletes' rights. *Association for the Advancement of Applied Sport Psychology*, 4(2), 4-6.

Hill, G. and Simons, J. (1989). A study of sport specialization in high school athletics. *Journal of Sport and Social Issues*, 13, 1-13.

Hill, G. and Simons, J. (1987). Position challenges. *Strategies*, 1, 54-59.

Gould, D., Petlichkoff, L., Simons, J., & Vevera, M. (1987). Relationship between Competitive State Anxiety Inventory-2 subscale scores and pistol shooting performance. *Journal of Sport Psychology*, 9, 33-42.

Ryan, E. D. and Simons, J.P. (1983). What is learned in mental practice of motor skills: A test of the cognitive-motor hypothesis. *Journal of Sport Psychology*, 5, 419-426.

Ryan, E. D. and Simons, J.P. (1982). Efficacy of mental imagery in enhancing mental rehearsal of motor skills, *Journal of Sport Psychology*, 4, 41-51.

Ryan, E. D. and Simons J. P. (1981). Cognitive demand , imagery, and frequency of mental rehearsal as factors influencing acquisition of motor skills. *Journal of Sport Psychology*, 3, 33-45.

PUBLISHED ABSTRACTS FROM CONFERENCE PRESENTATIONS

Wilson, J., Simons, J., Wilson, G., Theall, S., & Rodriguez, W. (2007, June). A test of self-efficacy and parameterization changes as possible explanations for the especial skills phenomenon at the 60.5-foot distance for highly experienced baseball pitchers. *Journal of Sport & Exercise Psychology*, 29, S140.

Wilson, G., Simons, J., Wilson, J., & Rodriguez, W. (2007, June). The nonemergence of an especial skill: Good is not enough. *Journal of Sport & Exercise Psychology*, 29, S140.

BOOK REVIEWS

Simons, J. P. (1998). Review of *The Psychology of Concentration in Sport Performers* by A. P. Moran. *International Journal of Sport Psychology*, 29, 282-283.

Simons, J.P. (1993). Review of *Psyched to Win* by Robert Nideffer. *The Sport Psychologist*, 7, 204-206.

Simons, J.P. (1987). Review of *Willing to Win* by Willi Railo. *Journal of Sport Psychology*, 9, 186-189.

SCHOLARLY & PROFESSIONAL PRESENTATIONS

Simons, J. P. (2011, November). *Measuring Self-Efficacy in Sport & Physical Activity*. Invited presentation to the International Forum on Scientific Research Methods of Kinesiology, Beijing Sport University (BSU), China.

- Simons, J. P. (2011, October). *Psychological Skills Training*. Invited presentation to the International Symposium: Toward the Future. New TiYu Science and Physical Education. Soochow University, Suzhou, China.
- Simons, J. P. (2011, October). *Research Topics in Sport Psychology*. Invited presentation to the International Symposium: Toward the Future. New TiYu Science and Physical Education. Soochow University, Suzhou, China.
- Simons, J. (2011, October). *Consolidating First Person Perspectives in Youth Physical Activity*. Invited seminar presentation to Bluearth Foundation coaches and professional staff, Melbourne, Australia
- Simons, J. (2011, October). *Re-visiting Self-Determination Theory; Experiences from the Field*. Invited seminar presentation to Bluearth Foundation coaches and professional staff, Melbourne, Australia
- Simons, J. (2011, June). *Mental Preparation for Optimal Competition*. Invited presentation to the Folsom Physical Therapy Health Seminar Series. Folsom, CA.
- Simons, J. (2011, January). *The Bluearth Way*. 2-day seminar presentations at professional coach development camps in Perth, Melbourne, and Sydney Australia. Bluearth Foundation.
- Simons, J. (2010, December). *Sport Psychology: Mind-body skills for dealing with discomfort and improving running economy*. Invited presentation at the Kaiser Permanente Runners Medical Symposium. Sacramento, CA.
- Simons, J. (2010, June). *Mental Skills to Improve Performance and Enhance Enjoyment in Sport and Life*. Invited presentation to the Folsom Physical Therapy Health Seminar Series. Folsom, CA.
- Simons, J. P. (2009, December). *Excellence: Myths and Truths*. Invited presentation to the 2009 USA Track & Field Sprint Coaches Seminar, Las Vegas, NV.
- Simons, J. (2009, December). *Sport Psychology: Mental Skills to Elevate Your Performance*. Invited presentation at the Kaiser Permanente Runners Medical Symposium. Sacramento, CA.
- Simons, J. P. (2008, December). *Integral Coaching*. Invited presentation to the 2008 USA Track & Field Elite Sprint & Hurdle Coaches Seminar, Las Vegas, NV.
- Simons, J. P. (2007, December). *Facilitating Intrinsic Learning*. Invited presentation to the 2007 USA Track & Field Elite Sprint & Hurdle Coaches Seminar, Las Vegas, NV.
- Simons, J. P. (2007, December). *Basic Psychological Principles of Training and High Performance*. Invited presentation to the 2007 USA Track & Field High Performance Coach Development Seminar, Las Vegas, NV.
- Simons, J. (2007, September). *Principles of Self-Determination Theory*. Invited seminar presentation to Bluearth Institute coaches and professional staff, Melbourne, Australia.
- Simons, J. (2007, September). *Promoting Autonomy for Enhanced Motivation in Physical Activity*. Invited seminar presentation to Bluearth Institute coaches and professional staff, Melbourne, Australia.

- Wilson, J., Simons, J., Wilson, G., Theall, S., & Rodriguez, W. (2007, June). *A test of self-efficacy and parameterization changes as possible explanations for the especial skills phenomenon at the 60.5-foot distance for highly experienced baseball pitchers*. Presentation at the 2007 annual conference of the North American Society for the Psychology of Sport and Physical Activity, San Diego, CA.
- Wilson, G., Simons, J., Wilson, J., & Rodriguez, W. (2007, June). *The nonemergence of an especial skill: Good is not enough*. Presentation at the 2007 annual conference of the North American Society for the Psychology of Sport and Physical Activity, San Diego, CA.
- Simons, J. P. (2006, December). *"Winning" is a Limiting Factor*. Invited presentation to the 2006 USA Track & Field Elite Sprint & Hurdle Coaches Seminar, Las Vegas, NV.
- Simons, J. P. (2006, December). *Intrinsic Motivation for Elite Performers*. Invited presentation to the 2006 USA Track & Field Hurdle Coaches Seminar, Las Vegas, NV.
- Simons, J. (2006, September). *Understanding and communicating the Bluearth Discovery approach to physical activity education*. Invited seminar presentation to Bluearth Institute coaches and professional staff, Melbourne, Australia.
- Simons, J. (2006, September). *From amotivation to intrinsic motivation: Theory & practice*. Invited seminar presentation to Bluearth Institute coaches and professional staff, Melbourne, Australia.
- Simons, J. (2006, July). *Increasing participation in physical activity through development of intrinsic motivation in children*. Invited presentation to the U.K. Healthcare Commission, London, England.
- Simons, J. (2006, March). *Engaging children: Facilitating motivation for participation in physical activities*. Refereed practitioner presentation at the 13th Commonwealth International Sport Conference, Melbourne, Australia.
- Simons, J. P. (2005, December). *Learning and performing in the language of the body*. Invited presentation to the 2005 USA Track & Field Elite Sprint & Hurdle Coaches Seminar, Las Vegas, NV.
- Simons, J. (2005, November). *Motivation to get and keep athletes in sport*. Invited presentation to the World Rowing Forum, Istanbul, Turkey.
- Simons, J. (2005, September). *Developing healthy self-esteem in children*. Invited presentation to the Annual Bluearth Institute Coaching Seminar, Melbourne, Australia.
- Simons, J. (2005, September). *Understanding perceptions of self: The internal evaluator..* Invited presentation to the Annual Bluearth Institute Coaching Seminar, Melbourne, Australia.
- Simons, J. (2005, September). *The psycho-social emphasis in Bluearth Discovery*. Invited presentation to the Annual Bluearth Institute Coaching Seminar, Melbourne, Australia.
- Simons, J. P. (2004, December). *Experiential learning*. Invited presentation to the 2004 USA Track & Field Elite Sprint & Hurdle Coaches Seminar, Las Vegas, NV.
- Simons, J. P. (2004, September). *The Discovery School Experience: Psycho-social aspects*. Invited presentation to teachers, coaches, and administrators:
- Fremantle public schools, Fremantle, Western Australia
 - Geraldton catholic diocese schools, Geraldton, Western Australia

■ Sandhurst catholic diocese schools, Bendigo, Victoria, Australia

Simons, J. P. (2003, December). *Ordinary excellence*. Invited presentation to the 2003 USA Track & Field Elite Sprint & Hurdle Coaches Seminar, Las Vegas, NV.

Simons, J. P. (2003, October). *Character education through physical activity programs*. Invited presentation to the CSUH Center for Character Education K-12 Workshop, California State University Hayward.

Simons, J. (2002, October). *Motivating girls in school physical education*. Invited presentation to the Professional Development Seminar of the Australian Council on Health, Physical Education and Recreation, Melbourne.

Simons, J. & Maddocks, D. (2001, March). *Who decides when the athlete is fit to compete? Psychological and medical perspectives*. Invited presentation to the Victorian Conference of Science and Medicine in Sport, University of Melbourne.

Simons, J. & Chapman, C. (2001, March). *The coaches' challenge: Athletes DOA*. Invited presentation to the Victorian Conference of Science and Medicine in Sport, University of Melbourne.

Simons, J. P. (1998, November). *How to implement mental skills training in a coaching program*. Invited presentation to Sports Coach '98 Convention, Melbourne, VIC.

Simons, J. P. & Bruce, E. (1998, November). *Understanding psychological issues of adolescent athletes*. Invited presentation to Sports Coach '98 Convention, Melbourne, VIC.

Simons, J. (1998, October). *Deadline 2000: Elite Australian Athletes Under Pressure*. Invited presentation to the Australian Track & Field Coaches Association Annual Congress. Sydney.

Simons, J. (1997, November). *Current Trends in Applied Sport Psychology*. Invited presentation to coaches and administrators of the Victorian Institute of Sport, Melbourne.

Simons, J. (1997, October). *Developing Competition Plans and Routines*. Invited workshop presented at the Australian Track & Field Coaches Association Annual Congress. Melbourne.

Simons, J. (1997, October). *Travel Skills: Making It Real*. Invited workshop presented at the Australian Track & Field Coaches Association Annual Congress. Melbourne.

Simons, J. (1997, July). *Dealing With The Difficult Years*. Invited presentation for the Australian Swimming Coaches Association's 1997 Coaching and Swimming Teachers Conference, Melbourne.

Simons, J. & Vernacchia, R. (1997, October). *Process and Outcomes in Sport Psychology Consulting*. Presentation at the Association for the Advancement of Applied Sport Psychology Annual Conference, San Diego, California, USA.

Simons, J. P. (1996, October). *Competition plans and routines*. Invited presentation to the Australian Track & Field Association Annual Congress, Australian Institute of Sport, Canberra.

- Simons, J. P. (1996, May). *Practical relaxation skills for speed & endurance athletes*. Invited presentation to the Victorian Institute of Sport Coach Development Program, Melbourne, VIC.
- Simons, J. P. (1996, March). *Mental preparation: Targeting the optimal performance state*. Invited presentation at the Athletics Australia Olympic Peaking Congress, Brisbane, QLD, Australia.
- Simons, J. P. (1996, March). *Addressing the myths of mental skills training*. Invited presentation at the Athletics Australia Olympic Peaking Congress, Brisbane, QLD, Australia.
- Simons, J. P. (1995, December). *Essential mental skills of high performance athletes*. Invited presentation to the 1995 USA Track & Field Elite Sprint & Hurdle Coaches Seminar, Orlando, FL.
- Simons, J. P. (1995, December). *Coaching through psychological issues at major competitions*. Invited presentation to the 1995 USA Track & Field Elite Sprint & Hurdle Coaches Seminar, Orlando, FL.
- Simons, J. P. (1995, October). *Stepping into practice: Effective sport psychology consulting*. Invited presentation to the Victorian Section of the APS College of Sport Psychologists, Melbourne, VIC.
- Simons, J. P. (1995, October). *Relaxation training for speed and endurance athletes*. Invited presentation to the Victorian Institute of Sport Coach Development Program, Melbourne, VIC.
- Simons, J. P. (1995, June). *Professional consulting in sport psychology*. Invited presentation to the Faculty of Psychology, University of Illinois, Chicago, IL.
- Simons, J. P. (1995, June). *Effective use of video for learning and mental preparation*. Invited presentation to the Department of Kinesiology, University of Colorado, Boulder, CO.
- Simons, J. P. (1995, May). *Mental training excellence and high performance athletes*. Invited presentation at the ISMTE World Congress on Mental Training and Excellence, Ottawa, Canada.
- Simons, J. P. (1994, December). *Psychological characteristics of elite sprinters and hurdlers*. Invited presentation to the 1994 Elite Sprint & Hurdle Coaches Seminar, sponsored by USA Track & Field, Orlando, FL.
- Simons, J. P. (1994, April). *Conducting sport psychology seminars: Perspectives from India*. Paper presented at the annual convention of the American Alliance for Health, Physical Education, Recreation, & Dance, Denver, CO.
- Simons, J. P. (1994, January). *Psychological Skills Training: New Approaches*. Paper presented at the 1994 Annual Meeting and Symposium, Rocky Mountain Chapter of the American College of Sports Medicine, Frisco, CO.
- Simons, J. P. (1993, December). *Psychology of coaching sprinters and hurdlers*. Invited presentation to the 1993 Elite Sprint & Hurdle Coaches Seminar, sponsored by USA Track & Field, Orlando, FL.
- Simons, J. P. (1993, October). *Optimal performance training*. Invited paper presented at the annual conference of the Colorado Gerontological Society, Denver, CO.

- Simons, J. P. (1993, August). *Establishing a philosophical base for psychological skills training with elite athletes*. Paper presented at the annual conference of the National Sport Psychology Group, Feather River, CA.
- Simons, J. P. (1993, August). *Problems in psychological skills training: Case studies*. Paper presented at the annual conference of the National Sport Psychology Group, Feather River, CA.
- Simons, J. P. (1993, April). *Psychological effects of altitude training for endurance performance*. Presentation at "Altitude II", seminar sponsored by the Kinesiology Department, University of Colorado, Boulder.
- Simons, J. P. (1992, December). *Contemporary principles of teaching sport skills: Demonstrations, modeling, video tape, and imaginal practice*. Invited presentation to the 1992 Elite Sprint & Hurdle Coaches Seminar, sponsored by USA Track & Field, Orlando, FL.
- Yin, Z., Callaghan, J., & Simons, J. (1992, October). *Validation of the Pessimistic Sport Attributional Style Questionnaire*. Paper presented at the annual conference of the Association for the Advancement of Applied Sport Psychology, Colorado Springs, CO.
- Simons, J. P. (1992, October). *Mental skills for physical people*. Invited presentation at Parents Weekend 1992, University of Colorado at Boulder, Boulder, CO.
- Simons, J. P. (1991, December). *Coaching through psychological barriers of major competitions: Issues and interventions*. Invited presentation to the 1991 TAC Elite Sprint & Hurdle Coaches Seminar, sponsored by The Athletics Congress of the United States Olympic Committee, Orlando, FL.
- Simons, J. P. (1991, November). *The use of plans and routines in mental preparation for sport performance*. Invited Keynote Address to the VIII Meeting of the Catalan Association for Psychology of Sport. Barcelona, Spain.
- Simons, J. P. (1991, October). *Psychological skills training for competitive distance runners*. Paper presented at the Second IOC World Congress on Sport Sciences, Barcelona, Spain.
- Simons, J. P. (1991, July). *Sport enjoyment for all*. Invited paper presented to the 31st International Olympic Academy, Olympia, Greece.
- Simons, J. P. (1991, April). *Psychology for health and fitness*. Invited presentation to Southern California Association of Corporate Health & Fitness Coordinators. Xerox Corporation, Hawthorne, CA.
- Simons, J. P. (1991, April). *Developing and refining routines for optimal performance*. Invited presentation at the Professional Golf Association regional golf professionals seminar. Ojai, CA.
- Simons, J. P. (1991, March). *Motivation for sport and rehabilitation*. Invited presentation at the 6th Annual Gatorade California Strength & Rehabilitation Clinic, Redondo Beach, CA.
- Simons, J. (1991, January). *Research and practice in North American sport psychology*. Invited presentation to administrators and sport scientists of the Sports Authority of India, New Delhi, India.
- Simons, J. (1991, January). *Theory and research in sport psychology*. Invited presentation to faculty and students of the Indira Gandhi college of physical education, New Delhi, India.

- Simons, J. (1991, January). *How sport psychology can help elite level athletes*. Invited presentation to administrators, sport scientists, and head coaches of the Sports Authority of India, New Delhi, India.
- Simons, J. (1990, December). *Mental preparation: Optimizing performance through mental plans and routines*. Invited presentation at the 1990 United States Track and Field Elite Sprint and Hurdles Coaches Seminar, Orlando, FL.
- Simons, J., Scanlan, T. & Carpenter, P. (1990, September). *Common and unique sources of enjoyment in two youth sport programs*. Paper presented at the annual conference of the Association for the Advancement of Applied Sport Psychology, San Antonio, TX.
- Scanlan, T., Carpenter, P., Simons, J. & Keeler, B. (1990, September). *Stage of involvement and commitment to a youth sport program*. Paper presented at the annual conference of the Association for the Advancement of Applied Sport Psychology, San Antonio, TX.
- Simons, J. (1990, June). *Women's self-confidence in sport*. Paper presented at the 1990 International Olympic Academy, Olympia, Greece.
- Simons, J., Scanlan, T., Carpenter, P. & Schmidt, G. (1990, May). *A test of the sport commitment model*. Paper presented at the annual conference of the North American Society for the Psychology of Sport and Physical Activity, Houston, TX.
- Scanlan, T., Carpenter, P., Simons, J., Keeler, B., & Schmidt, G. (1990, May). *A model of sport commitment*. Paper presented at the annual conference of the North American Society for the Psychology of Sport and Physical Activity, Houston, TX.
- Simons, J. (1989, December). *Training self-statements and imagery for learning and performance*. Invited presentation at the 1989 United States Track and Field Elite Sprint and Hurdles Coaches Seminar, Orlando, FL.
- Callaghan, J., Yin, Z., & Simons, J. (1989, November). *The attributional style for negative events and its correlates in collegiate competitive swimmers*. Paper presented at the First IOC World Congress on Sport Sciences, Colorado Springs, CO.
- Yin, Z., Callaghan, J., & Simons, J. (1989, September). *An examination of the reformulated attributional model of learned helplessness and depression in an athletic population*. Paper presented at the annual conference of the Association for the Advancement of Applied Sport Psychology, Seattle, WA.
- Yin, Z., Simons, J., & Callaghan, J. (1989, September). *The application of goal-setting in physical activity: A field study*. Paper presented at the annual conference of the Association for the Advancement of Applied Sport Psychology, Seattle, WA.
- Simons, J. P. (1989, June). *Motivation and visualization*. Invited presentation to the United States Olympic Academy XIII, Olympia, WA.
- Simons, J. P. (1988, October). *Personalizing psychological skills training programs through the use of a mediational model of physical performance*. Paper presented at the annual conference of the Association for the Advancement of Applied Sport Psychology, Nashua, NH.
- Simons, J. P. (1988, March). *Professional preparation of the walk-on coach*. Presented at the annual conference of the California Association for Health, Physical Education, Recreation and Dance, Los Angeles, CA.

- Simons, J. P. (1987, November). *Who's really playing children's competitive sports: Kids or their parents?* Presentation made to symposium: Caution: Children Not at Play, University of California at Los Angeles Education Extension, Los Angeles, CA.
- Simons, J. P. (1987, October). *Relaxation training for competitive distance runners*. Nationally televised as part of "The Relaxation Response" segment of Discover: The World of Science produced by the Public Broadcasting System.
- Baron, S., Callaghan, J., & Simons, J. (1987, June). *A quasi-experimental, field based study of four factors affecting self-acceptance in youth sports*. Paper presented at the annual conference of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, B.C., Canada.
- Simons, J. P. (1987, January). *Imagery for Dance Performers*. Presentation made to UCLA Department of Dance, Los Angeles, CA.
- Simons, J. P. (1986, October). *Psychological skills training for competitive distance runners*. Paper presented at the Association for Advancement of Applied Sport Psychology Annual Conference, Jekyll Island, GA.
- Gould, D., Simons, J. & Petlichkoff, L. (1986, October). *An evaluation of the effectiveness of a psychological skills training program for elite athletes and coaches*. Paper presented at the Association for the Advancement of Applied Sport Psychology Annual Conference, Jekyll Island, GA.
- Simons, J., Gould, D., & Petlichkoff, L. (1986, May). *Variability in pistol shooting performance as a function of responses to the CSAI-2 subscales*. Paper presented at the annual conference of the North American Society for the Psychology of Sport and Physical Activity, Tucson, AZ.
- Simons, J. P. (1985, December). *Stress control training for competitive endurance runners*. Paper presented at the Faculty Colloquium for the Department of Physical Education, University of Illinois, Urbana-Champaign.
- Petlichkoff, L., Gould, D., Simons, J., & Vevera, M. (1985, May). *The relationship between CSAI-2 subscales and pistol shooting performance: Inverted-U versus drive theory*. Paper presented at the annual conference of the North American Society for the Psychology of Sport and Physical Activity, Gulfport, MS.
- Simons, J. P. (1984, July). *Mental practice and motor components of perceptual-motor tasks: Further examinations of the cognitive-motor hypothesis*. Paper presented at the 1984 Olympic Scientific Congress, Eugene, OR.
- Simons, J. P. (1984, February). *Examinations of the cognitive-motor hypothesis of mental practice*. Paper presented at the Seminar On Sport Psychology, University of Illinois, Urbana-Champaign.
- Simons, J. P. (1982, December). *A cognitive representational theory of mental practice*. Paper presented at the Faculty Colloquium, Department of Physical Education, University of California-Davis, Davis, CA.

APPLIED PRESENTATIONS

Over 1,000 formal presentations to coaches and athletes on sport psychology, motor learning/control, exercise physiology, and nutrition.

PROFESSIONAL CERTIFICATES

Registered Psychologist, State of Victoria, Australia: No. 4146. January 1996-2002.

Certified Consultant, Association for the Advancement of Applied Sport Psychology, October 1993.

Certified Instructor by the American Coaching Effectiveness Program, January 1987.

Certified Preventive/Rehabilitative Exercise Test Technologist by the American College of Sports Medicine, June 1982.

PROFESSIONAL SOCIETIES

The Australian Psychological Society

Association for the Advancement of Applied Sport Psychology (AAASP), Charter Member.

International Society of Sport Psychology (ISSP).

American College of Sports Medicine (ACSM), 1982-1986.

American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD), 1988-1992.

North American Society for the Psychology of Sport and Physical Activity (NASPSPA), 1981-1990.

APPLIED PROFESSIONAL EXPERIENCE

2002-present	Board Director. Bluearth Institute, Melbourne, Australia.
2001-2002	Principal Consultant. <i>Discovery School Experience</i> , Bluearth Institute, Melbourne, Australia.
2000	Olympic Team Sport Psychologist. Australian Olympic Committee. Sydney Olympic Games. Primary responsibilities: Track & Field and Taekwondo.

- 1995-2003 **Sport Psychologist in Private Practice.** Optimal Performance Consulting. Major clients include:
- Victorian Institute of Sport
 - Athletics Australia
 - Taekwondo Australia
 - Australian Olympic Athlete Program (OAP)
 - Essendon Australian Rules Football Club
 - Melbourne Storm Rugby League Club
 - Scotch College
- 1999 **World Championships Team Sport Psychologist.** Australian Track & Field Team. Seville, Spain.
- 1999 **World Championships Team Sport Psychologist.** Australian Taekwondo Team. Edmonton, Canada.
- 1998 **Commonwealth Games Team Sport Psychologist.** Australian Track & Field Team. Kuala Lumpur, Malaysia.
- 1996 **Junior World Championships Sport Psychologist.** Australian Junior Track & Field Team. Sydney, Australia.
- 1996 **Olympic Team Sport Psychologist.** Australian Olympic Committee. Atlanta Olympic Games. Primary responsibilities: Track & Field and Diving.
- 1996-2000 **National Olympic Athlete Program Sport Psychologist.**
- Athletics Australia
 - Badminton Australia
 - Taekwondo Australia
 - Rowing Australia
 - Australian Weightlifting Federation
- 1995-2002 **Consultant Sport Psychologist, Victorian Institute of Sport.** Melbourne, Victoria, Australia. Major responsibilities:
- Track & Field
 - Baseball
 - Rowing
 - Netball
 - Triathlon
 - Diving
 - Athletes with disabilities
 - Individual scholarship holders
- 1995-1998 **Director of Sport Psychology Services.** Centre for Rehabilitation, Exercise & Sport Science. Department of Physical Education & Recreation, Victoria University, City Campus, Melbourne.

1989-present	Sport Psychology Staff Member. USA Track & Field, National Governing Body for U.S. Olympic Track & Field.
1984-2002	<p>Sport Psychology Consultant. <i>Coach, team, and individual consulting for performance enhancement.</i></p> <ul style="list-style-type: none"> • Individual consulting to over 200 USA university, national, and international calibre athletes (1984-95) • Athletics Victoria (1995-2000) • Victorian Diving Association (1995-1998) • VIS Baseball Academy (1995-2002) • Victorian Under 18 State Baseball Team (1995-1998) • Victorian Under 19 State Women's Softball Team (1995) • USC Men's and Women's Track & Field (1990-1991) • USC Women's Volleyball (1988-1990) • USC Women's Swimming (1989-1990) • USC Men's Waterpolo (1988-1990) • Team Lycra, Women's Road Cycling Team (1988-1990) • USC Women's Track & Field (1987-1990) • USC Men's and Women's Swimming (1987-1988) • University of Illinois Men's and Women's Cross Country (1984-1986) • University of Illinois Men's and Women's Track & Field (1984-1986)
1993	National Team Sport Psychologist. U.S.A. Track & Field Junior Pan American Team. July 15-17, Winnepeg, Manitoba, CANADA.
1989-1991	Sport Science and Medicine Committee Member. USA Wrestling, National Governing Body for U.S. Olympic Wrestling.
1986	Research/Consultation Assistant. USA Wrestling Elite Athlete Project, USA Olympic Training Center, Colorado Springs, CO.
1985-1989	<p>Sport Sciences Director. USA Wrestling Olympic Development Camps.</p> <ul style="list-style-type: none"> -California State University, Bakersfield (1989) -Northern Iowa State University, Cedar Falls (1989) -California State University, Fullerton (1988) -California State University, San Jose (1987, 1988, 1989) -University of the Pacific, Stockton (1985)
1985-1989	Sport Science Staff Member. USA Wrestling, National Governing Body for U.S. Olympic Wrestling.
1985	Lecturer. Illini Sports Camps, Sport Psychology Camp, University of Illinois, Champaign, IL.

1982-1983	Exercise Test Technologist. Adult Fitness Program, University of California, Davis.
1981-1982	Examination Proctor (Physical Abilities). California State Personnel Board, Sacramento, CA.
1981	Assistant track coach (middle distance). Men's Track & Field, University of California, Davis.
1980-1981	Physical Abilities Examiner. California Commission on Police Officer Standardization and Training, Sacramento, CA.
1980-1981	Physical Abilities Examiner. California Highway Patrol, Bryte, CA.

APPOINTMENTS, HONORS AND OTHER RECOGNITION

Austalian Olympic Team Sport Psychologist, Sydney 2000.

Australian Commonwealth Games Sport Psychologist, Kuala Lumpur 1998.

Austalian Olympic Team Sport Psychologist, Atlanta 1996.

Discussion Coordinator for the 1991 International Olympic Academy, Olympia, Greece.

United States Olympic Committee delegate to the 1990 International Olympic Academy, Olympia, Greece.

Recipient of a 1985-86 University Fellowship for outstanding progress toward a doctoral degree in Kinesiology, University of Illinois, Urbana-Champaign.

UNIVERSITY OF CALIFORNIA, DAVIS:

- Recipient of the Departmental Award for outstanding undergraduate accomplishment in Physical Education, June 1981.
- Honors graduate with majors in Psychology and Physical Education, June 1981.
- Recipient of a President's Undergraduate Fellowship Grant (University of California) for research, 1979-1980.
- Awarded a total of six varsity letters in cross country and track & field.
- "All Conference" selection in cross country, 1980.
- Track team captain, 1980.
- Cross country team captain, 1979.
- "Most Valuable Runner", cross country, 1979.

CURRICULUM VITAE

* * * * *

E. MISSY WRIGHT, Ph.D.

Assistant Professor
Department of Kinesiology
California State University East Bay

EDUCATION

- Michigan State University, East Lansing, MI 2009-2013
Ph.D., Kinesiology; Emphasis in Psychosocial Aspects of Sport and Physical Activity
Internal cognate in Recreation Sport Management; *external cognate* in Sociology
Program and Dissertation Chair: Daniel R. Gould, Ph.D.
Dissertation Title: Gender Role Conflict and Psychosocial Concerns Across Race and School Type as Influences on Adolescent Girls' Sport Participation and Withdrawal
- Michigan State University, East Lansing, MI 2004-2005
M.S., Kinesiology; Emphasis in Psychosocial Aspects of Sport and Physical Activity
- University of North Carolina at Greensboro, Greensboro, NC 2003-2004
Exercise and Sport Science; Specialization in Sport and Exercise Psychology
- Purdue University, West Lafayette, IN 1998-2003
B.A., Psychology

RESEARCH EXPERIENCE

- Research Assistant*: Department of Kinesiology, Michigan State University 2010-2011
Research Assistant: Department of Sport and Exercise Science, UNCG 2003-2004

FELLOWSHIPS

- Dissertation Completion Fellowship, Michigan State University (\$6,000), 2013
- Dissertation and Research Practicum Fellowship, Michigan State University (\$1,000), 2012
- Dissertation and Research Practicum Fellowship, Michigan State University (\$2,601), 2011
- Wohlgamuth Memorial Fellowship for Youth Sports, Michigan State University (\$15,000), 2010-2011
- Summer Research Development Fellowship, Michigan State University (\$5,000), 2010

PUBLICATIONS

Refereed Publications

Whitley, M.A., **Wright, E.M.**, & Gould, D.R. (2013). Coaches' perspectives on sport-plus programmes for underserved youth: An exploratory study in South Africa. *Journal of Sport for Development*, 1(2), 53-66.

Wright, E.M., Whitley, M.A., & Sabolboro, G. (2012). Conducting a TPSR program for an underserved girls' summer camp. *Agora*, 14(1), 5-24.

Gould, D.R., & **Wright, E.M.** (2012). The psychology of coaching. In Murphy, S. (ed.), *The Oxford handbook of sport and performance psychology* (pp. 343-363). New York: Oxford University Press.

Abstract Publications

Gould, D.R., Whitely, M.A., & **Wright, E.M.** (December 4, 2010). *Sport and underserved youth in South Africa*. Presentation made at the International Congress on Coaching Education, Papendhol Olympic Training Center, Papendhol, The Netherlands.

Whitley, M.A., **Wright, E.M.**, & Gould, D.R. (October 28, 2010). *Coaches' perspectives on positive youth development for underserved South African youth*. Presentation made at the Association for Applied Sport Psychology Conference, Providence, RI.

Applied Publications

Wright, E.M. (March, 2013). Do I need to be a different coach now that I am coaching a girls team? *Game Plans*, 4(3), 3.

Research in Progress

Wright, E.M., Liardi, V., O. J., & McCullagh, P. Dropout dilemma: Towards a better understanding of youth sport disengagement.

Wright, E.M., Griffes, K., & Gould, D.R. A qualitative examination of girls' sport participation in an urban environment.

Wright, E.M., Cox, R. & Gould, D.R. Urban recreational sport program directors' perceptions of girls' sport participation.

PRESENTATIONS

Research Presentations

Wright, E.M. (November 22, 2013). Development and initial results of the psychosocial concerns with sport instrument. A presentation given at the Western Society for Physical Education of College Women, Pacific Grove, CA.

Wright, E.M., Griffes, K., & Gould, D.R. (September 24, 2011). *Examining girls' sport participation in an underserved community*. A presentation given at the Association for Applied Sport Psychology Conference, Honolulu, HI.

Wright, E.M., Cox, R., & Gould, D.R. (October 3, 2012). *Urban recreational sport program directors' perceptions of girls' sport participation*. A presentation given at the Association for Applied Sport Psychology Conference, Atlanta, GA.

Poster Presentations

Wright, E.M., & Cox, R. (November 2, 2011). Let's Move It! An overview of a PSRM program for girls. Poster presented at Girls & Women in Sport and Physical Activity Conference: Creating Change, Minneapolis, MN.

Wright, E.M., Griffes, K., & Gould, D.R. (October 21, 2011). Social support influences on girls' sport participation in an urban environment. Poster presented at National Conference for Girls and Women in Sport and Physical Activity, Greensboro, NC.

Applied Presentations

Wright, E.M. (April 4, 2013). Addressing Girls' Sport Participation: Findings and Best Practices from Research. A presentation given to all staff of Detroit Police Athletic League – Detroit, MI.

Sturgess, A.J. & Wright, E.M. (January 5, 2013). Captains Circle Workshop – Developing Effective Captains. A presentation for Detroit Police Athletic League – Detroit, MI.

Wright, E.M. (December 19, 2012). Addressing Girls' Sport Participation: Findings and Best Practices from Research. A presentation given to CEO and Athletic Director of Detroit Police Athletic League – East Lansing, MI.

Wright, E.M. (July 24, 2012). Recovery for Competitive Junior Tennis Players. A presentation at USTA U14 Zonals - Kalamazoo, MI.

Wright, E.M. (July 24, 2012). Parenting Your Junior Tennis Player. A presentation at USTA U14 Zonals - Kalamazoo, MI.

Voelker, D., Griffes, K., & **Wright, E.M.** (February 6, 2012). Effectively Working with Teammates. A presentation at the 2012 MHSAA's Women in Sports Leadership Conference – Lansing, MI.

Wright, E.M. (February 14, 2011). East Lansing High School Captain's Clinic – Lansing, MI.

Wright, E.M., & Cowburn, I. (October 23, 2010). East Lansing High School Leadership Clinic – East Lansing, MI.

Lauer, L., & **Wright, E.M.** (July 27, 2010). Recovery for Competitive Junior Tennis Players. A presentation at USTA U14 Zonals - Kalamazoo, MI.

Wright, E.M. (March 27, 2010). Developing a Winning Tennis Routine. A presentation given at USTA Texas Match Play Camp – Houston, TX.

Ewing, M., & **Wright, E.M.** (February 7, 2010). Resolving Team Conflict. A presentation at the 2010 MHSAA's Women in Sports Leadership Conference – Lansing, MI.

Wright, E.M. (November 10, 2009). Captains Leadership Training. A presentation for Michigan High School Athletic Association – Kalamazoo, MI.

TEACHING

Assistant Professor in Kinesiology: California State University, East Bay

- KIN 3300 – Measurement and Evaluation Lecture and Lab (Fall 2013, Winter 2014)

Have led the revamping of this course that focuses on critical inquiry in the field of Kinesiology and how to become both a consumer and producer of research in Kinesiology

Graduate Instructor: Michigan State University

- KIN 445 – Sociocultural Analysis of Physical Activity (Fall 2010, Spring 2011, Spring 2012)
Co-taught 2 sections and led one section of this writing-intensive course that incorporated team-based learning
- KIN 371 – Introduction to Research Methods (Spring 2012)
Instructed course that had students work through all aspects of research in Kinesiology and culminated with research proposal and poster presentation
- KIN 345 – Sport and Exercise Psychology (Fall 2011, Fall 2012)
Co-taught this writing-intensive course that provided students with a general knowledge base of the field
- KIN 121 – Healthy Lifestyles (Spring 2010, Fall 2010, Summer 2011, Fall 2012)
Instructed course that focused on developing and implementing healthy practices and improving one's wellness
- Basic Instruction Program (BIP) Courses (2009-2013)
Taught 18 physical activity classes (Tennis, Weight Training, General Conditioning, and Aerobics)

Teaching Assistant: Michigan State University

Undergraduate Courses:

- KIN 340 – Psychological Bases of Physical Activity (Spring 2005)
Served as a TA for Dr. Marty Ewing; Delivered 2 lectures and aided in grading
- KIN 453 - Administration of Intramural Sports Programs (Spring 2012)
Served as a TA for Dr. Rick McNeil; Delivered 2 lectures and aided in course organization and grading
- KIN 173 - Foundations of Kinesiology (Spring 2013)
Served as a TA for Dr. Matt Pontifex; Led 2 lab sections and graded all lab assignments and reports

Graduate Courses:

- KIN 857 – Promoting Positive Youth Development Through Sport (Fall 2010, Fall 2011)
Served as a TA for Dr. Dan Gould for this online class; Moderated online discussion board and aided with course organization and grading

Invited Guest Lecturer

- Wright, E.M. (2012). Qualitative Methods in Kinesiology. KIN 871: Research Methods, Michigan State University.
- Wright, E.M. (2011). Qualitative Methods in Kinesiology. KIN 871: Research Methods, Michigan State University.
- Wright, E.M. (2011). Children and Sport Psychology: Youth Sports. KIN 345: Psychological Bases of Physical Activity, Michigan State University.
- Wright, E.M. (2010). Gender and Sports: Does Equity Require Ideological Changes? PE 410: Sport Philosophy and Ethics, Olivet College.

SERVICE

University Service

California State University East Bay

- Appointed to the board for the Center for Sport and Social Justice, 2013
- Co-directing Chalk Talks – an on-going monthly series of sport psychology presentations open to all CSUEB student-athletes
- CEAS representative on CIC Subcommittee – Affordable Learning Solutions, 2014

Michigan State University

- College of Graduate Students representative for University Council, Michigan State University, 2012-2013
- Kinesiology graduate student co-representative on Council of Graduate Students, Michigan State University, 2011-2013
- Graduate student co-representative for Kinesiology Faculty Advisory Committee, Michigan State University, 2011-2013
- College of Graduate Students representative for University Committee for Student Affairs, Michigan State University, 2011-2013
- Kinesiology Graduate Student Organization Member, Michigan State University, 2009-present

Community Service

California State University East Bay

- Keynote speaker 2013 Girls Empowerment Luncheon, Detroit Police Athletic League, December 14th, 2013
- Conference planning committee member for Western Society for Physical Education of College Women, 2014

Michigan State University

- Conducted a community engaged research project with Detroit Police Athletic League, informing their girls' sport initiative of 2013, 2011 – 2013
- *Director of life skills sport and nutrition program*, Rise N' Shine summer camp, Alternatives for Girls, Detroit, MI, Summer 2010 & 2011
- *Director of life skills sport program for middle school youth*, Refugee Development Center, Lansing, MI, August 2010 – December 2011

Undergraduate Mentoring – Student Presentations

Michigan State University

- University Undergraduate Research and Arts Forum (UURAF) at Michigan State University (April 12, 2013). Allison Gola, Sarah McPharlin, Tasha Maiville, Thien Le. "College Students' Perceptions on the Masculinity and Femininity of Sports".

DISTINCTIONS AND HONORS

Certifications

- Graduate Certificate in Community Engagement, Michigan State University, 2013
- Graduate Certificate in College Teaching, Michigan State University, 2013
- Graduate Certificate in Coaching Education, Michigan State University, 2010

- United States Tennis Association Certified High Performance Tennis Professional, 2008

Awards

- National Graduate Scholar Award Recipient, American Kinesiology Association, 2013
- College of Education Fellowship for Enhancing Global Understanding recipient for 2-week study tour focused on Peace Education and Conflict Resolution in Cyprus, 2012
- 1 of the 2 Kinesiology Departments nominees for Excellence-In-Teaching Citation and further put forth as 1 of 3 College of Education nominees, Michigan State University, 2011-2012

PROFESSIONAL DEVELOPMENT

Professional Organization Memberships

- American Alliance for Health, Physical Education, Recreation and Dance, 2010-present
- North American Society for the Sociology of Sport, 2008-present
- Association for Applied Sport Psychology, 2003-present
- Western Society for Physical Education of College Women, 2013-present
- American Sociological Association, 2014-present

Vanessa R. Yingling, Ph.D., FACSM

California State University, East Bay
Department of Kinesiology
25800 Carlos Bee Boulevard
Hayward, CA 94542

EDUCATION

Post-doctoral Fellow (1997-1999)
Washington University, School of Medicine
Department of Orthopaedic Surgery
Advisor: Matthew Silva, Ph.D.

Ph.D. Biomechanics, October 1997
University of Waterloo
Department of Kinesiology
Advisor: Stuart M. McGill, Ph.D.

M.S. Exercise Science (Biomechanics), 1993
State University of New York at Buffalo (SUNY)
Department of Physical Therapy and Exercise Science
Advisors: Scott White, Ph.D. & H. John Yack, Ph.D.

B.S. Bioengineering, 1991
University of California; San Diego
(Revelle College)

Additional Training

National Institute on Aging 2002 Summer Institute on Aging Research July 27-August 2, 2002

National Institute on Aging Technical Assistance Workshop: November 14 & 15, 2001

POSITIONS HELD

Assistant Professor September 2013
California State University, East Bay
Department of Kinesiology

Assistant Professor August 2006- 2013
Temple University
Department of Kinesiology
Temple University, School of Medicine
Department of Anatomy and Cell Biology

Assistant Professor: Sept. 2001 – 2006 (Tenured)
Substitute Line: Sept. 1999 – August 2001
Brooklyn College (CUNY)
Department of Physical Education and Exercise Science

Graduate Deputy Chairperson: January 2004- 2006
Brooklyn College (CUNY)
Department of Physical Education and Exercise Science

AWARDS & SCHOLARSHIPS

Founding Member: Temple University Provost's Undergraduate Mentors, Fall 2012

Fellow of the American College of Sports Medicine, Fall 2009

Tow Faculty Travel Fellowship, Brooklyn College (CUNY), 2004

National Research Service Award (NIH): September 1997-1999

University of Waterloo Graduate Scholarship: (1995, 1996)

Mark Diamond Research Fund, Graduate Student Association
(SUNY at Buffalo, Granting Period: April 1993 - March 1994).

Research Scholar, University of California; San Diego (1990).

RESEARCH

INTERESTS

Optimizing peak bone mass during late adolescence may be effective in attenuating the effects of osteoporosis. Multiple factors affect the development of bone mass during adolescence including estrogen levels, nutrition and exercise. The question remains as to the interaction of these systemic and local factors on the accrual of bone mass and

architecture during growth. *My long-term goal* is to determine the effect of the interaction of decreased estrogen levels (delayed puberty), inadequate nutrition and exercise on bone strength development, and specifically how these factors contribute to a higher prevalence of stress fractures in active women. The motivation for my research is that an understanding of the interaction of these factors will enable us to create therapeutic strategies for individuals with conditions of delayed puberty, exercise-induced amenorrhea and low bone mass (Female Athlete Triad) and reduce the incidence of stress fracture and the development of osteoporosis. The current and planned investigations in the laboratory are all focused towards this long-term goal.

RESEARCH GRANTS AND PROJECTS: PI

National Institute of Health NIAMS; R03 AR057518-01A1: Funded

Impact/Priority Score: 21

Source: NIH - NIAMS

Title: "Delayed pubertal development on the mechanism of bone loss at maturity"

Goal: Therefore, our overall goal is to ascertain the affect of delayed pubertal development on the mechanism of bone loss at maturity.

Time Period: 09-2010 – present

Total Funding: \$100,000.00

Role: PI

Source: NIH-NCRR 1S10RR026727-01

Title: "High resolution ex vivo micro-computerized tomography system."

Awarded: September 2010

Role: Major User: 7.5%

Title: The interaction of delayed puberty and exercise on peak bone strength accrual

Source: College of Health Professions, Dean's Incentive Grant

Time Period: 2006-07

Total Funding: \$7500.00

Title: The effect of estrogen and exercise on bone strength

Source: CUNY Research Equipment Grant Program

Time Period: 2005

Total Funding: \$40,000.00

Role: Co-PI

Title: The effect of delayed menarche on peak bone mass in rats.

Source: National Institute on Aging R15 AREA grant

Time Period: 2002 – 2005

Total Funding: \$100,000.00

Role: PI

Title: The effect of estrogen and exercise on bone strength

Source: PSC CUNY Research Award Program 65282-00-34

Time Period: 2003 – 2004

Total Funding: \$3700.00

Title: The effect of delayed menarche on peak bone mass in rats.

Source: PSC CUNY Research Award Program 64293-00-33

Time Period: 2002 – 2003

Total Funding: \$4500.00

Student Grants:

Title: Effects of Short Term, High Impact Jumping on Bone Metabolism on Female College Age Non-Athletes

Source: CREATIVE ARTS, RESEARCH, AND SCHOLARSHIP (CARAS) PROGRAM

Time Period: 2009-10

Total Funding: \$3500.00

Title: The effect on bone architecture and strength of food restriction in post-pubertal female rats.

Source: CREATIVE ARTS, RESEARCH, AND SCHOLARS HIP (CARAS)

PROGRAM Time Period: 2011-12

Total Funding: \$3500.00

Title: The Effect of Delayed Puberty on Bone Strength Development.

Source: CREATIVE ARTS, RESEARCH, AND SCHOLARSHIP (CARAS) PROGRAM

Time Period: 2012

Total Funding: \$3500.00

Teaching Grants:

Title: Alternative Textbook Project

Source: Teaching & Learning Technology Roundtable; Temple University

Total Funding: \$1000.00

Title: Bones on the Road: A musculo-skeletal anatomy outreach program

Source: American Association of Anatomists (AAA) EDUCATION OUTREACH GRANT – 2011-2013

Co- PI's Dr. Haviva M. Goldman and Dr. Vanessa Yingling

Total Funding: \$3000.00

PUBLICATIONS

PEER REVIEWED

Butler, Tiffiny A, **Yingling Vanessa R**, "The effects of delayed puberty on the growth plate." [J Pediatr Orthop.](#) 2013 Jan;33(1):99-105

Kohei Kishimoto, Ryan P. Lynch, Jamie Reiger, **Vanessa R. Yingling**, Short-term jump activity on bone metabolism in college female non-athletes. *Journal of Sports Science and Medicine* (2012) **11**, 31-38

Tracy Brennan, Naga Suresh Adapala, Mary F. Barbe, **Vanessa Yingling** and Archana Sanjay, "Abrogation of Cbl-PI3K Interaction Increases Bone Formation and Osteoblast Proliferation" *Calcif Tissue Int.* 2011 Nov;89(5):396-410. doi: 10.1007/s00223-011-9531-z. Epub 2011 Sep 28.

R.N. Joshi, F.F. Safadi, M.F. Barbe, Fe Del Carpio-Cano, S.N. Popoff and **V.R. Yingling**; "Different effects on bone strength and cell differentiation in pre pubertal caloric restriction versus hypothalamic suppression" *Bone*. 2011 Oct;49(4):810-8. Epub 2011 Jul 23

Judith Gold, Sc.D.; Jeffrey B Driban, PhD; **Vanessa R Yingling**, PhD; Eugene Komaroff, (2011) "Characterization of posture and comfort in laptop users in non-desk settings" *Appl Ergon.* 2012 Mar;43(2):392-9. Epub 2011 Jul 2.

Saine, M.E., Barbe, M.F., Agah M.R., Yingling, V.R. (2011). Hypothalamic Suppression during Adolescence Varies By Bone Envelope. *Med. Sci. Sports Exerc.* 43(4):608-16. (Aug 23, 2010 Epub ahead of print).

Yingling, V. R., Saine, M.E., Joshi, R. (2009). Hypothalamic suppression decreases bone strength pre and post puberty in a rat model. *Calcified Tissue Int.* 84: 485-493 {Also cited in **Progress in Osteoporosis Vol. 10, Issue 4, 2009**}

Yingling, V. R. (2009). A delay in pubertal onset affects the covariation of body weight, estradiol and bone size in female rats. *Calcified Tissue Int.*, 84(4):286-296.

Yingling, V. R., Taylor, G., (2008). Delayed pubertal development by hypothalamic suppression causes an increase in periosteal modeling but a reduction in bone strength in growing female rats. *Bone*, 42(6), 1137-43.

Yingling, V. R., Y. Xiang, T. Raphan, M. Schaffler, K. Koser, R. Malique. (2007) The effect of a short-term delay of puberty on trabecular bone mass and structure in female rats: A texture-based and histomorphometric analysis. *Bone*, 40(2):419-424.

Y. Xiang, **Yingling, V. R.,** T. Raphan, M.B. Schaffler, R. Malique. (2007) Comparative Assessment of Bone Mass and Structure Using Texture-Based and Histomorphometric Analyses., *Bone*, 40(2):544-552.

Yingling, VR , Khaneja, A. (2006) Short-term delay of puberty causes a transient reduction in bone strength in growing female rats. *Bone*. Jan;38(1):67-73

Wendy M. Kohrt, Ph.D., FACSM (chair), Susan A. Bloomfield, Ph.D., FACSM, Kathleen D. Little, Ph.D., Miriam E. Nelson, Ph.D., FACSM, and **Vanessa R. Yingling, Ph.D.**, American College of Sports Medicine Position Stand: physical activity and bone health. *Med Sci Sports Exerc.* 2004 Nov;36(11):1985-96.

Yingling, VR, Davies, S, Silva,MJ (2001) The effects of repetitive physiologic loading on bone turnover and mechanical properties in adult female and male rats. *Calcif Tissue Int.* 68(4):235-239

Yingling VR, McGill SM (1999) Anterior shear of spinal motion segments. Kinematics, kinetics, and resultant injuries observed in a porcine model. *Spine* Sep 15;24(18):1882-9.

Yingling VR, McGill SM (1999) Mechanical properties and failure mechanics of the spine under posterior shear load: observations from a porcine model. *J Spinal Disord.* Dec;12(6):501-8.

McGill, S.M., **Yingling, V.R.** (1999) Traction may enhance the imaging of spine injuries with plane radiographs: Implications for the laboratory versus the clinic. *Clinical Biomechanics* 14(4):291-295.

Yingling, V.R., Callaghan, J.P., and McGill, S.M. (1999) The porcine cervical spine as a model of the human lumbar spine: An anatomical, geometrical and functional comparison. *J Spinal Disord.* Oct;12(5):415-23.

McGill SM, **Yingling VR**, Peach JP (1999) Three-dimensional kinematics and trunk muscle myoelectric activity in the elderly spine - a database compared to young people. *Clin Biomech* Jul;14(6):389-95.

Yingling, V.R., Callaghan, J.P., McGill, S.M. (1997) Dynamic loading affects the mechanical properties and failure site of porcine spines. *Clinical Biomechanics.* 12(5):301-305. {Also reprinted in: *Year book of Sports Medicine, Mosby Year Book, 1999.*}

Yingling, V.R., Yack, H.J., White, S.C. (1996) The effect of rearfoot motion on attenuation of the impulse wave at impact during running. *Journal of Applied Biomechanics.* 12:315-328.

UNDER REVIEW

Jamie Reiger and **Vanessa R. Yingling**, Short-term jump training on bone metabolism in females using oral contraceptives. Submitted to *Medicine and Science in Sports and Exercise*.

Kathryn Mitchell, Megan Lunny, Vanessa R Yingling, Caloric restriction attenuates bone loss during hypothalamic suppression. Submitted to *Peer J* (on-line open source journal).

THESIS AND DISSERTATION

Dissertation (1997): Shear loading of the lumbar spine: Modulators of motion segment tolerance and resulting injuries.

Master's Thesis (1993): The effect of rearfoot motion on the attenuation of the impulse wave and impact during running.

ABSTRACTS

TA Butler, **VR Yingling** "Caloric Restriction during Growth, Serum Irisin and Bone Mass loss at Maturity." 2013 American Society of Bone and Mineral Research Annual Meeting Baltimore, MD

Nathanael Raber, Cushla McGoverin, Kathleen Axen, Kenneth Axen, Nancy Pleshko, **Vanessa Yingling** "Infrared Spectroscopic Assessment of Bone Mineral Differences Induced by Diet" Orthopaedic Research Society 2013 Annual Meeting January 26-29, San Antonio, Texas

Vanessa R. Yingling, Kathelyne M. Pichardo, Allison Kaplan, Madon Maile, Kathleen Axen "Effects of Dietary Fat on Bone Histomorphometry." XIIth Congress of the International Society of Bone Morphometry October 16-19, 2012 Minneapolis, MN,

KA Mitchell, A McCoy, M Lunny, **VR Yingling** "Caloric Restriction Attenuates Bone Loss during Hypothalamic Suppression." 2012 American Society of Bone and Mineral Research Annual Meeting Minneapolis, MN. Oct. 2012

TA Butler, A McCoy, **VR Yingling** "The Effects of Post Pubertal Food Restriction on Bone Strength." 2012 EFF/ASBMR Sixth Fellows Forum on Metabolic Bone Disease, Minneapolis, MN

KA Mitchell, A McCoy, M Lunny, **VR Yingling** "Caloric Restriction Attenuates Bone Loss during Hypothalamic Suppression." 2012 American Society of Bone and Mineral Research Special Topics Meeting (Bone and Skeletal Muscle Interactions) Kansas City, MO. July 2012

TA Butler, A McCoy, **VR Yingling** "The effects of post pubertal food restriction on bone strength." 2012 American College of Sports Medicine (ACSM) San Francisco, CA June 2012

KA Mitchell, A McCoy, M Lunny, **VR Yingling** "The effects of calorie restriction and hypothalamic suppression on bone strength during puberty." 2012 American College of Sports Medicine (ACSM) San Francisco, CA June 2012

Kathleen Axen, **Vanessa Yingling**, Joseph Vasselli, Tiffany Butler, Julie Roddy, Kenneth Axen, "Effects of Dietary Fat and Vitamin D on Adipose Tissue and Bone Development in Female Weanling Rats, Obesity 2011—Annual Scientific Meeting of – The Obesity Society, Orlando, FL.

Butler TA, **Yingling VR** * FACSM, Axen KV ~ "The Effect of High Fat and Low Fat Diet on Bone Structure and Strength During Puberty." 2011 American College of Sports Medicine (ACSM) Denver, CO June 2011

Butler TA, **Yingling VR** * FACSM, Axen KV ~ "The Effect of High Fat and Low Fat Diet on Bone Structure and Strength During Puberty." GNYRC ACSM 2010

M Rastgar Agah & **VR Yingling**, "Evaluation of Frost's 3-way rule equation for bone adaptation to mechanical stimulation." American Society of Biomechanics Providence, Rhode Island, August 18-21, 2010.

VR Yingling, T Raphan, Y Xiang "Texture Analysis of Bone Architecture in a Low Estrogen Post Pubertal Model." American Society for Bone and Mineral Research ASBMR 32th Annual Meeting, Toronto, Ontario Canada October 15-19, 2010

Seigenfuse, MD, Goldman, HA, **Yingling, VR**. "Delayed Puberty Results in Decreased Percentage of Lamellar Bone and Decreased Mechanical Strength in Female Rats" 2010 American College of Sports Medicine (ACSM) Baltimore, MD June 2010

VR Yingling, M.E. Saine "No periosteal response post puberty saves bone strength." 56th Annual Meeting of the Orthopaedic Research Society New Orleans, Louisiana March 6 - 9, 2010

VR Yingling, M.E. Saine "Periosteal response to hypothalamic suppression during growth is maturity dependent." American Society for Bone and Mineral Research ASBMR 31th Annual Meeting, Denver, Colorado September 11-14, 2009 Plenary Poster

VR Yingling, R Joshi "Energy restriction does not affect bone strength during puberty." American Society for Bone and Mineral Research ASBMR 31th Annual Meeting, Denver, Colorado September 11-14, 2009

T Butler, **VR Yingling** "The Effect of Delayed Puberty on the Growth Plate" National Athletic Trainers' Association. June 2009. San Antonio, Tx.

R Joshi, **VR Yingling** Environmental Perturbations during Puberty and Bone strength. College of Health Professions Day, Temple University, April 16th, 2009.

T Butler, **VR Yingling** "The Effect of Delayed Puberty on the Growth Plate".

College of Health Professions Day, Temple University, April 16th, 2009. *Meritorious Poster Award Winner*

M.E. Saine, **V.R. Yingling** *"The Effects of Suppressed Gonadotrophin-Releasing Hormone on Femoral Cortical Bone Structure in Growing Female Rats"* Temple Undergraduate Research Forum and Creative Works Symposium (TURF-CreWS) March 25, 2009.

M.E. Saine, **V.R. Yingling** *The Effects of Suppressed Estradiol on Femoral Cortical Bone Structure in Growing Female Rats*. 78th Annual Meeting of the American Association of Physical Anthropologists. Chicago, Illinois, March 31-April 4, 2009.

R Joshi, **VR Yingling** Environmental Perturbations during Puberty and Bone strength. 4th Asia West Pacific regional conference of World Confederation for Physical Therapy (WCPT), Mumbai, India, January 22-25, 2009.

T. Brennan¹, S. Adapala¹, **V. Yingling**², F. Safadi¹, S. Popoff¹, P. Marie³, M.Barbe¹ and A.Sanjay¹ Abrogation of Cbl-PI3K interaction increases bone volume and osteoblast proliferation. American Society for Bone and Mineral Research ASBMR 30th Annual Meeting, Montreal, QB. September 12-16, 2008

VR Yingling Path Analysis (Structural Equation Modeling) and Covariation of Bone Traits following Delayed Puberty. American Society for Bone and Mineral Research ASBMR 30th Annual Meeting, Montreal, QB. September 12-16, 2008

R Joshi, **VR Yingling** Environmental Perturbations during Puberty and Bone strength. American Society for Bone and Mineral Research ASBMR 30th Annual Meeting, Montreal, QB. September 12-16, 2008

Yingling, VR, Joshi, R Estradiol Suppression during Adolescence Results in Increased Body Weight but Comparable Cortical Bone Strength in Female Rats. A Model of Secondary Amenorrhea? 53rd Annual Meeting of the Orthopaedic Research Society, San Diego, CA. March 2-5, 2008.

R Joshi, **VR Yingling** A Model of Secondary Amenorrhea in the Adolescent Female Rat. American Society for Bone and Mineral Research ASBMR 29th Annual Meeting, Honolulu, HA. September 16-20, 2007

Delayed Pubertal Development by Hypothalamic Suppression causes an Increase in Periosteal Modeling but a Reduction in Bone Strength in Growing Female Rats. 53rd Annual Meeting of the Orthopaedic Research Society, San Diego, CA. February 12-15, 2007.

The Effect of a Short-term Delay of Puberty on Bone Development in Young Female Rats. American Society for Bone and Mineral Research ASBMR 28th Annual Meeting,

Philadelphia, PA. September 15-19, 2006

Bone strength deficits result from delayed pubertal development caused by hypothalamic suppression in female rats. American Society of Biomechanics (ASB) Annual Meeting, Blacksburg, VA, Sept, 2006

Direct Loading in a Low Estrogen Environment in Prepubescent Female Rats. American Society for Bone and Mineral Research ASBMR 27th Annual Meeting, Nashville, TN. September 23-29, 2005

Delayed Menarche Causes A Transient Reduction In Cancellous Bone Area In Female Rats. American College of Sports Medicine 52nd Annual Meeting, Nashville, TN. June 1-5, 2005.

Short-term suppression of estrogen during growth causes a transient reduction in bone strength in growing female rats. 51st Annual Meeting of the Orthopaedic Research Society, Washington D.C. February 20-23, 2005.

The Effect of Delayed Menarche on Bone Strength. American College of Sports Medicine 51st Annual Meeting, Indianapolis, IN. June 1-5, 2004

The Effect of Delayed Menarche on Bone Strength. Mid Atlantic Region of the American College of Sports Medicine, Bushkill, PA. October, 2003

Quantification of Trabecular Bone Mass and Orientation Using Gabor Wavelets. ACM Symposium on Applied Computing (SAC 2003), Melbourne, Florida, March, 2003

The Combined Effects of Disuse and Gonadectomy on Bone Mechanics in Male and Female Rats. World Congress on Biomechanics, Calgary, Alberta, Canada August, 2002

Incidence and intervention of musculoskeletal injury in females. 4th Annual Faculty Day, Brooklyn College May 24, 2000.

The response of bone to repetitive physiologic loading in skeletally mature rats. American Society of Bone and Mineral Research St. Louis MO October 1999.

The response of the intervertebral disc, the pars interarticularis and the posterior ligaments to external anterior shear loading. North American Congress on Biomechanics (University of Waterloo) Waterloo, ON. August 1998.

Mechanical properties and injuries resulting from anterior and posterior shear loading of the spine at different load rates. American Society of Biomechanics, (Georgia Tech) Atlanta, GA. October 1996.

Mechanical properties and injuries resulting from anterior and posterior shear loading of the spine. Canadian Society of Biomechanics, (Simon Fraser University) Vancouver,

B.C. August 1996.

The effect of load rate on the mechanical properties of a porcine spinal motion segment. American Society of Biomechanics, (Stanford University) Stanford, Ca. August 1995.

The effect of rearfoot motion on the attenuation of the impulse wave at impact during running. Canadian Society of Biomechanics (University of Calgary) Calgary, CA. August 1994.

A Comparison of Five Models for Estimating Mechanical Work With Actual Metabolic Cost For Variable Load Running. Second North American Congress on Biomechanics. Chicago, IL. 1992

The Effects of Endurance Training on Muscle Capacity for Blood to Tissue Transfer in Humans. Third Annual UCSD Undergraduate Research Conference. May 1990.

STUDENT COMMITTEES

Doctoral Dissertations

Tiffany A. Butler (December, 2013) "The effects of post pubertal food restriction on bone architecture, strength, and medullary adipose composition." (Committee Chair)

Rupali Naranyan Joshi (November, 2009) "Identification of mechanisms of delayed puberty on bone strength deficits during development." (Committee Chair)

Angela Tate (February 2007) "Reliability and validity of a scapular motion classification system." (External Reviewer)

Master's Theses

Katy Mitchell (May 2012) "The Effect of Hypothalamic Suppression and Caloric Restriction on Bone Strength and Geometry during Puberty." (Committee Chair)

Jamie Reiger (May 2012) "The effect of short-term high-impact jump activity on bone metabolism in college females using oral contraceptives." (Committee Chair)

Matthew Seigenfuse (August, 2010) "Low Estrogen Model and Percent Lamellar Bone Pre and Post-Puberty" (Committee Chair)

Kohei Kishimoto (May, 2010) "Effect of short-term high-impact jump activity on bone metabolism in college female non-athletes" (Committee Chair)

Tiffany Butler (May, 2009) "Effects of delayed puberty on the growth plate." (Committee Chair)

Danielle Holland (May 2008) “Comparative analysis of the roles of Cbl proteins in bone remodeling under basal and dynamic conditions.” (Committee Member) (College of Engineering and School of Medicine)

Undergraduate Honors

M.Elle Saine (Summer, 2008) Diamond Research Scholar, (May, 2009) Diamond Award, Presented at Undergraduate Research at Temple University, Harrisburg, PA Jan, 2009, Temple Undergraduate Research Forum (TURF) and Creative Works Symposium (CreWS) (April 2009)

Giorvahny V Augustin (Summer 2010 – present) McNair Research Scholar, Temple Undergraduate Research Forum (TURF) and Creative Works Symposium (CreWS) (April 2011)

INVITED LECTURES

2003 GNYRC-ACSM Regional Meeting (Greater New York Regional Chapter of the American College of Sports Medicine) Nov. 22-23, 2003 “Stress Fractures”.

2007 The University of Minnesota, Department of Kinesiology. “Delayed Pubertal Development by Hypothalamic Suppression causes an Increase in Periosteal Modeling but a Reduction in Bone Strength in Growing Female Rats.”

2008 The Pennsylvania State University, Department of Kinesiology. “The Effect Of Delayed Menarche On Bone Strength”.

2008 Temple University Department of Anatomy and Cell Biology, “The Effect Of Delayed Menarche On Bone Strength”.

2009 Philadelphia Bone and Hard-Tissue Discussions and Seminars (Philadelphia BoneHeads) "Hypothalamic suppression and bone strength in a rat model: Is puberty an important time point?"

Student Presentations

2011 Philadelphia Bone and Hard-Tissue Discussions and Seminars (Philadelphia BoneHeads) Tiffany Butler "Effect of post pubertal food restriction on bone strength, architecture and medullary fat : FRE 2011" May 2011.

EXPERIENCE

Laboratory Director: Temple University, **Skeletal Adaptation and Development**

Laboratory, 2006-present

http://www.temple.edu/chp/departments/kinesiology/SkAD_Lab.htm

Responsibilities:

- Development of research program
- Development of research protocols
- Supervision of students (graduate, undergraduate)

Equipment:

- Histomorphometry system (Bioquant)
- Bone Saw
- Bose Materials Testing Machine

Laboratory Director: **Brooklyn College- Bone and Exercise Laboratory**, 2002-2006

Responsibilities:

- Development of research program
- Development of research protocols
- Supervision of students (graduate (MS), undergraduate, high school)
- Maintenance of animal colony
-

Equipment:

- Histomorphometry system (Osteomeasure)
- Bueller Bone Saw
- Fluorescent Microscope (Nikon Eclipse 400) & imaging camera
- Molecular Devices Microplate Reader

Research Fellow: **Washington University, School of Medicine**, [1997 - 1999]

Biomechanics Laboratory

Advisor: Matthew J. Silva, Ph.D.

Responsibilities:

- Development of torsional mechanical testing on rat bones (monotonic and cyclic)
- Development and implementation physiologic loading protocols of rat tibiae
- Development of biochemical bone marker collection procedures
- Ovariectomy surgery on rats

Equipment:

- Instron 8500R
- PC Reflex Motion Analysis System
- Dual Energy X-ray Absorptiometry

Research Assistant: **University of Waterloo**, [1993 - 1997]

Spine Mechanics Laboratory

Advisor: Stuart M. McGill, Ph.D.

Responsibilities:

- Spinal motion segment tissue testing under compressive and shear loads
- Design and development of a custom jig for investigating the effect of applied shear loads
- Development of a kinematic and EMG database of spinal motion in elderly subjects
- Supervision of undergraduate kinesiology student research projects

Equipment:

- Instron 8500
- Electromyographic collection system
- Isotrak 3space system
- Planar X-ray.

Research Assistant: **State University of New York at Buffalo** [1991-1993]

Biomechanics Laboratory

Advisors: Scott White, Ph.D./ John Yack, Ph.D.

Responsibilities:

- Collection and reduction of running and walking data: kinematics, kinetics and EMG

Equipment:

- Kistler force plates
- Accelerometry
- Standard and high speed video collection
- Fiber optic and portable EMG systems
-

Research Assistant: **University of California; San Diego** [1990-1991]

Advisor: Odile Mathieu-Costello, Ph.D.

Responsibilities:

- Analysis of muscle biopsies using stereological techniques.

TEACHING

PHILOSOPHY

Engaging students in their education and their quest for knowledge is my primary objective. Multiple pedagogical approaches are necessary when teaching both undergraduate and graduate students including lecture, case study, laboratories, group discussions and presentations. Furthermore, I integrate technology and utilize a website for all courses.

EXPERIENCE

Assistant Professor, CSU East Bay

Department of Kinesiology

* Biomechanics (undergraduate)

**Assistant Professor, Temple University
Department of Kinesiology, [2006 - 2013]**

- * Skeletal Biomechanics (graduate)
- * Mentored Research I (graduate)
- * Independent Study (undergraduate)
- * Biomechanics (undergraduate)

Department of Anatomy and Cell Biology, [2006 - present]

- * Musculoskeletal Biology (graduate)

Invited Lectures:

**Introduction to Kinesiology
(2006 – present)
Topics in Athletic Training
(2007, 2011)**

**Assistant Professor, Brooklyn College (CUNY)
Department of Physical Education and Exercise Science, [2001- 2006]
Substitute Line [1999-2001]**

- * Kinesiology and Applied Anatomy
- * Human Anatomy
- * Practical Applications in Exercise Science
- * Biomechanics (graduate)
- * Research Seminar (graduate)
- * Special Topics: Bone Health and Exercise (service learning course)

Guest Lecturer: Saint Louis University, Department of Physical Therapy, [1999]

- * Biomechanics
Topic: Tissue Mechanics

**Guest Lecturer: Washington University, School of Medicine
Division of Physical Therapy, [1999]**

- * Biomechanics
Topic: Tissue Mechanics

Teaching Assistant: University of Waterloo, [1993 - 1997]

- * Undergraduate laboratories (1st year and senior level courses)
 - * Biomechanics
 - * Occupational Biomechanics
 - * Biomechanics and Motor Control of Human Gait.

Guest Lecturer:

- * Undergraduate Biomechanics course
- * Senior level Occupational Biomechanics course

Teaching Assistant: **State University of New York at Buffalo**, [1991-1993]

- * Undergraduate laboratories
- * Biomechanics

Curriculum development:

- * Running mechanics tutorial series for undergraduate biomechanics laboratories

COURSE DEVELOPMENT, TECHNOLOGY AND PROFESSIONAL DEVELOPMENT

Course Development:

January 2011, CHPSW Technology Fee \$23,180.00

Funded improvements in the Biomechanics Laboratory for Kinesiology 3202. Bought a mobile laboratory with 5 laptops and a server. PowerLab, ADInstruments, Inc.

Revisions to Graduate Biomechanics Courses: Temple University

Kin 9311 Biomechanics of Human Motion
 Kin 5202 Biomechanics of Skeletal Tissues

Service Learning Curriculum:

Bone Health & Exercise: A service-learning course was developed to improve communication between academics and the general public. Specifically, to utilize current research in an applied setting.

Hybrid Human Anatomy Course:

Human Anatomy PEES 22.75 was offered with an in-class laboratory experience and an on-line lecture series. (CUNY Online Seminar: Spring 2002)

On-Line Pedagogy Project:

A faculty mentoring group, whose purpose is to develop web modules to enhance teaching. I have been developing "Bone E-Modules" on bone structure and the modules are currently being assessed in courses this term (Fall 2004).

Professional Development:

December 11, 2014 "Utilizing Video Technology in Education" Webinar Dartfish USA

February 11, 2011 3rd Annual STEM Educators' Lecture, "Process Oriented Guided Inquiry Learning" Richard Moog, Professor of Chemistry, Franklin & Marshall College

January 13, 2011 9th Annual Winter Faculty Conference. "How to maximize student learning. Keynote: Dr. Maryellen Weimer

January 2010 8th Annual Winter Faculty Conference. What the Best College Teachers Do Keynote. Dr. Ken Bain

Oct 16, 2009 Temple University Teaching and Learning Center

The Interteach Format: Facilitating Students' Consistent Preparation, Attendance, and Active Participation.: Dr. Philip Hinline

Teaching Portfolio: Teaching and Learning Center, Temple University

February 17, 2009: Introduction and Initial Steps February

24, 2009: Developing a Teaching Philosophy March 3,

2009: Item Selection, Suggestions and Samples

January 13, 2009 7th Annual Winter Faculty Conference. "Engaging Students in Critical Thinking. Keynote: Dr. Stephen D. Brookfield

July 15 & 22, 2008 Temple University Teaching and Learning Center

Summer Book Group: "Discussion as a way of teaching" Stephen D. Brookfield and Stephen Preskill

October 10, 2007 Temple University Teaching and Learning Center

Interteaching: A noncoercive way to foster students' consistent preparation, attendance, and active participation in class.: Dr. Philip Hinline

February 23, 2007 Temple University Teaching and Learning Center

Power Point and Lecture Effectiveness

SERVICE

ACADEMIC

Kinesiology Department Chair Search Committee

California State University, East Bay, 2013-

Somatic Group Chair Department of Kinesiology

Temple University, 2011 - 2012

Ad Hoc Committee on Research Coordination Department of Kinesiology

Temple University, 2011 - 2012

WinK Women in Kinesiology

Co-organizer of the group for female graduate students and faculty in the Department of Kinesiology at Temple University. 2010-2013

College of Health Professions Research and Study Leave Committee

Temple University, September 2007 – 2011

Assembly Chair-Department of Kinesiology

Temple University, September 2007 – 2008

College of Health Professions Research Day Judge

Temple University, 2009-11

College of Health Professions Research Day Abstract Reviewer

Temple University, April 2009

University Committee on Research Awards

Liason for PSC-CUNY research awards: Health Panel

Administers review process

City University of New York, September 2003 -2006

STAR High School, Early College Initiative

Faculty, 2003-2006

Campus Planning Committee

Brooklyn College (CUNY), September 2004

Graduate Curriculum Committee

Brooklyn College (CUNY), September 1999 – 2006

Chair: January 2004- August 2005

Library Liason

Brooklyn College (CUNY), January 2000- 2004

Women's Studies Steering Committee

Brooklyn College (CUNY), September 2001 – 2006

WebMaster

Department of Physical Education & Exercise Science Website

<http://dephome.brooklyn.cuny.edu/physed/>

Faculty Council Committee on Intercollegiate Athletics

Brooklyn College (CUNY), September 2002 – 2003

Technology Representative

Brooklyn College (CUNY), September 2002 – 2004

ACAC: Advisory Committee on Academic Computing

Brooklyn College (CUNY), September 2001 – 2004

Chair Subcommittee: Incentives for Technology Engagement

Organizer of Faculty/ Graduate Student Seminar
Brooklyn College (CUNY), January 2000- 2001

Grants and Research Committee
Brooklyn College (CUNY), September 1999 - 2000

Nominating Committee for the Dean of Applied Health Sciences
University of Waterloo; March 1995.

Senate Graduate Council University of Waterloo; 1995.

Senate Graduate Council Subcommittee (The Supervisory Process)
University of Waterloo, 1995.

Faculty of Applied Health Sciences: Committee on Issues of Gender and Inclusivity, University of Waterloo; 1995 - 1996.

University of Waterloo Graduate Student Association Board
1993-1994.

State University of New York at Buffalo, Graduate Student Association, 1991 - 1993.

Video: Low Back Exercises for Seniors

Habitat for Humanity: St. Louis 1999

PROFESSIONAL

2010-2013 National Policy Committee: Health and Science Policy Committee of the American College of Sports Medicine

2009 Reviewer American Society of Biomechanics, abstracts for Annual Meeting

2008- present: Philadelphia Bone and Hard-Tissue Discussions and Seminars: Coordinator

2008: Second Philadelphia Regional Postdoc Symposium: Invited Speaker

Reviewer: Calcified Tissue International, 2009 – present

Reviewer: Current Women's Health Review, 2009 - present

Reviewer, Medicine and Science in Sport and Exercise, 2007- present

Reviewer, Journal of Biomechanics, January 2000- present

Reviewer, Bone, 2008-present

Reviewer, Journal of Sports Science and Medicine, 2012-present

Reviewer, BMC Musculoskeletal Disorders, 2013 – present

Reviewer, International SportMed Journal, 2013 - present

American College of Sports Medicine (ACSM) Writing Group for the Bone Health and Physical Activity Position statement, September 2002

ACSM Greater New York Chapter: Continuing Education Committee, September 2001 – 2005

Judge, Science Research Day 2001, 2003, 2004

New York Marathon Medical Team Volunteer, November 2001

COMMUNITY

2012 Grant Reviewer: Mt. Airy/ Chestnut Hill Teacher's Fund

2009 -2013 Bones on the Road: Skeletal Anatomy activities J.S. Jenks Elementary School (Philadelphia School District) (Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 6-8 Grades (6 week session)

May 11, 2010 Science Fair at General George A. McCall School (Philadelphia School District)

Scientist for www.nationallabday.org

2008-2010 Martin Luther King Day of Service: Health Fair participant

2007, 2008 The Miquon School-Bone Day:

Skeletal Anatomy Education Module for Nursery Children

PROFESSIONAL DEVELOPMENT

Health/Fitness Instructor_{SM} – American College of Sports Medicine
Certificate Number: 16682, Valid: 2002-2006

PROFESSIONAL CONTINUING EDUCATION

Temple University School of Medicine Continuing Education
Women in Medicine May 2008

Pennsylvania Governor's Conference on Women
November 2007

7th Annual Boning Up on Osteoporosis, October 27, 2004
NYU School of Medicine

National Osteoporosis Foundation Conference, Washington D.C., October, 2003

6th Annual Boning Up on Osteoporosis, October 29, 2003
NYU School of Medicine

4th Annual Boning Up on Osteoporosis, October 24, 2001
NYU School of Medicine

Restorative Yoga Workshop: Integrating Yoga into Current Practice, May 11, 2002,
Long Island University, Division of Physical Therapy

Diagnosis and Treatment of Movement Impairment Syndromes,
October 20-21, 2001, Advanced Rehabilitation Institutes

The Dancer and Aging: Current Concepts in Dance Medicine, January, 2000
Harkness Center for Dance Injuries

PROFESSIONAL ASSOCIATIONS

American Society of Biomechanics (ASB) [1999-present] American
College of Sports Medicine (ACSM) [1999-present] American
Association of University Women (AAUW) [2001-present]
American Society of Bone and Mineral Research (ASBMR) [2003-present]
Orthopaedic Research Society (ORS) [2004-present]
Sigma Xi [2006-present]
National Science Teachers Association (NSTA) [2008- present]
National Strength and Conditioning Association (NSCA) [2001-2006]
Female Athlete Triad Coalition [2011 – present]

APPENDIX 8

Renovations: Kinesiology -March 2014

The last program review indicated that facilities in KPE need to be upgraded. Five years has passed and little has been done. Here is a list of renovations needed by Kinesiology.

At a recent meeting that Provost mentioned that there may be some dollars for renovations coming up this year. Kinesiology has four projects that we would like considered for renovations. As you are aware, Kinesiology has grown to over 700 majors and we also run an extensive activity program that uses gym and field space. With the separation of athletics from the department and a move to Division II, athletics has increased need to gym and field space so both units are struggling to use to same space.

1. Kinesiology Laboratory – The Kinesiology Laboratory is one space that houses all our laboratory experiences for both teaching and research. Many Kinesiology departments within the system have separate laboratory space for the various subject matters. We do not and house all labs under one roof that used to be the gymnastics gymnasium. KIN used to offer 5 labs per week but due to the more than tripling of our major we now offer up to 16 labs per week in the same space. We have a “classroom” type space at one end but it often becomes almost unusable due to noise abatement from the adjoining exercise physiology space that is housed with treadmills and bicycles. While it used to be that only 20 or 30 people were in the space at one time – we now have 60 to 100 people in the space. One long time talked about solution was to add a second floor to the lab. While this would indeed be costly it would solve a lot of problems. Short of this we would like to investigate whether we could enhance the temporary dividers (temporary walls) between spaces in the lab. We would need some assistance from Facilities to determine the best options.
2. Space between Room 201 and 202 in Kinesiology building. Since I arrived in campus I have been trying to determine an effective way to use this vast space. It measures 15’ by 108’ and if properly equipped could be used as an extension of the Fitness Center/Weight Room space. Currently the Fitness Center Weight Room is booked every hour from 6 am to 8 pm. We are running over capacity and need more space and equipment to make this space a useable “classroom”. I have spoken with Sara Judd (Director of Athletics) and she is also in favor of expansion into this space. If we could use this space athletics and kinesiology would need to determine best use.
3. Room 201 (the Matt Room) is currently used primarily by Kinesiology for classes (Judo, Pilates, Yoga, etc.). It is usually used about 8 hours a day. However since there is not

wall between this room and the main gym, classes can only be scheduled when there is quiet activity in the gym. When I first arrived on campus many years ago I put in a proposal to remove the upper bleaches and put a wall between Room 202 and the gym. After multiple requests that construction occurred. We are now asking that the same type of construction occur on the other side of the gym as well as a division of that space into two teaching stations. I have also spoken with Sara Judd (Director of Athletics) about this project and she is also in favor of this proposal. Both units would need to be further consulted to determine the best option for the type of divider used in the room.

4. In the past year the department has, with the help of the President's office, started a "Get Fit, Stay Fit" program for faculty and staff. In this program undergraduate students in Kinesiology, under the supervision of a faculty member, design personal assessment and training programs for faculty and staff. Students enroll in KIN 4031 – Professional Field Experience – and gain valuable skills that will serve them well in their future careers. While some of the assessments occur in our already busy Kinesiology laboratory, individuals also need to perform exercise along with their trainer. Because the Fitness/Weight Room is scheduled from 6 am to 8 pm, it has been very difficult to find spaces for this program. I view this as a valuable program since it helps our faculty/staff learn about fitness, and it also provides our students with an on-site opportunity to put their skills to test while under close supervision. If we could take over one of the racquetball courts (I recognize that a second door would need to be added for safety) we could have a space dedicated to Get Fit Stay Fit. If this is not possible but we do get the upper hallway space, it could be used for KIN classes, Athletics, and Get Fit Stay Fit.

APPENDIX 9



**Week of Scholarship, 2014
Tuesday April 22, 4 to 6 – Union Multi-purpose room**

**Dr. Rita Liberti wins award for Outstanding Scholar on Issues of
Diversity, Social Justice and Multiculturalism**

Posters from Department of Kinesiology

Names in bold are from Dept of KIN CSUEB.

Inouye, C., Rayas, J-L., McCullagh, P. Health Eating Active Living (HEAL)
Grant: Implementation at Harder and Park Elementary.

Liardi, V., & Markland, D. An examination of identity salience along with
implicit and explicit forms of exercise identity.

O, J., Hamor, N. Examining transfer of learning in a CSUEB freshman population.

O.J., Yingling, V. Implementing teaching for transfer principles into the Kinesiology Research Group (KRG) at CSUEB.

Sherwood, JJ., Webb, S.L., Gin, C., and Nakamura B. (2014) Student outcomes following participation in a 20-week nutrition and physical activity experiential course.

Sherwood, J., Inouye, C., and Webb, S.L., (2014) Low intensity exercise improves cognitive performance in healthy, college-aged men and women.

Wright, M., Beal, B., Atencio, M., & McClain, Z. Parents' Perceptions of Youths' Values with Skateboarding.

Yingling, V., & O, J., The Kinesiology Research Group (KRG): A high impact practice at CSUEB.

Recent Reprints (All three of these could fit on one poster board)

Atencio, M., Beal, B., Yochim, E.C. (2013). “It ain’t just black kids and white kids: The representation and reproduction of authentic “Skurban” Masculinities. Sociology of Sport Journal, 30,1 53-172).

Ste-Marie, D., Law, B., Rymal, A.M., **O, J., Hall, C., McCullagh, P.** (2012). Observational interventions for motor skill learning and performance: An applied model for the use of observation. International Review of Sport and Exercise Psychology, 1-32.

Veri, M. J. and **Liberti, R.** (2013). Tailgate Warriors: Exploring constructions of Masculinity, Food, and Football. *Journal of Sport & Social Issues*, 37 (3), 227-244

McCullagh, P., Law, B. & Ste-Marie, D. (2012). Modeling and performance. In S. Murphy (Ed.). *The Oxford Handbook of Sport and Performance Psychology*. New York, Oxford Press, pp. 250-272.

McCullagh, P., Ste-Marie, D., & Law, B. (2014). Modeling: Is what you see, what you get? In J.L. Van Raalte, & B.W. Brewer (Eds.). Exploring sport and exercise psychology (3rd ed).. Washington, DC: American Psychological Association. pp. 139-162.

McCullagh, P., & Noble, J.M.,& Portenga, S. (2014). Education for sport and exercise psychology. In J.L. Van Raalte, & B.W. Brewer (Eds.). Exploring sport and exercise psychology (3rd ed.). Washington, DC: American Psychological Association. pp. 453-466.

Simons, J. (2012). Endurance psychology. In Inigo Mujika (Ed.), *Endurance Training: Science and Practice*. Basque Country: Inigo Mujika S.L.U.

Gould, D., & **Wright, M.** (2012). The psychology of coaching. . In S. Murphy (Ed.). *The Oxford Handbook of Sport and Performance Psychology*. New York, Oxford Press.

Popular Press Book:

Beal, B. (2013). *Skateboarding: The ultimate guide*. Santa Barbara, Ca: ABC CLD Extreme Sport Series.

Open House: Kinesiology Research Group – Get Fit! Stay Fit! (KRG-GFSF)

Room 152 Kinesiology/Physical Education Building Noon to 2 pm.

Showcase of student research projects and experiences of students in the KRG-GFSF. The Kinesiology Research Group (KRG) is a broad Kinesiology-based research group that encourages multidisciplinary research and an exchange of ideas between faculty mentors and students. Get Fit! Stay Fit! is a health/wellness program for employees that provides evidence based personal training, fitness and nutritional counseling.

Center for Sport and Social Justice (CSSJ)

- **Encourages humane, socially just, and inclusive sport and physical activities**
- **Examines issues such as race, class, gender, disability, and sexuality in sport**
- **Promotes initiatives that use sport as a vehicle for social change.**



TO: The University Community

FROM: Liz Ginno, Chair
Faculty Affairs Committee

DATE: March 11, 2014

SUBJECT: Nominations for 2013-2014 Week of Scholarship Faculty Awards

Nominations are now open for four 2013-14 Faculty Awards. The selection of awardees will be made by the Faculty Awards subcommittee of the Faculty Affairs Committee (FAC). Each winning candidate will be presented with an award and a gift of \$500 during the California State University East Bay Week of Scholarship.

Rules pertaining to all recognitions:

- All nominations or self-nominations are open to t/t-faculty, lecturers and coaches.
- Each nomination or self-nomination should be accompanied by a 2-page explanation of why an individual meets the criteria for that recognition and a vita for the nominated or self-nominated individual.
- The recognitions would be advertised in the Academic Affairs weekly newsletter, through posters, and an ad in the Pioneer and other means.
- Students will be encouraged to nominate faculty.

Individual recognition categories and their criteria:

Outstanding Faculty Mentor of Students

- The faculty member has mentored a number of undergraduate and or graduate students in research projects over the past year; or,
- Student researchers working with the faculty member have been successful at publishing their work in peer reviewed journals and or presenting their work at professional conferences; or,
- The faculty member has a track record of supporting student researchers both academically and professionally through advising and mentoring, or,
- The faculty member works with a diverse group of students and has made a special effort to mentor student researchers from groups that may be underrepresented in their discipline; and,
- Qualifying mentoring experiences are limited to out of class work. Instructors teaching research methods courses may not use this work in support of their nomination.

Outstanding Researchers

- Untenured - Recognition is available to an untenured faculty member, or a lecturer or coach who has been at East Bay fewer than 6 years.

- Tenured - Recognition is available to a tenured faculty member, or a lecturer or coach who has been at East Bay more than 6 years.
- The faculty member has compiled a record of publishing, grant writing, and/or presentations that are indicative of great promise or consistency to publish, get grants, and/or be recognized as an authority in their discipline; and,
- The faculty member attempts to incorporate his/her research into the teaching they perform at CSU East Bay.

Outstanding Contributor to Community Engagement

- The faculty member is very active in his/her community as a volunteer or unpaid consultant; or,
- The faculty member encourages his/her students to actively volunteer in the community through service-learning projects, internships, or other co-curricular activities; and,
- The faculty emphasizes community engagement in his/her class sessions.

Outstanding Scholar on Issues of Diversity, Social Justice & Multiculturalism

- The faculty member has a record of writing, speaking, or performing in areas that encourage awareness of diversity and social justice issues; and
- The faculty member emphasizes issues of diversity, social justice and multiculturalism in his/her teaching; and/or
- The faculty member has been active on campus in helping others to understand sensitive issues surrounding diversity, social justice and multiculturalism through participation on committees, in events, and/on faculty learning communities.

Instructions for submittal:

Faculty members interested in competing for the awards, or members of the University community interested in recommending others, may submit an electronic copy of a letter of justification (not to exceed two (2) pages) and optionally may include up to two (2) single-page letters of support. These electronic submission packets may be emailed to Sophie Rollins in the Academic Senate office at sophie.rollins@csueastbay.edu.

The deadline for submission is Friday, April 4, 2014.

For additional information you may contact the FAC Chair at liz.ginno@csueastbay.edu, or Sophie Rollins, Coordinator of the Academic Senate, by email at sophie.rollins@csueastbay.edu, or by phone at extension 5-3671.

Departments- Please post in a place where lecturers, students, and staff may read this. ALL are welcome to nominate a faculty member for this award.



CALIFORNIA STATE
UNIVERSITY
EAST BAY

Department of Kinesiology

College of Education and Allied Studies, Department of Kinesiology
25800 Cartes Bee Boulevard, Hayward, CA 94542-3079, Phone (510) 885-3061, Fax 885-2423

April 3, 2013

To: Faculty Affairs Committee

From: Penny McCullagh, Ph.D. Professor and Chair

[Handwritten signature]

[Handwritten signature]

Jeff Simons, Ph.D. Professor

[Handwritten signature]

Vanessa Yingling, Assistant Professor

[Handwritten signature]

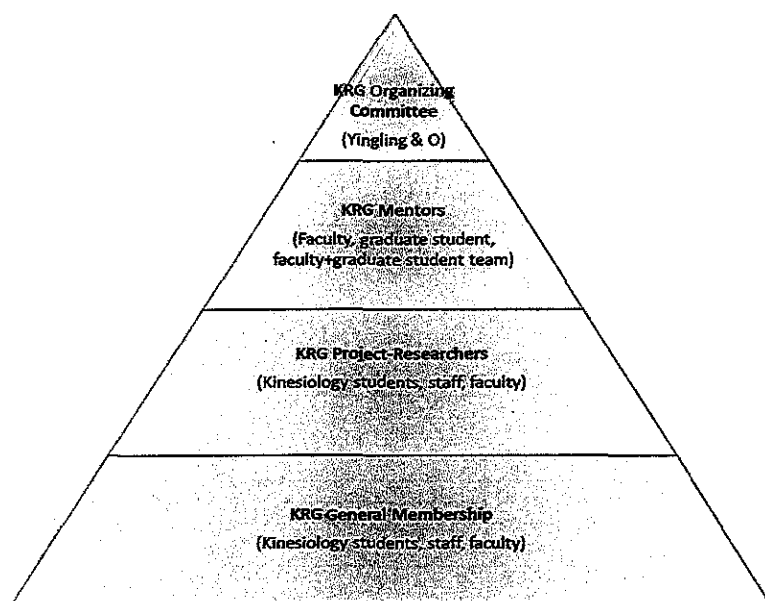
Re: Nomination of Dr. Jenny O for Outstanding Researcher Untenured

It is my pleasure to nominate Dr. Jenny O for the Faculty Award of Outstanding Researcher. Dr. O served as a lecturer in our department after completing her Ph.D. and before being awarded a tenure track position starting Fall 2012. Dr. O is off to an outstanding start on her research career. She already has seven publications in peer reviewed journals that are near or at the top in our field including: Journal of Applied Sport Psychology, International Review of Sport and Exercise Psychology, International Journal of Behavioral Nutrition and Physical Activity, The Sport Psychologist, and the International Journal of Sport and Exercise Psychology. Further, she has five manuscripts in progress and three projects in progress. In addition, she made author contributions to three text books. She also has 7 published abstracts and made over 20 presentations to conferences in her field. She has grant funding to support some of this activity and this year has applied for an NIH R-15 Academic Research Enhancement Award, a PIEL Grant, a Faculty Support grant, a CSU New Investigator Award and is putting together at EIRA application to help support student attendance at professional conferences. In addition she is supervising a student for at NCAA Graduate Student Research Program Grant.

Dr. O is also very interested in getting students involved in research. This year Dr. O and another new faculty member (Dr. Yingling) started the Kinesiology Research Group (KRG). The purpose of the group is to encourage multi-disciplinary research and an exchange of ideas between faculty mentors and students. The overall goals of the KRG are two-fold: 1) To use a multidisciplinary Kinesiology approach to examine meaningful issues related to human movement, health, wellness, learning and performance, and/or, the physical activity experience, and, 2) To develop students' understanding of how to translate Kinesiology theory and research into professional applications of Kinesiology.

The two faculty members have developed a multi-level mentoring model of group membership that allows student involvement on a range of levels including General Membership, Project-Researchers, KRG Mentors, and the KR organizing committee. The weekly KRG meetings have been well attended (approximately 25 attendees consistently). During the Winter Quarter the first cohort of Kinesiology Project-Researchers

presented at the meetings. The students divided into groups and each attacked a research problem and then presented their data back to the entire group. These initial projects focused on outcome measures and equipment including the peripheral quantitative computed tomography (pQCT) machine which measures bone strength, the Bod Pod which measures body composition and Survey Monkey. For each presentation the students had to develop a research question and collect pilot data, projects that have developed from these initial student research challenges include a survey of the entire East Bay community and their levels of physical activity, a study that will investigate the interaction of psychological stressors and bone adaptation in collegiate athletes. In addition there was a writing group that developed an executive summary template that will be used by the entire group when reviewing scientific articles, this group also presented a summary of a current article on an on line sport science journal club blog with favorable feedback. During the Spring Quarter, the development of these Student Researchers into Student Mentors will continue to create a sustainable continuum for the group.



I (PMc) attended a couple of the meetings and was really impressed by the level of expertise that students were gaining and also their increasing understanding of the research process. The KRG has impressive outcomes goals that they hope to accomplish and are on their way to completing within the year including:

- Two to four presentations at professional meetings or conferences
- One to three publications-at least one in a peer-reviewed journal
- One community health event to be organized and staffed by KRG members.

I am pleased to nominate Dr. O for this Faculty recognition in light of the quantity and quality of research she is producing. While not part of this award, I would also like to make note that she is an excellent teacher who pushes students to make practical application of the knowledge they are learning in class.

1000

T

1000

1000



CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

Department of Kinesiology

College of Education and Allied Studies, Department of Kinesiology
25800 Carlos Bee Boulevard, Hayward, CA 94542-3079, Phone (510) 885-3061, Fax 885-2423

April 3, 2013

To: Faculty Affairs Committee

From: Jeff Simons, Ph.D. Professor

Re: Nomination of Prof. Penny McCullagh for Outstanding Researcher - Tenured

I most pleased to nominate Dr. Penny McCullagh, Professor and Chair of Kinesiology, for Outstanding Researcher in the tenured faculty division. As she finishes her fourth outstanding term leading the Department, I believe we should also recognize her influential and continued scholarly work. Dr. McCullagh was recruited to CSUEB as tenured Professor and Chair in 1999 with no pressure to go through the PTR process or otherwise meet any expectations in Professional Accomplishments. Despite only 3 years out of 14 as a regular faculty member, she has nonetheless maintained an exemplary record in this area. Moreover, she has consistently involved students in scholarly work and always brings current research to the fore in her teaching activities.

Dr. McCullagh's specialty is research into the influences of observational learning (modeling) on psychological and learning/performance aspects of motor behavior. She is an internationally recognized scholar on the subject, and is cited in virtually every publication related to the topic. In spite of her demanding administrative duties as Chair, she has continued to contribute to the scholarly literature and to professional organizations in our field. Dr. McCullagh arrived on campus with a substantial research record. The following accomplishments have been achieved since arrival in 1999:

Publications

17 Publications since arriving at CSU East Bay in 1999.

- 8 invited chapters (First author on seven of these)
(Scholarly books/texts from highly reputable publishers like the American Psychological Association, Oxford Press, and Wiley.)
- 9 refereed publications in respected journals (CSUEB student involved in 5 of these)

Presentations

23 invited presentations since 1999 – 7 of these at international venues

38 Abstracts of presentations at regional, national, and international conferences (20 of these have involved students)

CSU Forgivable Loans

3 students under her guidance have successfully pursued doctoral programs accessing the CSU Forgivable Loan scheme –all were involved in research projects under her guidance

In recognition of her status as a scholar in her field, Dr. McCullagh has been granted Fellow status in the following societies (criteria in italics):

American Psychological Association (APA)

(Fellow status is an honor bestowed upon APA members who have shown evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person's work has had a national impact on the field of psychology beyond a local, state or regional level. A high level of competence or steady and continuing contributions are not sufficient to warrant fellow status. National impact must be demonstrated.)

Association for Applied Sport Psychology

(Significant contributions to academic and professional practice knowledge in sport and exercise psychology as evidenced by a distinguished record of academic publications, applied publications, the development of outstanding educational materials and programs, and/or via major contributions to sport organizations.)

National Academy of Kinesiology

Most prestigious recognition within the Field of Kinesiology. (Started in 1904 and only 156 living members may be active members). By nomination and vote of Fellows only. Note: the current CSU Chancellor is a Fellow of NAK. *Be currently engaged in professional and/or scientific work in kinesiology.*

Have demonstrated competence in this profession/discipline over a period of at least 10 years to include all of the following:

- *significant contributions to the scholarly literature through the study and/or application of the art and science of human movement and physical activity (e.g., peer-reviewed, refereed journal articles).*
- *significant contributions to the professional literature in this field (e.g., refereed and non-refereed journal articles, textbooks).*
- *leadership activities in professional associations and learned societies (e.g., elected office, important chair positions, task force leaders).*

Dr. McCullagh has provided tremendous service as Department Chair and as member of over 30 University committees at CSUEB, including Chair of Committee on Research. In addition, she has served as President of 4 national scholarly associations (North American Society for Psychology of Sport and Physical Activity; Association for Applied Sport Psychology; Division 47 of the American Psychological Association; Current President of the American Kinesiology Association). Considering her research and publication record amidst all of these other efforts, it seems fitting to recognize Dr. McCullagh as Outstanding Researcher in the faculty of CSUEB.

Sincerely,



Jeffery P. Simons, Ph.D. Professor Kinesiology

I am pleased to second and fully endorse this nomination of Dr. Penny McCullagh,

Dr. Melany Spielman, Professor and Chair Department of Hospitality, Recreation & Tourism



CALIFORNIA STATE
UNIVERSITY
EAST BAY

Office of the Provost and Vice President

Academic Affairs

25800 Carlos Bee Boulevard, Hayward CA 94542

510.885.3711 (phone) • 510.885.2295 (fax) • www.csueastbay.edu/OAA

April 14, 2014

Rita Liberti, Professor
Department of Kinesiology
College of Education and Allied Studies
California State University, East Bay

Dear Rita,

It is a great pleasure to notify you on behalf of the Faculty Affairs Committee, the Week of Scholarship Committee, and Provost James Houpis that you will be receiving the Provost's Award for Outstanding Scholar on Issues of Diversity, Social Justice and Multiculturalism.

We hope that you will be able to come to the ceremony, which will be held on Tuesday, April 22, 2014 from 4-6 p.m. in the New University Union, Multi-Purpose Room.

Thank you for all of your contributions to CSU East Bay and to our region. We look forward to honoring you on Tuesday, April 22, 2014.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda S. Dobb".

Linda S. Dobb
Associate Provost

LSD:jat

xc: James L. J. Houpis, Provost and Vice President, Academic Affairs
Carolyn Nelson, Dean, CEAS
Penny McCullagh, Chair, Kinesiology
Liz Ginno, Chair, Faculty Affairs Committee
Mitch Watnik, Chair, Academic Senate
Personnel Action File



The Importance of Scholarship in Kinesiology

at the request of Associate Provost Dobb

Penny McCullagh, Ph.D.
Department of Kinesiology

Week of Scholarship CSU
East Bay, April 2014



History of Kinesiology

- “There was a time when physical education was physical education” (Newell, 1990).
- Since the late 1960’s, shifted away from educational model as sole focus for study of physical activity in higher education to a disciplinary focus



(Henry, 1964 – Berkeley)



How I got interested in research

Primary – observational learning/modeling

“How we modify physical skills or psychological skills as a function of watching others or oneself”

- First got involved as an undergraduate student and loved the quest of knowledge
- Strong advisors who emphasized importance of theory to guide research –
– (Chaos in the Brickyard – Forscher, 1963)



East Bay magazine Fall 2010



Teaching Research and Service

Now blurred

Teachresseringearchive

Reinventing Undergraduate Education: A Blueprint for America's Research Universities (Boyer Commission, 1998)

- Make research based learning the standard
- Remove barriers to interdisciplinary education
- Link communication skills and coursework
- Change faculty reward system

Student Learning and Faculty Research:

(American Council of Learned Societies – Teagle Working Group, 2007)

- Emphasizes engaged inquiry by faculty members
 - Much more than just scholarly publication
- Serving on editorial boards
 - Actively contributing to on-line forums
- Such activities place faculty members in sustained touch with new research

Important impact on student learning and retention

(High impact practices (Kuh, 2008. NSSE))

What are the benefits?

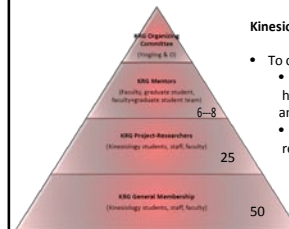
For Faculty:

- Well informed about current debates
- Sustains a high level of curiosity
- Deepens interest – new methodologies, theoretical approaches
- Connects faculty with community of scholars
- Tests knowledge in company of peers
- Teaching can be continuously animated by renewed scholarship
- Serve as models because they continue to be students themselves

For Students:

- Gain confidence – they are learning from people who:
 - have most up-to-date information
 - know the past, present, and future of their discipline
 - demonstrate that knowledge is not static but rather achieved through continuing process of testing and revision.
- Learn rewards of examining topic in detailed sustained ways
- May learn value of intellectual humility

Helps create a bond 



Kinesiology Research Group (KRG)

- To develop cross-disciplinary research
 - Examine meaningful issues related to health, wellness, learning and performance and physical activity
 - Learn how to translate kinesiology theory and research into professional applications



Wednesday,
April 23,
Kinesiology 152
1 to 3 pm

- Started Fall 2014 – Meet each Friday – Winter – about 10 group research projects – collected data and reported back to group
 - pQCT – measures bone strength
 - Bod Pod – measures body composition
 - Survey Monkey – for questionnaire data (pilot – but will survey entire East Bay community on physical activity)



Get Fit Stay Fit



- With assistance from Presidential LEEP program started as a service program for faculty and staff
- Moved to internship program for students in Kinesiology and has become a capstone experience for students
- In one year has grown to 50 participants and 28 students involved in program
- Now has added a research component to interface with KRG

Department of Kinesiology

- 17 samples of recent research here today
- 100% of tenure track faculty represented
- 2 lecturers, students and staff also represented

Come meet us!






CALIFORNIA STATE
UNIVERSITY
EAST BAY

College of Education and Allied Studies
Office of the Dean

25800 Carlos Bee Boulevard, Hayward, CA 94542-3074
510.885.3942 • 510.885.2283 (fax) • carolyn.nelson@csueastbay.edu • www.csueastbay.edu

May 13, 2014

TO: Dr. Penny McCullagh, Professor and Chair
Department of Kinesiology

FROM: Carolyn Nelson, Dean 
College of Education and Allied Studies

SUBJECT: Dean's Response to Kinesiology's 2011-2015 Five-Year Review Documents

I have reviewed the documents from the Department of Kinesiology as well as the document from the external reviewer. The documents prepared by the department were thorough, clearly articulated, and represent a vibrant and dynamic program with talented faculty who are expert in their field. This was also confirmed in my conversation with the external reviewer and underscored in his written report. The tremendous growth in FTE over the last five years described in the department's report is a trend that is reflected across the CSU. Kinesiology has become one of the fastest growing majors in the system. I believe this growth has been a benefit to the field, but has also presented several major challenges that the external reviewer adeptly captured in his report.

He began his comments describing the positive culture that has been created within the department for faculty and students. Also noteworthy is the culture of scholarship that the faculty have established for themselves and are now starting to explicitly build among undergraduate and graduate students through the Kinesiology Research Group. In the future as the group matures, I believe it will become a model for other universities for how to build and scale a culture of research among undergraduate students.

One of the challenges of rapid growth is not being able to hire adequate numbers of faculty to support this large number of students. I concur with the recommendations of the outside reviewer and the department chair that having 10 faculty with nearly 700 majors is not enough. The outside reviewer's recommendation to hire additional faculty, particularly in the Kinesiology sciences is congruent with the department's recommendation. The department hired three faculty last year and has been given permission by Provost Houpis to recruit for an additional faculty member in the Kinesiology sciences for the 2014-15 academic year. Recruitment will more than likely continue to be necessary in this area and should be feasible if the campus budget is adequate and its priorities are aligned with future requests.

The recommendation to standardize the schedule was one I very much support. Establishing a scope and sequence of classes for each quarter will enable students to plan their schedules and to provide some stability in the schedule, particularly for majors.

THE CALIFORNIA STATE UNIVERSITY

Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles • Maritime Academy
Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

I found it helpful to have the fresh set of eyes of the external reviewer to rethink the space concerns for Kinesiology. The need to share space with Athletics exacerbates the problem, particularly given the specialized equipment and space needs of both programs. The external reviewer offered several creative suggestions for re-purposing space. Renovation certainly is a way to alleviate some of the problems, but could potentially be limited given campus resources.

I commend the department chair for providing the vision and stability for establishing the type of department culture that literally serves as a recruitment tool for excellent new faculty. This type of positive culture does not occur without commitment and perseverance to a vision of excellence and a passion to support students and faculty.