

PROPOSAL FOR THE ADDITION OF A PH.D. PROGRAM OF STUDY IN

KINESIOLOGY

TO BE OFFERED BY
THE DEPARTMENT OF HUMAN PERFORMANCE, DANCE, & RECREATION
AT NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NM

Contact Information:

Dr. Robert Wood, Ph.D.
Professor and Academic Head
Department of Human Performance, Dance, & Recreation
MSC 3M PO Box 30001
New Mexico State University
Las Cruces, NM 88003

Tel. 575-646-2441
Fax. 575-646-4065
Email. bobwood@nmsu.edu

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OVERVIEW OF THE PROPOSED PH.D. PROGRAM IN KINESIOLOGY (CIP 310505)

The following proposal provides the rationale and details for a proposed program of doctoral studies in Kinesiology, offered by the department of Human Performance, Dance and Recreation (HPDR). Below is an overview of the rationale, benefits, and costs of the program.

Need for the program:

- **The program will benefit the economic needs of the state in several respects**, including the preparation of future health care providers and biomedical researchers. Not only will the program prepare PhD level graduates, but it will also support the thriving undergraduate program that prepares dozens of future healthcare providers each year. Equally critical is that this program will stimulate the research and development of new approaches and new technologies for addressing escalating health care costs that disproportionately affect Hispanic and Native American persons. This will create new jobs and bring federal research dollars and human capital to the state. Furthermore, there is a tremendous benefit to the state when talented students migrate to graduate programs from around the country and from other countries. The human capital that we potentially gain is significant.
- **The discipline of Kinesiology needs PhD-trained educators.** Recent Department of Labor estimates suggest the demand for college faculty will increase by 31% over the next decade. Kinesiology is arguably the fastest growing undergraduate major, not only at NMSU, but nationwide. With only 60 PhD programs across the United States, the available programs do not produce enough PhDs to meet the demand, including the need for PhD trained faculty internationally, nationally, as well as in New Mexico's community colleges and 4-year institutions. **In higher education alone, New Mexico is currently (2012) searching for at least 8 PhDs in Kinesiology and several others in related fields.**
- **The professorate in Kinesiology has an underrepresentation of minority, and in particular Hispanic and Native American faculty.** West of Houston, TX there are no Kinesiology PhD programs within 200 miles of the US/Mexico border. Arizona State has a health promotion program and the University of Southern California offers a PhD in integrative Biology. Thus, the implementation of a PhD program in Kinesiology at NMSU will enrich opportunities for diversity in the field, which is greatly needed.
- **Maximizing the efficiency of departments requires graduate programs.** The model of the Highly-Active Research University is one that values the strength of graduate students as learners and educators. Graduate students are necessary for departments to achieve their academic potential even within undergraduate programs, and to maximize the efficiency of teaching and scholarship. The implementation of this program will increase the efficiency with which we currently train 500 undergraduates per year, also allowing for efficiency in continued program growth.
- **The public health agenda of the State of New Mexico and the Nation dictate the need for the program.** The proposed program addresses critical public health issues such as prevention of obesity, childhood obesity, type 2 diabetes, and functional decline in older adults. Moreover, there is a need for increasing minority representation among PhDs in the health sciences. **Consequently, the proposed program has support from the New Mexico State Department of Health.**

Cost of the program:

- **Revenue Neutral:** The proposal includes redirection of existing funds in the College of Education and Department of HPDR to provide for 5.5 Graduate Assistants in the first year, and ultimately a minimum of 7 Graduate Assistants as the programs matures. See Appendix A for letter of support from the College.
- **Revenue Dependent:** The NMSU Library estimates that additional resources required to support the PhD program will cost approximately \$ \$4,200 per year. However, the department of HPDR has not requested, and has no plans to request additional library resources.

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January 2013

PROPOSAL FOR GRADUATE PROGRAM IN KINESIOLOGY (CIP 310505)

BACKGROUND INFORMATION AND SUMMARY

The American Association of Kinesiology and Physical Education (AAKPE) defines Kinesiology as follows:

“Kinesiology refers to the study of movement. In American higher education, the term is used to describe a multifaceted field of study in which movement or physical activity is the intellectual focus. Physical activity includes exercise for improvement of health and physical fitness, activities of daily living, work, sport, dance, and play, and involves special population groups such as, children and the elderly; persons with disability, injury or disease; and athletes. Kinesiology is a common name for college and university academic departments that include many specialized areas of study in which the causes and consequences of physical activity are examined from different perspectives. The specialized areas of study apply knowledge, methods of inquiry, and principles from traditional areas of study in the arts, humanities and sciences. These areas include exercise and sport biomechanics, history, philosophy, physiology, biochemistry and molecular/cellular physiology, psychology, and sociology; motor behavior; measurement; physical fitness; and sports medicine. An interdisciplinary approach involving several of these areas is often used in addressing problems of importance to society.”

Further, the American Kinesiology Association describes the critical content areas of academic programs in Kinesiology as follows:

- *The interrelationships among physical activity, health, and quality of life*
- *The scientific foundation of physical activity and human movement*
- *The historical, social, and cultural context for the study of physical activity*
- *The practice of physical activity*

The purpose of this proposal is to establish a PhD program in Kinesiology to be administered by the department of Human Performance, Dance, and Recreation (HPDR) at New Mexico State University.

Historically, the roots of HPDR can be traced to the emergence of sport-based physical education and the fitness movement that began centuries ago, but were re-invigorated in the American educational culture in the late 1950s and early 1960s through the Eisenhower and Kennedy administrations. More recently, however, the field has transformed into one that places a greater emphasis on health-related physical activity and the benefits of physical activity in the primary and secondary prevention of a number of chronic diseases.

Starting with the industrial revolution and further heightened as a result of the age of technology, chronic diseases related to sedentary lifestyle have emerged as significant public health problems. As a result, the interest in the field of Kinesiology has blossomed, and the need for scientists and practitioners with a strong foundation in Kinesiology has become critical.

Concurrent with this emergence of the physical inactivity epidemic, the HPDR department has experienced a dramatic increase in the number of majors and overall student enrollment, particularly over the past eight years. In 2003, the department was home to 228 majors, but now accommodates over 500. The increase in enrollment is to a significant extent due to the increased opportunities for employment in the fields of medicine and disease prevention, and the excellent foundation students receive prior to enrolling in professional and graduate programs in medicine and the allied health sciences. In addition, the department continues to experience a consistent and significant interest from students who are pursuing careers as physical educators in K-12 school settings, as well as from students who have an interest in and aptitude for the art of human movement and therefore enroll in what is one of the most well-respected dance programs in the country.

The department currently offers undergraduate degrees in several content areas within the scope of Kinesiology, including Exercise Science, Physical Education Teacher Preparation, Athletic Training, and Dance. In recent years, the department of HPDR has attracted highly productive and well-seasoned scholars who are strengthening the national visibility and reputation of the department and therefore, the university. Since 2003 the department has **added four very productive scholars** who are at different points in their careers. These hires have been made specifically to strengthen the department's research contributions to the university and to establish sustainable lines of inquiry for which the department will develop a strong reputation.

Two of the these recent hires (Oliver, 2003; Wood 2009) are "full" professors and have obtained well in excess of \$1million from agencies such as the National Institutes of Health (NIH), the Centers for Disease Control and Prevention (CDC), and the United States Department of Education (DoE). Furthermore, these scholars have mentored dozens of Master's and Doctoral students, some of whom now hold faculty positions at Highly Active Research Universities and have significant NIH funding. The other two recent hires (Post, 2010; Keeley, 2011) are Assistant Professors with excellent track records in research and instruction, despite the fact that they are early career faculty. These young scholars have been mentored at excellent graduate programs (University of Tennessee and University of Arkansas, respectively) and have great promise for developing into excellent academic leaders.

Thus, the department of HPDR has now evolved to a point where it is well-positioned to fully contribute to the research mission of NMSU. The strong **external demand and internal demand** for a PhD program in Kinesiology, the capacity of HPDR, given their faculty and resources provided by the College of Education and University, and the research and land-grant missions of NMSU, clearly justify the need for the proposed program.

A. PURPOSE OF THE PROGRAM

1. Primary Purposes of the Program:

- To provide potential PhD students with opportunities in an area of high academic interest and relevance, for which limited opportunities exist, not only in New Mexico, but also in the Western States and across the US.
- To enhance scholarship in areas of national, state, and local need; in particular, health and physical activity promotion, as well as the biological and psychological bases for physical activity in the prevention of disease and optimization of health and function through the lifespan.
- To enhance the academic reputation of the department of HPDR through enriched opportunities for scholarly productivity and development of future academicians, clinicians, and scientists.
- To contribute to diversity in the professorate of Kinesiology by taking advantage of our geographic position as there are few PhD programs in the border US-Mexico region, and in fact no programs between Phoenix and Houston. Moreover, Hispanic and Native Americans are among those populations who are at risk for certain Health Disparities. Therefore, it is even more urgent that we prepare scientists and clinicians from these underrepresented ethnicities.
- To impact the economic stability of the state of New Mexico by:
 - Creating new knowledge, new technologies, and new approaches to managing problems related to the health consequences of a sedentary lifestyle. In the case of the PhD program in Kinesiology, the primary vehicle through which the program will impact the economy of the state is by **creating new and/or more efficient methods of delivering health care programs to the people of the state of New Mexico.**
 - Facilitating a culture of healthy behavior and **reducing the prevalence of obesity, diabetes, heart disease and other chronic diseases.**
 - Developing and participating in alliances with public and private agencies (schools, health care agencies, community-service groups, etc.) to facilitate the adoption, implementation, and maintenance of evidence-based best practices.
 - Increasing the number of and quality of training for **future academicians, researchers, and practitioners who can serve New Mexico** and the US within the educational, healthcare, and public service structures of the state and nation.
 - Strengthening academic preparation at all levels, including pre-professional preparation of health care practitioners.
 - Creating new revenue streams by securing federal funds dedicated to the development and implementation of community-based initiatives aimed at reducing the impact of chronic disease.

The impact on the economy will be discussed in greater detail in the justification section of the proposal.

2. Consistency with Role and Scope of NMSU and the College of Education

The proposed PhD degree program in Kinesiology is perfectly consistent with the NMSU Mission, which reads,

“New Mexico State University is the state’s land grant university, serving the needs of New Mexico’s diverse population through comprehensive programs of education, research, extension education and public service.”

Insofar as it is the mission of NMSU to offer “*comprehensive programs of education, research, extension education and public service,*” then it is absolutely critical that the department of HPDR fully participate in the mission of the university by providing a dynamic research agenda and graduate education.

The primary focus of the proposed program is training of scientists and dissemination of knowledge regarding the exploration of translational research questions (those that evaluate how well and in what manner we can translate theory into practice), and the development of evidence-based best practices in the area of physical activity and health outcomes. Thus, it is the development, implementation, and maintenance of community-based and school-based health and physical activity programming that is at the heart of the proposed PhD program. As such, the graduate activity will contribute to the successful fulfillment of outreach and extension that are central to mission of NMSU.

Furthermore, the proposed program will promote scholarship in critical areas of national, state, and local need. Of particular relevance are the national epidemics of sedentary lifestyle, obesity, type-2 diabetes, and other hypokinetic diseases. Moreover, current statistics from the Centers for Disease Control and Prevention (CDC) indicate a disproportionate prevalence of obesity and diabetes among lower socioeconomic classes and certain racial/ethnic groups, including Hispanics and Native Americans. As a result, federal and state agencies, including the National Institutes of Health (NIH) and CDC are calling for translational research in the areas of health promotion and disease prevention, and are specifically seeking participation from minority scientists, students, and communities.

Finally, the implementation of this program of study will facilitate synergy with basic research scientists who will benefit from the emergence of translational research projects. Of particular importance in this regard is the potential for translational projects to inform basic science in ways that drives questions regarding control of human physiology at the cellular and molecular level.

Likewise, the proposed program of study will also serve the mission of the College of Education at New Mexico State University, which is,

“... to serve the people of New Mexico through education, research, extension education, and public service with specific emphasis on innovative practices, overcoming barriers to learning, international activities, technology, and literacy for the diverse populations of New Mexico, surrounding states and border communities.”

Education is a lifelong process. The proposed PhD program will develop scientists and practitioners and disseminate scholarship that pertains to the education and behavior of persons across the lifespan (with a particular emphasis in physical activity). Indeed the translational research focus of the proposed PhD in Kinesiology will emphasize the development of innovative practices for reaching all demographics of our diverse community and the state.

Faculty members in the department of HPDR have established a history of engaging with the Las Cruces and Gadsden Public School Systems for the purposes of educating and counseling our youth regarding health and physical activity. Other faculty members have a strong history of working with older adults with a focus on encouraging them to lead physically active lifestyles, thereby increasing functional lifespan. Hence, educating people of all ages is central to the translational work of the proposed PhD program. Their potential for success in this area of focus is evident through the letter of support provided from the state department of health office of injury prevention (see Appendix A).

The proposed program will serve as a vehicle for informing pre-k-12 education regarding curricula for health and physical education, the proper role of physical activity in the development of children, and the training of practitioners who will be effective in implementing developmentally appropriate curricula in New Mexico public schools.

3. Institutional Priority for the Proposed Program

By virtue of their letters of support, the Dean of the College of Education and the Office of the Provost at NMSU have endorsed the proposed PhD in Kinesiology (see Appendix A; letters of support). But beyond this are certain evidences that the nature of the work is indeed a priority for the institution.

Recently the NMSU Office of the Vice President of Research (OVPR) has committed significant funding to advance the research agenda of the department of HPDR. Of particular relevance are:

- a. The OVPR recently funded an **interdisciplinary** research project entitled **NMSU initiative to develop a Center for the Study of Falls and Balance in Older Adults**. This study is led by faculty in the department of HPDR and involves collaboration with the department of Aerospace and Mechanical Engineering. The aims of the study include the integration of sensitive measures of gait and balance into existing falls prevention programs. The support for this project not only reveals the interest among the scientific community in addressing this national public health issue, but also underscores the potential for the department of HPDR to contribute to the advancement of the research mission of other departments.
- b. The OVPR together with the College of education have provided a start up package of approximately \$70,000 to bring Biomechanist, Dr. David Keeley, to NMSU, recognizing the impact that his research can have on advancing the research mission of the department of HPDR, the College of Education, and the University.

Perhaps most telling is the University and statewide support for advancing a public health agenda *vis-à-vis* the NMSU **Southwest Institute for Health Disparities Research**. The mission of the Southwest Institute is,

“to address the substantial health disparities that exist in Southern New Mexico and the U.S./Mexican Border Region.” The institute identifies several priority areas that include *“the cultural and socio-economic factors affecting health including studies related to addiction, obesity, diabetes prevention, chronic disease management, behavioral health, sexuality, and the long term impact of health lifestyles upon longevity.”*

The Southwest Institute also supports the proposed PhD in Kinesiology insofar as the implementation of the PhD program will assist the institute in fulfilling its mission (See Appendix A).

In addition, the following are provided as specific evidence of the institutional commitment to the advancement of Kinesiology (and the department of HPDR) as a discipline and the development of the PhD graduate program.

- Over the past few years the interest in the department has grown significantly. As a result, the University and College of Education have recently approved five faculty lines; four tenure track lines and one college faculty line. Three of the four are completely new lines, and the other two lines were previously established by the department and recently identified as priority areas for the institution, thus allowing the department to hire two tenure track faculty in the last two years. Overall, the department of HPDR has benefitted from a 30% increase in the funding for faculty lines since 2008.
- In addition, during fiscal years 2011 and 2012 (FY11), the university awarded the department of HPDR approximately \$132,000 in Equipment Replacement and Renovation funds, and in so doing identified the expenditures as consistent with priorities of the university.
- The State of New Mexico and the University have also invested considerable resources in the Southwest Institute for Health Disparities Research. The PhD in Kinesiology will contribute significantly to the pursuit of the larger public health agenda.
- In support of the research agenda of the department, during FY11 and FY12, the College has awarded 2.5 and 3.0 graduate assistantships, respectively to assist the HPDR faculty with their research and undergraduate instruction.
- Finally, the University has established the **Healthy People/Healthy Campus** Health and Wellness initiative. This document outlines the universities commitment to health promotion and the prominence that evidence-based health and wellness programs should have in our community.

4. Curriculum for the Program

- a. **Admissions.** The PhD program will require that students complete a masters degree in Kinesiology or a related field of study from an accredited institution (e.g. education/physical education, biology, psychology, etc.), a first professional degree in a related area from an accredited institution (e.g., Doctorate in Physical Therapy, PharmD). Applicants must show evidence of a minimum GPA of 3.0 throughout their undergraduate and subsequent degree programs. In addition to these standards, the following will also be required academic elements of the admissions process:
- i. Applicants will be required to forward GRE scores obtained within the previous 5 years. The department will not set a standard GRE score that must be attained for admission; however, the graduate advisor may consider the GRE score in his/her decision to accept or decline an application. The GRE scores will be used to monitor the academic potential of cohorts of students over time;
 - ii. Official transcripts documenting graduate or first professional degree experience;
 - iii. Official transcripts documenting undergraduate degree;
 - iv. Personal statement of interest in the program;
 - v. Three letters of recommendation

The admissions process will be covered in more detail in subsequent sections of this proposal.

- b. **PhD Core Course Requirements.** In developing the PhD curriculum, we have explored the curricula of approximately 20 other programs around the country that have an emphasis in applied Kinesiology in an effort to help guide our proposed program. The emphasis of the PhD in Kinesiology is on the development of doctoral candidates who are capable of conducting independent research. Thus, it is expected that approximately one-third of the student credit hours will come from independent studies and dissertation hours guided by the student's faculty mentor.

Nonetheless, it is important that the students also receive a strong academic background in Kinesiology through structured coursework. To some degree the previous graduate work should support that foundation. However, the PhD in Kinesiology will require a **minimum of 36 hours of formal graduate course** work (i.e., at NMSU and in addition to any other graduate work previously performed). Of the 36 credit hours, at least 24 credit hours must come from the following:

- i. At least 12.0 credit hours must come from graduate courses in the home department (HPDR) (a discussion of course offerings follows below)
- ii. Moreover, to ensure that the PhD graduates have a strong foundation in the broad discipline of Kinesiology, the PhD students in Kinesiology will be required to take at least one graduate course in HPDR that substantially supports their foundational knowledge in each of the four core component areas outlined by the American Kinesiology Association:

1. Relationships among physical activity, health, and quality of life
 2. Scientific foundations for study of physical activity and human movement
 3. Social, cultural, and historical context of the study of physical activity
 4. The practice of physical activity
- iii. In addition to the courses described above, at least 12.0 credit hours must be taken in research methodologies, at least 3.0 credits of which must be in experimental statistics, and at least 3.0 credits from a qualitative methods course. The experiences of the students will vary depending on their research interests. For example, some students will take 6 credits in qualitative methodologies, while others take 6 credits in quantitative methodologies. However, at a minimum all students will take at least 3 hours of each. Furthermore, we expect that many students will engage in an independent study course with their mentor to pursue specialized methodologies (e.g. Participatory Activist Research; Hierarchical Linear regression, etc.).

At present, the department offers a number of courses at the graduate level to support a foundation in these core areas. These include:

- PEP 466/566—Secondary Physical Education Methods 6 cr. Focus on structuring the learning environment to encourage lifelong health-related physical activity. Includes enhancing critical thinking skills through physical activity. Supervised physical education field experience in a secondary school included.
- PE P 504. Teaching Processes in Physical Education 3 cr. Analysis of effective teaching and coaching. Systematic observation strategies will be employed to evaluate instructional variables such as feedback, climate, academic learning time, and styles of teaching.
- PE P 505. Psychology of Sport II 3 cr. Application of psychology in coaching and teaching sport skills to optimize athletic performance. Skills in understanding and conducting research emphasized. Prerequisite: PE P 304 or consent of instructor.
- PE P 509. Biomechanics 3 cr. Mechanical and anatomical considerations applied to the analysis and teaching of human motion.
- PE P 512. Inferential Statistics in Sport and Exercise Science 3 cr. A graduate course designed to teach students how to use and interpret inferential statistics using the scientific method. An understanding of sport and exercise science theory is prerequisite for students wishing to enroll in this course.
- PE P 545. Skill Acquisition 3 cr. Behavioral and physiological examination factors that influence the acquisition and performance of motor skills.
- PE P 550. Advanced Topics in Physical Education 1-4 cr. Advanced study in teaching processes, perceptual motor development, bioenergetics, biomechanical instrumentation, psychological bases of performance, or motor control.

- PE P 555. Adapted Physical Education 3 cr. Selection and scope of corrective activities in posture and body mechanics, and the adaptation of movement activities for the exceptional student.
- PE P 556. Exercise Prescription for Special Populations 3 cr. Fundamentals of kinesiology adapted for adults with various diseases and disabilities. Focus will be on the application of exercise assessment and prescription for selected conditions.
- PE P 557. Adapted Physical Education: A Practitioner's Approach 3 cr. Preparation for qualified physical education professionals to teach individuals with disabilities motor and fitness skills. Knowledge of the Adapted Physical Education National Standards is developed so students may become nationally certified in the field. The inclusion of disability sports into general physical education curriculum is also major emphasis of this course.
- SP M 551. Advanced Exercise Physiology 3 cr. Detailed study of the integrated response of neuromuscular, cardiovascular and respiratory systems to acute and chronic exercise, nutrition and environmental conditions with a strong emphasis on laboratory experience.
- SP M 560. Principles of Strength and Conditioning 3 cr. Application of research, theory, and methods of high-intensity, resistance training. Performance-specific topics include management, nutrition, exercise prescription, periodization, lifting techniques, testing, and evaluation. Course will emphasize standards set forth by the National Strength and Conditioning Association preparing students interested in sitting for the NSCA certification examinations.

In addition to these existing courses, the department will develop new graduate offerings in areas that are somewhat specific to the focus areas of the faculty. These will include, but will not be limited to:

- PEP 501 Seminar in Kinesiology 1cr. Weekly seminar designed to facilitate sharing of research and creative activity among students and faculty.
- PEP 530 Exercise Testing and Prescription 4cr. This course is designed to provide students with clinical skill and abilities consistent with competencies required of clinical exercise specialists as outlined by the American College of Sports Medicine.

- c. Complimentary Course Work.** In addition, the faculty advisor has the right to require their advisees to complete additional courses in HPDR and/or complimentary disciplines to ensure the adequate preparation of the PhD candidate. In fact there will be somewhat of an emphasis on pursuing interdisciplinary scholarship.

Of particular importance is the necessity for PhD students to have a strong foundation in methods of research. For example, implicit in this proposal is that the research

methodologies and statistical inference/design course requirements will require PhD students enroll in courses offered by the experimental statistics department.

Other departments wherein complimentary graduate coursework will be found include, but are not necessarily limited to, the departments of Health Sciences, Biological Sciences, Sociology, Curriculum and Instruction, Educational Management and Development, Counseling and Educational Psychology, etc.

- d. **Independent Study Course Work and Dissertation Hours.** The PhD program has a focus on guiding students in the development of a line of inquiry. While lines of inquiry will be individualized, it is an important that all students develop a strong appreciation for the process of scientific inquiry, a solid foundation in appropriate measurement and assessment techniques for their particular line, and that the student will demonstrate an ability to execute an independent line of research. To a large extent the mastery of these skills will be achieved through their application in the independent study and dissertation experiences.

Existing and new coursework in HPDR, coursework in statistics and qualitative methodologies, and coursework in complimentary disciplines, and the development of a focused line of inquiry insure a coherent and complete foundation in Kinesiology, so that PhD graduates will be competitive in pursuing positions in higher education following the commencement of their degree program.

- e. **Examinations.** In concert with the requirements set forth by the NMSU Graduate School, the proposed doctoral program will have three standard examinations: a Qualifying Exam; a Comprehensive Exam, and a Final Exam (Dissertation Defense). In the proposed Kinesiology degree program, the Qualifying Exam should be taken within the first academic year or by the time the student has matriculated 18 graduate credit hours towards the degree. The Comprehensive Exam should be taken once formal coursework is complete, and the Final Exam should be taken no sooner than one academic year following the Comprehensive Exam. The Final Examination is the dissertation defense. The focus of the final exam will therefore relate to the dissertation topic; however, it is possible that the student's command of the field can be explored and included in this exam.
- f. **Enrollment requirements.** The minimum requirement for registration set forth by the NMSU graduate school indicates that students should be registered for at least 3.0 credit hours of dissertation or graduate work between the time of the Comprehensive and Final Examinations. However, because of the nature of the proposed PhD in Kinesiology, we will require the degree candidate to register for 9.0 credit hours per semester during the time period between the Comprehensive and Final Exams.
- g. **Model Programs.** The following are examples of possible programs of study. The programs will be individually tailored, but will meet all of the requirements as described above. Therefore, this is just an example of one program of study that will meet all of the

requirements. In the model program provided we fully anticipate the development of additional coursework as the program matures.

MODEL 1: The following program of study would be somewhat typical of a PhD student wishing to whose interest in kinesiology relates specifically to the physiological basis of human movement, and who would come into the program with a MS in Exercise Science, Exercise Physiology or the like.

PE P 505 (3cr) Psychology of Sport II (psycho-social)
PE P 509 (3cr) Biomechanics (scientific basis)
PE P 512 (3cr) Inferential Statistics in Sport and Exercise Science (stats and research methodologies)
PE P 530 (4cr) Exercise Testing and Prescription 4cr. (practice of physical activity)
PE P 556 (3cr) Exercise Prescription for Special Populations (health of physical activity)
SP M 561 (3cr) Advanced Exercise Physiology (scientific basis)
BIOL 581 (3cr) Physiology of Animals (complimentary coursework)
BCHE 542 (3cr) Biochem I (complimentary coursework)
HLS 450 (3cr) Epidemiology (complimentary coursework)
A ST 505 (3cr) Statistical Inference I (stats and research methodologies)
A ST 506 (3cr) Statistical Inference II (stats and research methodologies)
EDUC 606 (3cr) In-depth Qualitative Research Methods (stats and research methodologies)
Total Coursework credits = 37.

In addition we anticipate approximately 3 credit hours of independent study per semester

MODEL 2: The following program of study would be somewhat typical of a PhD student wishing to whose interest in Kinesiology is related specifically to physical education, and who would come into the program with a MS in Physical Education, Curriculum and Instruction, or the like.

PE P 501 (3cr) Problems : Participatory Activist Research in Physical Education (research method)
PE P 505 (3cr) Psychology of Sport II (psycho-social)
PE P 504 (3cr.) Teaching Processes in Physical Education (practice of physical activity)
PEP 566 (6cr.) Secondary Physical Education Methods (practice of physical activity)
PE P 545. (3cr.) Skill Acquisition (scientific basis)
A ST 505 (3cr) Statistical Inference I (stats and research methodologies)
A ST 506 (3cr) Statistical Inference II (stats and research methodologies)
EDUC 515 (3cr) Multicultural Education (complimentary coursework)
EDUC 519 (3cr) Research in Curriculum and Pedagogy (complimentary coursework)
EDUC 603 (3cr) Curriculum in a Diverse Society (complimentary coursework)
EDUC 606 (3cr) In-depth Qualitative Research Methods (stats and research methodologies)
Total Coursework credits = 36.

In addition, we anticipate approximately 3 credit hours of independent study per semester

B. JUSTIFICATION FOR THE PROGRAM

The Department of Human Performance, Dance and Recreation has evolved over the last two decades from a service-oriented department, offering physical education and recreation opportunities to NMSU students, to its current position as a thriving science-based discipline that specializes in the academic training of scientists and professionals entering a variety of human service careers.

The department offers several Bachelor of Science degrees in a variety of disciplines within the field of Kinesiology. The field has grown tremendously in recent decades, and so too has the department of HPDR at NMSU. The interest in the field is enormous, as evidenced by the nearly 150% growth in the number of majors (from 228 to now over 500 majors) over the past eight years. The growth is not limited to NMSU. The University of North Texas presently is home to 1100 Kinesiology Majors. During the last few years, the program at Iowa State University has grown from 350-750 majors.

At the graduate level, the field has become focused on basic, applied, and translational research. Among the overarching purposes of the research agenda is the development and implementation of evidence-based health and wellness programming and public policy. Thus, it is critical for the discipline, even for the undergraduate student, that the department develops a vital program of research and graduate studies.

Consequently, over the last few years, the University, College of Education, and Department have made a concerted effort to bring talented faculty to the department with the strategies of continuing to grow the undergraduate programs and developing vibrant graduate programming so as to compete for top future scholars in the region and eventually nationwide.

1. Need (Economic): The proposed program will not only meet significant economic needs of the state of New Mexico, but will also provide a direct and immediate impact on New Mexico State University.

- a. **Impact on the economy of the state.** The proposed PhD program will impact the economy of the state in two distinct ways. First, the program will assist the state in meeting **labor force demands in the healthcare and education**, and secondly the program will be instrumental in the promotion of health behaviors through the **development and exploration of new knowledge, technologies and methodologies for the delivery of healthcare**. This will effectively improve health outcomes and reduce healthcare costs for the state of New Mexico.

Labor Force. Data from the US Department of Labor indicate that within the next decade, the nation will face a significant increase in the demand for college faculty as well as health care practitioners. More specifically, a 31% increase in the demand for college faculty is expected over the next decade or so. Further, by 2018 we will experience a 22% increase in the demand for health care practitioners of all disciplines, and as much as a 36% increase in the need for practitioners such as physical therapists, a discipline that is particularly dependent upon Kinesiology. Moreover, minorities are

significantly under-represented in both the academy as well as in the healthcare professions. For example, while minorities comprise 26% of the US workforce, less than 10% of all healthcare practitioners are of minority backgrounds. This makes it particularly important to offer graduate training at minority serving institutions such as NMSU.

There are significant labor force needs in Education at all levels. This is particularly the case with respect to meeting the demand for kinesiology, exercise science, physical education, and other related public health degree plans not only nationwide, but throughout the many community college and four-year institutions in the state of New Mexico. The role of the PhD program in addressing education needs is further described in part 2 of this section, subtitled “Need: Educational.”

The PhD program in Kinesiology will address the Healthcare Labor force demands in three ways. First, a certain number of PhD graduates will enter directly into positions as community healthcare educators and others will seek employment in clinical rehabilitation settings. Secondly, the state of New Mexico cannot keep up with the demand for students with a pre-professional training for the allied health sciences, such as is provided in department of Kinesiology. In the model of Highly-Active Research institutions, the PhD program is critical for the education of the undergraduate students. By adding the PhD program, the existence of graduate students will significantly enhance the number and quality of laboratory and clinical experiences for the pre-professional training of Kinesiology students. Finally, the location in Southern New Mexico provides a platform whereby minority students, particularly Hispanic, can find opportunities and support for advancement into careers in the allied health sciences.

Improve Healthcare Delivery and Outcomes. While the PhD program will have some impact on assisting with the demands of the Labor force, the primary objective of PhD programs is not a “response to current climate.” Rather, **PhD programs are about exploring and disseminating new knowledge, new technologies, and new methodologies. Thus, science is the mechanism by which new jobs are created, and new approaches to existing professions are designed to improve efficiency and effectiveness.** Some estimates suggest that as many as 50% of today’s jobs did not even exist 7 years ago. Through research and development universities can contribute to the economy through creating new markets.

In this sense, the proposed PhD program sets out to explore ways of addressing current public health problems; to create new approaches, and more effective ways of enhancing the health of New Mexico’s citizenry. Examples of some of the most costly health care issues that are relevant to our field are the current epidemics of obesity, particularly in children, and obesity-related disease. Another important area is optimizing functional lifespan (i.e., preserving independence in old age), preventing falls among our older adults, etc.

The most current estimates suggest that the total cost of obesity and related diseases to New Mexico (including state and private dollars) exceeds 400 million dollars annually. In addition, New Mexico experiences a higher than average prevalence of health-related problems as a result of disproportionately high incidence of obesity in Hispanics and persons of lower-income. Furthermore, minority and lower SES older adults are also susceptible to a greater number of disabling conditions and injurious falls.

Approximately one out of every three adults over the age of 60 and one out of every two adults over the age of 80 will fall each year. Many of these falls will result in hospitalization, the average cost of which is in excess of \$20,000. Hence, the costs attributed to functional decline in older adults are astronomical, and even the most current estimates are out of date.

With respect to such critical public health issues, the HPDR faculty members have already engaged with a number of public health and extension offices including, the New Mexico State Department of Health, the Southwest Institute for Health Disparities Research which operates out of the NMSU School of Health and Human Services, and the NMSU Agricultural Extension programs to name a few, for the purpose of engaging in research and outreach in a number of public health initiatives.

In addition, faculty members in HPDR have established partnerships with the Las Cruces and Gadsden Public School Systems. The implementation of the PhD program in Kinesiology will further advance these partnerships in a fashion that significantly **improves the training of future health and physical education teachers and the delivery of health and physical education curricula in the public schools.**

The perspective of the department and training of its faculty is such that **graduate productivity in Kinesiology will have a direct and positive impact on advancing the public health agenda of the state, thereby lowering healthcare costs associated with sedentary lifestyle and hypokinetic diseases such as obesity, diabetes, and atherosclerotic heart disease.** We have provided letters of support from these agencies (see Appendix A), further substantiating the benefit of the proposed PhD program in Kinesiology.

- b. **Direct and immediate impact on New Mexico State University.** The Human Capital Theory posits that investment in the training of human resources today will pay dividends in the future in terms of individual earning streams and a number of positive social outcomes that accompany such a payoff. However, in the case of PhD programs, **there is also an immediate and significant financial benefit to the state through its impact at New Mexico State University.**

In the Arts & Sciences model of university education, the PhD student represents a level of expertise and training, juxtaposed between tenure-track faculty and undergraduate students. As such, the PhD student has a level of training that allows him or her to serve as an extension of the faculty member in teaching, research, and service. In fact, the

public **Highly–Active Research University model** relies extensively on graduate students for the delivery of instruction at undergraduate introductory levels, as well as for the normal operation of successful laboratories.

By enhancing the department of HPDR through graduate programming, the department will significantly improve efficiency and effectiveness in contributing to the overall mission of the institution.

At present the University is employing tenure-track faculty and nationally recognized scholars to teach introductory level courses and laboratories. While there are certain benefits to this, there is an unintended consequence in that this severely and unnecessarily limits both the number of students that the department can accommodate, as well as the options for practical learning laboratory courses that can be offered to the undergraduate student.

By advancing graduate education in the department of HPDR, the department will be able to meet the growing internal demand for the program and offer a greater variety of experiences for the undergraduate students. Thus the University, College, and Department will immediately and significantly grow as a result of adding a graduate program. Moreover, the additional practical experiences will lead to a more aptly prepared workforce and successful alumni.

Section C of this proposal contains a specific projection of how adding the graduate program in Kinesiology will enhance enrollment in Undergraduate as well as Graduate coursework. **By adding a PhD program, the additional revenue that will be generated for the University will more than offset the cost of adding graduate assistants by, potentially, tens of thousands of dollars.**

The revenue generated by the department through tuition and according to the state funding formula for 2009-2010 is estimated to have been **\$3.67 million**. With an operating budget of less than **\$1.1million** (including fringe) the department currently generates profits in excess of **\$2.5 million** for the institution. Unfortunately, however, for every student who enrolls in introductory courses, wishing to declare a major in HPDR, there is another student who cannot get into the program because of limited class offerings and class size.

Thus, while the purpose of the PhD program is not to generate significant student credit hours through graduate assistant instruction, it is certainly important to consider that the program will benefit NMSU and the state by assisting in meeting an **internal demand**.

2. Need (Educational)

Graduate programs are a necessary and vital component of all programs of study at public, highly-active research institutions. Because of the unique role of the graduate student, the graduate program has tremendous impact, not only on graduate activity, but on undergraduate student preparation as well.

Graduate Education: At the graduate level, the implementation of the PhD program will positively and directly impact the research productivity of the department of HPDR, the College of Education and the University. This is a necessary and critical element of our academic institution. In fact, during her interview, while addressing the faculty, NMSU President Barbara Couture was emphatic that, *“Institutions that declare themselves to be research institutions must invest in the development of research opportunities where they exist.”* Clearly the opportunities are rife in the areas of interest to HPDR. Federal agencies such as the CDC and the NIH have made it clear that we must invest in the training of scientists and practitioners to address serious public health concerns such as childhood obesity, diabetes, heart disease, and improving functional lifespan. In fact, the White House and First Lady, Michelle Obama have taken on the fight against childhood obesity as a critical theme for the current administration. Likewise, the Office of the Surgeon General and the CDC identify increasing physical activity as a critical public health objective. In addition, federal agencies have emphasized the need to train minority and underrepresented populations for careers in the public health arena.

Therefore, a PhD program of Kinesiology is indeed an *“opportunity”* of which President Couture speaks. The graduate work will serve to advance evidence-based programs for school- and community-based interventions, and will train educators, practitioners and scientists who will deliver and monitor the adoption of such programs in the community, here in New Mexico and throughout the country. In so doing, the PhD program will demonstrate New Mexico’s commitment to the public health agenda, and the people of the state.

Beyond the importance of addressing major public health concerns, translational research programs, such as that proposed here, are critical to the mission of NMSU for at least two additional reasons.

- a. Extension and community outreach: As a major land-grant institution, NMSU is funded with the understanding that the advancement of knowledge will extend beyond the walls of the campus to the people of the state. It is the translation of theory into practice that is the distinguishing characteristic of a land-grant institution. The proposed graduate program in Kinesiology to be offered by the department of HPDR is decidedly focused on exploring the delivery and implementation of evidence-based programs, particularly as related to major public health concerns. For this reason, it is clear that the program is perfectly consistent with the mission of NMSU.

The department of HPDR has established significant outreach programs that demonstrate the tremendous potential for this program to contribute to the welfare of the state. For example, faculty members have received significant funding from the United States Department of Education to address physical activity, obesity, and body image issues in children throughout the Las Cruces School Public School District. Having received over one million dollars in funding for this work, certain HPDR faculty members are regarded internationally as leading authorities in this field. In addition, faculty in the Dance

curriculum have received significant funding through private foundations for the implementation of youth dance programs throughout Dona Ana County. These programs are designed to engage youth and adolescents in physical activity programs that promote physical and emotional well-being among our young citizens. Finally, another faculty member in HPDR has received funding from the NIH for the study of determinants of functional lifespan, and is currently engaged with the New Mexico State Department of Health to explore falls and falls risks among older adult citizens of New Mexico.

- b. A second critical reason for the adoption of a translational research focus in Kinesiology is that such activity will inform basic research. Basic scientists in biology, biochemistry, molecular biology, and the like, rely on observed phenomena to inform their research. At present, there is little such interaction within the university to assist basic scientists. As a result, basic scientists must rely on outside sources for such information and therefore incur a delay as they wait for other institutions to publish their work. Translational and applied work here at NMSU will complete the circle, assisting the basic scientists in moving their research agendas along, and allowing them to be more competitive for funding initiatives that require a translational component.

Undergraduate Education: There is little question that undergraduate academic programs benefit from graduate programs, particularly in the sciences and in the traditional Arts & Science model. Graduate students are able to provide educational experiences through teaching laboratories and recitation sections of critical foundational coursework, and are also able to teach introductory theory courses. This benefits the department and University insofar as it enhances the availability of required undergraduate courses and thereby improves the likelihood of students graduating without delay. But equally important is that the graduate student also serves as a role model for undergraduates; can provide mentorship and encouragement regarding possible career paths, scholarship information, relevant life experiences and so on. The existence of the graduate student is simply a critical element of a major public university experience.

3. Duplication.

The faculty-mentor, rather than the institution itself, more aptly defines the doctoral experience within the traditional Arts & Science Model. Thus, at the doctoral level the question is more appropriately an issue of whether the graduate faculty in the department of Human Performance, Dance, & Recreation offer unique opportunities for students pursuing a very focused area of work. Indeed, NMSU has employed several well-respected and productive scholars in our department, who offer extremely unique opportunities for the advancement of science through the training of doctoral students. For example, a few of the critical areas of study that are unique to our department include:

- the examination of evidenced-based comprehensive programming for older adults to reduce falls, and optimize functional lifespan and quality of life;
- Student-centered, inquiry-based approaches to increasing physical activity behavior in adolescent girls, both within school settings and community-based programs.

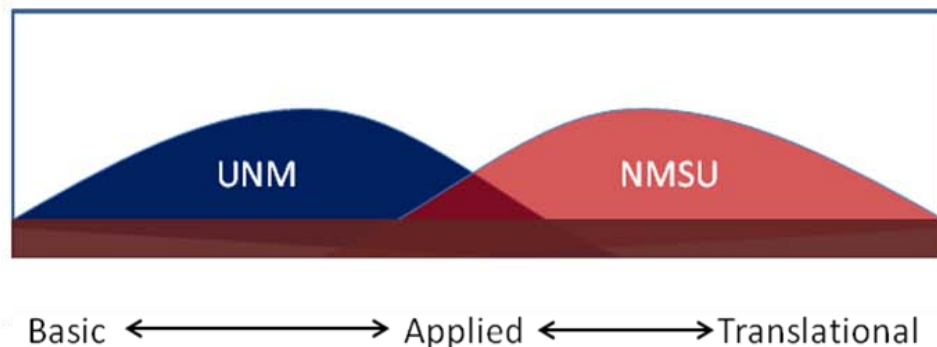
- Assessment, prevention, and care of head injuries in college-aged athletes.

Of additional consideration is the fact that we currently employ a PhD-prepared “biomechanist.” It is my understanding that UNM does not employ a biomechanist, and in fact that we may have the only biomechanist in New Mexico. Therefore offering graduate level classes and research opportunities in biomechanics could potentially benefit other graduate programs around the state that would like to take advantage of the expertise that we have to offer. It would be very consistent with our philosophy for this faculty member to offer graduate as well as undergraduate programs by providing instruction via web-based/distance education or cross-registration opportunities.

It is also important to consider that the optimal PhD program experience is one that has a high emphasis on the close mentorship of student by the faculty advisor. Therefore, PhD programs in the traditional Arts & Science Model typically include only a very small number of students per faculty member. As a result there are many Kinesiology graduate programs across the country that turn away qualified applicants, as well as a great need to offer PhD training in the discipline of Kinesiology, nationwide.

- Within New Mexico.** The state of New Mexico currently offers but one other PhD opportunity for students interested in the discipline of Kinesiology. The Department of Health, Exercise and Sport Sciences (HESS) at the University of New Mexico offers PhD programs, specifically for students interested in Physical Education and Exercise Science, two major sub-disciplines within the broad field of Kinesiology. Between 2002-2011, the HESS department at UNM has conferred 86 PhDs. Approximately two-thirds of these have been in Sport Administration, which is not a focus area of the present proposal.

Exercise Science. The Exercise Science program at UNM has a long history of providing excellent research and doctoral training experiences. The unique element of the proposed program at NMSU is that the focus of the work will be translational research (i.e., asking the questions as to how do we best translate theory into practice?). In the diagram below we try to illustrate how we believe our proposed program will differentiate itself from the program at UNM. **Consequently, the department of Health, Exercise and Sport Sciences at UNM has provided a letter of support indicating that the program will be distinct (see Appendix A).**



In the discipline of Kinesiology, research questions largely fall into one or more of three broad categories; basic, applied, and/or translational. Basic research questions often use cellular or animal models to explore underlying physical/physiological mechanisms, particularly at the cellular or tissue level. Applied questions are those that explore phenomena at the level of the whole person or with respect to human homeostasis. All basic research and many applied studies are conducted within controlled laboratory settings. Translational research, on the other hand, involves exploring how we can best apply evidence we have obtained from applied studies to deliver community- or school-based programs, etc. outside of the strict laboratory environment, and in a way that is sustainable by those communities. Translational research differs from applied research in that it is the process of delivering appropriate programming that is the focal point, rather than the efficacy of a well-controlled approach to a particular experiment or intervention.

Certainly there is going to be some degree of overlap in the programs insofar as all Kinesiology PhD graduates should have some level of appreciation, if not training, across the spectrum. However, close inspection of the Exercise Science program at UNM reveals that they are particularly skilful at applied research. Thus, students in the region who wish to pursue a PhD because of their interest in applied research would be very well prepared by a program at UNM. By contrast, we wish to establish an equally strong history in translational work, such that prospective PhD students with an interest in translational programs could be directed to work with the faculty here at NMSU who specialize in translational work.

Regardless of any degree of overlap, a “translational research agenda” is justified in the Las Cruces area, simply because the population is unique in comparison to northern New Mexico. The border region has unique cultural and ethnic issues that substantiate the need for exploration of community-based programs regardless of whether other similar programs are being explored elsewhere in the state or country. In many ways, translational work is about the community, and Southern New Mexico is a very unique part of the world.

Physical Education. UNM also has a strong history of preparing PhDs in Physical Education. Again, our program will provide much different experiences in this area. Our faculty in physical education presently focus on body image, physical activity, and emotional well-being from a strong **qualitative** perspective. Not only is this line of inquiry unique to NMSU, but it is also consistent with translational programs that focus on physical activity and health and will therefore attract students whose interests are in the socio-cultural aspects of physical activity, and therefore much different from the interests of PhD students at UNM. **In fact, our department has a scholar (Kim Oliver) who in 2007 was heralded as one of the 3 top scholars in her field of this generation.** We have a tremendous resource for research and graduate education in Physical Education, and unique opportunities for graduate students, regionally, nationally, and internationally.

In Table 1 we identify the research laboratories that currently exist in the department of HPDR at NMSU and the degree to which the research specializations overlap with those at UNM.

Table 1. Research Laboratories and Uniqueness of Foci

Lab	Research Focus	no known overlap	Little overlap	Significant overlap	Complete overlap
Physical Education	Student-centered, inquiry-based approach to overcoming barriers to physical activity in culturally-diverse adolescent girls	√			
Gerontology	Translational research to explore implementation of community-based falls prevention programs for seniors	√			
Sport Psychology	Psychological and motor factors associated with human performance	√			
Biomechanics	Upper extremity injury and recovery in with youth baseball pitchers	√			
Exercise Physiology	Functional strength training and post-activation potentiation			√	
Dance Education	Improvement in child and youth literacy through movement education	√			
Sports Medicine	Head injuries in youth and college-aged athletes	√			

Indeed the proposed Kinesiology PhD program at NMSU will offer unique opportunities in important areas of study, but moreover, the unique elements of the proposed PhD program in Kinesiology at NMSU will **compliment the program at UNM** in at least three distinct ways:

- First, the PhD program will provide additional educational opportunities for Masters prepared graduates of UNM. In our discipline, students who are interested in moving on to the PhD are advised to attend institutions where they have not already matriculated. The PhD program at NMSU would provide UNM's masters graduates with an opportunity to stay in state and complete the PhD if it befits their career interests to do so.
- Second, our department of HPDR has the only the biomechanist in the state. Biomechanics is a critically important sub-discipline within Kinesiology and the Academy. Our department is currently supporting biomechanical research projects in the NMSU College of Engineering, and our biomechanist (Dr. David Keeley), has the potential to support graduate work in not only a cross campus but throughout the state.
- Third, the translational research agenda of the program at NMSU has the potential to provide synergy with the expertise of applied scientists at UNM. By working with UNM to simultaneously answer applied and translational

questions, it is possible to increase the funding potential of both programs. And finally, UNM has expressed an interest in taking advantage of graduate courses offered via webinars in topics that are not presently covered at their institution. Specifically they have expressed an interest in course work or other experiences in Biomechanics (essentially, the physics of human movement).

- b. National Perspective.** There are but 61 doctoral programs in Kinesiology, located in 35 states. West of the Mississippi there are but 22 programs, and in New Mexico, Arizona, Colorado, Nevada there are only four PhD programs. Between Tempe, AZ (Arizona State) and Houston (Sam Houston State) there are no programs in the immediate US-Mexico border region. According to the Chronicle of Higher education, during the Spring of 2010, there were 263 positions in academic institutions for which Kinesiology PhDs were qualified, if not desired candidates. Many of these positions reside in departments of Kinesiology, Physical Education, Exercise Science departments, and the like, while some reside in Allied Health programs (e.g., Physical Therapy) and Public Health departments as well. In short, there are ample positions available to PhDs in the field of kinesiology. Moreover, due to the relatively small number of PhD programs in the western states there are many institutions in the west that are in need PhD-trained Kinesiologists.

At present, the American Kinesiology Association reports that there are over 800 accredited Bachelor's Degree programs within our discipline across the United States. These programs are growing and thriving in leaps and bounds, and there is a great need to supply Kinesiology PhDs to support the instructional needs of these programs. The demand for Kinesiology PhDs is growing faster than the rate at which the discipline is graduating them. Clearly, the discipline is in need of PhD programs and doctoral-trained scientists and educators. As a result, PhD graduates most often enter directly into a faculty role, while only a few pursue post-doc positions.

4. Inter-institutional collaboration

Collaboration with University of New Mexico.

Possibilities for collaborative work with the UNM Department of Health, Exercise and Sport Sciences have previously been mentioned. We look forward to exploring collaborative research projects as well as instructional activities (i.e., biomechanics coursework) with UNM. In addition, the program at NMSU is also poised to collaborate with other entities within the school of Health Sciences. For example, faculty and Students at NMSU have already been collaborating with UNM faculty via the New Mexico Department of Public Health Falls Coalition. The Coalition has provided a letter of support (appendix A) indicating that our involvement has the potential to enrich the opportunities for the Falls Coalition and to help establish a presence for the Coalition in Southern New Mexico. Furthermore, as evidence of the potential for synergy, the NMSU Department of HPDR recently submitted a falls prevention program grant proposal to the USDA (currently in review).

Collaboration with other institutions

The focus of the proposed PhD program in Kinesiology, being one of translational research, will facilitate collaboration with a number of state and local agencies as well as academic institutes, research centers, and universities. However, rather than recreating a “collaborative wheel” the department sees itself as a potentially valuable participant in certain already existing collaborative initiatives. Of particular relevance are the Southwest Institute for Health Disparities Research, the New Mexico State University Cooperative Extension Service, and the New Mexico IDeA Networks of Biomedical Research Excellence (NM-INBRE). The department has already forged a number of collaborative relationships and is participating in the work of inter-institutional centers. Among the collaborative relationships that the department is pursuing are:

- a. **The NMSU Department of Mechanical and Aerospace Engineering:** The department of HPDR is currently collaborating with the Dr. Ou Ma in the Department of Mechanical and Aerospace Engineering. The investigators have received an intramural grant to pursue analysis of gait and human movement in older adults with a history of falls. The investigative team is in the process of developing NIH proposals to further support this line of inquiry. Moreover, these investigators are collaborating with other institutions in the region with the hope of one day securing funding for the development for a Center on Aging.
- b. **The Southwest Institute for Health Disparities Research:** The overarching purpose of the Southwest Institute for Health Disparities Research is:
“to address the substantial health disparities that exist in Southern New Mexico and the U.S./Mexican Border Region,”

The department of HPDR plans to play an important role in fulfilling this mission, and the development of graduate programs is critical to the infusion of the faculty member’s expertise into the activity of the institute. While still in its infancy, this Institute is largely comprised of New Mexico State Faculty and Researchers; however, the mission of the Institute is to bring collaborating investigators and practitioners together from throughout the region to address a number of public health issues that span from teen pregnancy to elder health-care concerns. Because of the unique interest of the department of HPDR and the translational focus of the proposed PhD program, this positions the department and the faculty as potentially critical elements in the fulfillment of the mission of the Institute. As evidence of the collaborative potential, the School of Health and Social Services, together with the department of HPDR recently submitted a federal initiative to Senators Bingaman and Udall outlining planned work in a number of public health areas, including prevention and treatment of childhood obesity, which is an important border health issue.

- c. **The NMSU College of Agricultural, Consumer and Environmental Sciences.** The Mission of this college is to *“Bring science to life through academics, research, and New Mexico’s Cooperative Extension Service.”* The department of HPDR has been actively

engaged with the Extension Communications division of this College. Of particular relevance has been the recent emergence of the NMSU Obesity Prevention Coalition. This is an interdisciplinary effort that has largely been the result of intellectual exchanges between the department of HPDR and the Agricultural and Consumer & Environmental College. The initiative includes participation from many other colleges/departments within the university and the community at large. For a listing of the participating entities see: http://aces.nmsu.edu/obesityprevention/index_preview.html

- d. **INBRE Center for Biomedical Research.** The stated purpose of the New Mexico IDEA Networks of Biomedical Research Excellence (NM-INBRE) is:

“to strengthen biomedical research in New Mexico’s institutions of higher education and to prepare faculty and students for participation in the research programs of the National Institutes of Health. The program is dedicated to helping create strong, supportive research environments for faculty and students, and facilitating communication and collaborations among these institutions: New Mexico State University (NMSU), University of New Mexico (UNM), Eastern New Mexico University (ENMU), New Mexico Institute of Mining and Technology (NMT), New Mexico Highlands University (NMHU), San Juan College (SJC), Dialysis Clinic Inc. (DCI), National Center for Genome Resources (NCGR).”

While the focus of INBRE is clearly couched in the basic sciences, the department of HPDR and the proposed PhD program in Kinesiology is a potentially unique future participant of INBRE. There is no question that applied observational studies are of critical importance for the purpose of informing basic research. For this reason, the NIH is committed to funding ancillary studies that support established NIH funded basic research projects such as those executed by INBRE. Moreover, there is a trend in the demand for translational projects that require a basic research component for these reasons it seems that there is potential for a mutually beneficial relationship between HPDR and INBRE that will extend the research capacities of each unit. Achieving this potential is dependent upon the integration of the proposed PhD program in Kinesiology.

- d. **University of Texas-El Paso (UTEP).** The department of HPDR has begun collaborating with the College of Health science at UTEP. The falls prevention initiative has sparked considerable interest among faculty in the departments of Social Work, Nursing, Kinesiology and Physical Therapy. In November of 2011 an inter-institutional collaborative between faculty at NMSU and UTEP will convene to develop a strategy for pursuing a Center for the study of successful aging.
- e. There are numerous other entities with whom the department of HPDR has been and will continue to be partnering. These collaborative partnerships add to the research capacity of the department and will benefit from the implementation of the proposed PhD program. Among these include collaboration with the Las Cruces and Gadsden Public School Districts.

C. Clientele and Projected Enrollment.

1. Clientele

a. We anticipate interest in our program from:

- Students having obtained MS degrees in Kinesiology, Exercise Science, Physical Education, and the like, from accredited universities within the region, including University of New Mexico.
- Students having obtained MS degrees or first professional degrees in Health Science and/or Allied Health Sciences (e.g., Doctorate of Physical Therapy; Masters of Public Health) from accredited institutions.’
- Students having obtained 30 graduate credit hours in Kinesiology or a related discipline, and who, having demonstrated strong academic potential, make a decision to pursue the PhD in Kinesiology.

b. Admission Qualifications

Admission will be a two-stage process. Applicants will have to satisfy requirements of the NMSU Graduate School, and must also be accepted by the Department of HPDR.

Graduate School Admission: Admission to the proposed PhD program in Kinesiology requires that the NMSU Graduate School first admit the student. Students seeking admission to the graduate school must possess as a minimum of a bachelor’s degree or an advanced degree from an accredited institution. The program or preparation should be substantially equivalent to that which could potentially be obtained from similar programs at NMSU. Candidates are also required to be proficient in written and spoken English.

Once the Graduate School admits a student, a “Certificate of Admission” is issued. The Graduate School considers this certificate of admission to be valid for a period of one year during which time the applicant may formally apply to the PhD program.

Departmental Admission: Admission to the Graduate School is no guarantee that the student will be accepted in the doctoral program in Kinesiology. The following are departmental admission requirements:

- Applicants must provide current (within last 5 years) Graduate Record Exam (GRE) scores to the Graduate School and/or department of HPDR. There is no minimum score requirement for entrance. Rather the GRE score may be considered by potential advisors and will be used for formative program assessment.
- Applicants must write a brief essay regarding their interest in the PhD program including some description of their research interests and other facets of their proposed program of study, including the faculty member with whom they wish to work.
- Applicants must hold one of the following:
 - A Masters degree in Kinesiology or a related field.

- A first professional degree such as a Doctorate of Physical Therapy (DPT) or Pharmacology Doctorate (Pharm D.).
- A Bachelor's degree in Kinesiology or related field and 30 or more credit hours of graduate work in Kinesiology or a related field in which the student has good academic standing.
- Applicants must provide letters of recommendation from three individuals who can speak directly to the applicants' potential for success in a program of doctoral studies in Kinesiology.

The final step in the admission process is that a faculty mentor must agree to advise the student with the intention of advising him or her through the entire program of study. Thus, having met the above qualifications and holding a current Certificate of Admission from the NMSU Graduate School, the applicant is formally accepted into the program by his or her designated faculty mentor who is a full-time, tenure track member of the HPDR faculty; who holds graduate faculty status and holds the rank of assistant, associate, or [full] professor.

c. Equitable (ethnic) representation-consistent with the state goals; assure access and success of underrepresented.

Ensuring adequate representation from minority and underserved populations is a critical goal of the PhD Program. The research objectives of the department include the training of students from underrepresented ethnic groups. As such, the department will make a focused effort to attract students from historically underrepresented ethnicities, and will nurture a climate where faculty and students pursue training grants, including taking advantage of opportunities for minority pre-doctoral fellowships such as are offered through the National Institutes of Health, the National Science Foundation, the Hispanic Association of Colleges and Universities, the United States Department of Education, and the like.

2. Impact of proposed PhD program in Kinesiology on student enrollment.

The impact of the proposed PhD in Kinesiology on NMSU graduate enrollment will be significant, but not particularly substantial. This is because the purpose of this program is not to increase graduate student credit hours. Rather, the benefit in immediate program productivity and enrollment will be:

- a.** The program will increase the research productivity of the department of HPDR and thereby allow the department to more fully contribute to the research mission of New Mexico State University.
- b.** The translational research focus will also allow the Department to pursue the outreach mission of the university that is so critical to the Land Grant Institution, and will thereby enhance quality of life for residents of Southern New Mexico.

- c. The program will allow the department of HPDR to significantly increase its ability to prepare future healthcare providers and enhance minority representation in a number of professions that otherwise suffer from an under-representation of minorities.
- d. The program will not place significantly higher demands on other departments offering complimentary coursework.

Below is a description of the impact that this program will have on graduate enrollment in HPDR, followed by a discussion of the impact of the PhD program on undergraduate enrollment. The typical length of the program of studies is anticipated to be 3 years.

Table 2. Projected Enrollment and Credit Hour Generation for PhD in Kinesiology

Projected Student Enrollment for PhD in Kinesiology						
	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	Year 6 2018-2019
New, Full-time Students	4	2	4	4	3	3
Returning students		4	6	6	7	7
Total Student enrollment		6	10	10	10	10
Graduates per year			4	3	3	3
Projected Graduate Credit Hour Generation						
Credit hours within HPDR/Kin	48	84	138	138	141	141
Credit hours outside HPDR/kin	36	42	72	72	69	69
Total student credit Hours	84	126	210	210	210	210

The Department of HPDR is one of the fastest growing departments on the NMSU Campus. The number of majors has more than doubled in the last five years. Moreover, there are dozens of students attempting to get into introductory classes but cannot because of the lack of space. This is a trend that has been noted around the country. Over the last few years, the program at Iowa State University has grown from 300 majors to now more than 750. The program at North Texas now accommodates more than 1100 majors. And in fact, Kinesiology is one of, if not the fastest growing majors throughout the country.

At present it is difficult for the department of HPDR to accommodate more students. The department's struggle to meet the internal demand is directly related to the lack of a graduate program in Kinesiology. Without graduate students supporting some of the instructional needs of the program, the faculty members must teach all introductory level courses and all laboratory sections of lab courses. In fact, in most cases, full-time tenure track faculty members teach our introductory and laboratory courses.

By including graduate programming, and therefore graduate student assistants, the department can accommodate a far greater number of undergraduates who are currently unable to enroll in the various HPDR curricula. Indeed this is truly the model of the highly active research university, and one that not only creates an efficient system for program delivery, but also creates an atmosphere where the graduate student can serve as a role model and/or mentor for graduate students considering careers in the field of Kinesiology.

An estimate of the impact of adding a graduate program on the undergraduate student program is provided in table 3 below.

Table 3. Projected Impact of PhD Program on Undergraduate Enrollment

Undergraduate Student Enrollment						
	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	Year 6 2018-2019
Number of returning majors	471	531	591	711	771	771
Increased enrollment due to PhD program	60	60	120	60	0	0
Total Majors	531	591	711	771	771	771
Projected increase in SCH due to presence of PhD program	1440	2880	5760	7200	7200	7200

D. Institutional Readiness

1. Teaching Readiness

The department of HPDR currently houses eight tenure-track faculty lines and two college faculty lines. Given the credentials of the individuals who currently hold **college faculty lines**, one holds graduate faculty status. Therefore, at the outset of the proposed program we anticipate having at least nine faculty lines that we believe will be able to support graduate teaching and advisement.

Each tenure-track faculty member currently teaches the equivalent of five 3.0cr-hr courses per academic-year. The majority of these courses are undergraduate level; however, there are a handful of graduate courses already approved, and typically offered as cross-listed courses with senior level undergraduate courses (these courses were listed earlier in this proposal).

This proposal suggests that graduate faculty can provide the necessary graduate coursework by teaching at least one graduate course per year and/or one or more undergraduate courses that are taught concurrent with a graduate course.

Under this paradigm, the department would be able to offer at least eight graduate level courses per year, and an additional two to four courses that could be listed with undergraduate courses. This should be sufficient to support the teaching needs of the PhD program. PhD coursework will also include a minimum of 12.0 credit hours in research methodologies (statistics and qualitative methods), and will include coursework in other complimentary departments (e.g., Health Sciences, Biological Sciences, Psychology, Counseling and Educational Psychology, Curriculum and Instruction, Educational Management and Development, etc.)

The proposed paradigm, however, will require that graduate assistants now teach an equivalent number of undergraduate courses, presently taught by graduate faculty members. This is typical of Kinesiology departments around the country. Courses such as Introduction and Foundations of Physical Education, Anatomy & Physiology I and II as well as Anatomy & Physiology labs, Introduction to Athletic Training, supervision of student teachers, and laboratory sections for other courses (biomechanics, motor control, exercise prescription, etc) are among those that can be taught by graduate teaching assistants.

As the department realizes the expected growth in undergraduate enrollment, there is likely to develop a need for additional instructional resources at some future point in time. Thus, the department has proposed the addition of a college faculty line to assist with undergraduate teaching needs. However, it should be stressed that the addition of this position is not required to meet the needs of the PhD program. Rather, it is mentioned here only to emphasize that an expected outcome of the PhD program is a general increase in the popularity of the department's programs overall. The college has positively received the proposal, and since the department has experienced consistent growth over the last several years, it is important that we continue to push for this additional position. At present this line

is the third priority in the College of Education for additional lines, and we are waiting to her from the Provost regarding funding for this line.

2. Library and Other Academic Support: Dr. Susan Beck provided an analysis of the library needs for the proposed program (See Appendix B). The library’s proposed approximate cost of \$7,600 for start up and \$5,000 per year for additional reference materials, while significant, is not particularly burdensome. Recently the Library has pursued an endowment to support Kinesiology Journals, and our understanding is that the program is going well and that the endowment is nearly funded. Moreover, many of the critical journals and texts are already on hand as a result of the undergraduate program needs in the department as well as the reference materials used by the departments of Health Science and Biological sciences. Finally, some of the proposed new materials are not absolutely necessary, and based on the report, the department believes it can work with the library to further reduce the costs to below \$5,000 per year. In fact, **at this time the department of HPDR has no plans to make any requests for additional library resources.**

3. Physical Facilities Adequate for First Five Years.

The facilities available to the department of HPDR are reasonably adequate to support a PhD program in Kinesiology at this time. The department has several instructional and laboratory spaces that are available in the Delamater Activity Center, the Fulton Athletic Building Complex, and the Rentfrow Building.

Table 4. Facilities available for the Proposed Program

Instructional and Research Facilities available to the Department of HPDR				
Room	Building	Sq. footage	Research/Instruction	Condition
201	Delamater AC	800	I	Satisfactory
226	Delamater AC	800	I	Poor
228	Delamater AC	2100	R/I	Satisfactory
229	Delamater AC	2100	I	Poor
121	Delamater AC	800	R	Satisfactory
122	Delamater AC	800	R/I	Satisfactory
Athletic Training Classroom	Fulton Athletic Complex	600	I	Excellent
Athletic Training Treatment	Fulton Athletic Complex	1000	I	Excellent

Exercise Physiology Lab	Rentfrow Building	800	R/I	Fair
Lab 100	Rentfrow Building	600	I	Good

In addition, the translational focus of the proposed PhD program dictates that a considerable amount of the research will be conducted in community settings and will therefore be dependent upon the collaborative partnerships described earlier in the proposal.

4. Equipment and Technological Infrastructure. The Department of HPDR has excellent computing hardware and software resources. The availability of specialized equipment utilized in the field of Kinesiology is fair. Some equipment is dated and has been fully depreciated but not replaced. In some cases additional equipment will be needed to insure that PhD graduates have a strong foundation in some basic assessment techniques common to the discipline. Overall, however, most of the equipment and technological resources that are necessary for the inception of the program are presently in place. We provide additional details below, and revisit the issue in more detail in the “Start-up costs” section of the proposal.

a. Computers

The Department has access to two student computer labs, both of which are maintained by the College of Education. There is a smaller 7-station lab in the Delamater AC, and a larger 25-station lab in O’Donnell Hall. Moreover, the College of Education maintains a plan within its operating budget to keep computer labs current with state of the art hardware, with a target life span of five years before replacement.

b. Software

The College of Education and the Department of HPDR presently hold satisfactory number of licenses to support basic computing and statistical support. Specialized software needs are related to equipment needs and are therefore implied in the description of equipment below. There may be a need to increase the number of site licenses for some statistical analysis software, specifically SPSS.

c. Discipline-Specific Equipment

The Department of HPDR presently owns a number of instruments that are of critical importance to provide adequate training of PhD students in Kinesiology. While some of these instruments are nearing the end of their useful life, the University has recently supported Equipment Replacement and Renovation (ERR) requests in the amounts of \$82,000 in 2011 and \$51,000 in 2012 to support the equipment needs of the department. In addition, approximately \$80,000 in start-up funds for new faculty members in the last two years have also resulted in significant advancement in the our research laboratories.

The recent investment in equipment has allowed the department to purchase two breath – gas analyzers (one of which is portable), a 12-lead ECG stress-test system with treadmill, and a dual x-ray absorptiometer for assessing body composition. In addition, start-up funds have been provided that will allow us to purchase an ultrasonic imaging device that can be used to assess tissue injury.

These instruments, as well as others that are needed for the program, are not specific to the proposed graduate program. They are also important to the training of our undergraduate students in Kinesiology.

Thus, the department will **NOT ask for start up funds for this program specifically, but will ask the College of Education to prioritize the ERR requests, and to assist with Technology Fund requests of the department over the initial three years of the program.** As a result of the recent ERR awards, the remaining essential equipment needs of the department are approximately \$170,000, with an additional \$33,000 in technology fee requests. This funding will allow each of the content areas to provide essential opportunities for graduate level work. Furthermore, given the healthy profit margin that the department experiences along with the expected increase in student enrollment, we believe that this level of funding is justified and manageable. The tables below generally describes the proposed use of these funds. Of course, the market value for these items can change month-to-month, but if approved the suggested \$170,000 in ERR funding should allow for the following:

Table 5. Requested Tech Tee funding for PhD program

Year	Laboratory	Items requested	Current Condition
1	All	7 computer workstations for GA support (\$10,000)	Department does not have graduate program at present and therefore no resources for graduate assistants.
2	Physical Education/ Physical Activity	Basic Physical Education Equipment and Physical Activity Measurement Equipment (\$10,000)	Presently the department owns a variety of Curriculum related equipment and supplies, but the equipment is now old and in need of replacement. Pedometers for the purpose of measuring physical activity. Accelerometry, however, is preferable in many populations, and it would significantly enhance physical activity measurement to have state of the art accelerometry available to graduate students

		a 3-Videocamera with remote voice control system (\$3,000)	Department currently owns a videocamera, however it is in disrepair and it does not provide remote voice recording features.
	Exercise Physiology	2 Treadmills (\$10,000)	The department currently possesses one treadmill that is in fair working condition. However, it is more than 10 years old, has been fully depreciated and it is nearing the end of its expected useful life

Table 6. Requested ERR funding for PhD program

Year	Laboratory	Items requested	Current Condition
1	Biomechanics Lab	Purchase Video-capture system for highly sensitive assessment of human movement patterns (\$125,000)	Department currently owns an obsolete system that lacks sensitivity and is not presently acceptable for research purposes.
2	Dance	(20,000) for various sound/lighting/ and a-v recording instruments.	The Dance program currently has some state of the art sound equipment, but does not have appropriate lighting or recording capabilities to record performances for scholarly and creative analyses.
3	Exercise Physiology	4 Treadmills (\$25,000)	The department currently possesses one treadmill that is in fair working condition. However, it is more than 10 years old, has been fully depreciated and it is nearing the end of its expected useful life

5. Other Operating Resources Sufficient to Initiate the Program. The current level of administrative/clerical support is sufficient to initiate the program.

- a. The department of HPDR currently employs 2.5 administrative assistants. There is no need for additional staff or reorganization.

- b. The college of education supports a Research Support Staff that assists with pre- and post-award management of grants and contracts. This is sufficient to support the administrative needs of labs with funded research.

E. PROJECTED COSTS OF THE PROGRAM

- **New costs for program start up.** The start-up equipment costs and library costs for the program have been described above and will be summarized here. In addition, there are some minor recurring costs that are necessary in order to fulfill the needs of the program. The primary recurring cost is the need for graduate teaching assistants. At present, the department has been able to employ 2.5-3 graduate assistants on a year-to year basis as a result of funding from the College of Education. However, the successful implementation of the proposed program will require an additional four teaching assistants. This will allow the program to support the work of the laboratories **AND** will also support needs associated with undergraduate student preparation. In addition, the anticipated enrollments in graduate and undergraduate carries with it needs for additional supplies and materials to support basic instruction, and scholarship and creative activity. The College of Education has provided a letter of support indicating that the graduate assistant and operating needs will be met through redirection of existing funds that currently reside in the College.

Table 7. Summary Table of Program Costs

Fiscal Year	Costs	Item
Recurring	\$90,000	5 Graduate Teaching Assistants. (funded from CoE)
Recurring	\$13,000	General operating expenses associated with graduate and increased undergraduate enrollment
Recurring (beginning year 2)	\$4,200-\$5,000	Library materials for year 2 and every year thereafter.
FY 1	\$135,000	Lab equipment (see table above) To be requested through ERR and other grant applications
	\$0-\$7,600	Library costs
FY 2	\$43,000	Lab equipment (see table above) To be requested through ERR and other grant applications
FY 3	\$25,000	Lab equipment (see table above) To be requested through ERR and other grant applications

- State support.** During 2011-2012 the department of HPDR will generate approximately \$5 million in instructional revenue through tuition and state appropriations. The expenditures of the department including fringe were slightly over \$1.2 million, thereby providing a net profit for the University of more than \$3 million. In addition, the implementation of this program will allow the department to accommodate the high demand for the program and thereby further increase the revenue associated with growth in undergraduate enrollment. Therefore, this program will not only be easily funded by state appropriations, but will also potentially further increase the profit margin of the department. Furthermore, adding the PhD in Kinesiology will also allow the department of HPDR the opportunity to pursue important federally funded initiatives, contributing to the mission of our Research-Intensive university. Below are examples of some of the opportunities for obtaining federally funded initiatives.
- Other support.** Faculty members in the department of HPDR have a history of success in obtaining federal funding. Dr. Robert Wood, Professor and Academic Head of the department has received several hundred thousands of dollars in funding from the CDC and NIH. His general area of investigation has been in the area of functional lifespan. This continues to be an area that has great potential for obtaining funded research and is certainly consistent with the mission of the department and the university. Dr. Kimberly Oliver has also received a \$1 million dollar Physical Education Programming grant through the Department of Education, and is in the process of applying for a new award. Improved physical education in the schools continues to be an area of great national importance, and particularly important for New Mexico as we address health disparities in our state. Here are some examples of potential federal programs for which the department of HPDR will be able to compete provided the graduate infrastructure can be implemented.

 - NIH:** The NIH offers a number of funding mechanisms appropriate for the research foci of the proposed program. The sections on Aging (NIA), digestive and kidney disorders (NIDDK), Heart Lung and Blood (NHLB), and others offer a number of program, research, and career awards that will be target by the department. At present the department is exploring a P20 exploratory center award with the School of HSS, and faculty have submitted proposals for R-15 research awards that are currently in review.
 - CDC/USDA:** Under the Obama administration, one of the new funding mechanisms that will emerge are integrated grants for community health partnerships that will be administered by the CDC/USDA. The department has had preliminary discussion with the Ag-Extension department to discuss concepts that will be suitable for submission for these programs that will come out in June 2010.
 - DOE:** The department and College of Education have a history of significant funding through the Department of Education. The department has received funding from the DOE in the form of Carol M. White –PEP grants. Another round of PEP grants is expected to be announced very soon, and the department will submit a proposal.

F. QUALITY OF THE PROGRAM

1. Graduate Program Plan

General Issues and Planning Principles. The budgetary and staffing requirements for the PhD program in Kinesiology are guided by the following:

- That a PhD in Kinesiology implies a solid foundation in the Core Content Areas in Kinesiology as described by the American Kinesiology Association:
 - The interrelationships among physical activity, health, and quality of life
 - The scientific foundation of physical activity and human movement
 - The historical, social, and cultural context for the study of physical activity
 - The practice of physical activity
- The development of adequate laboratory spaces and equipment to provide the competencies, skills, and abilities identified as critical by organizations such as the American College of Sports Medicine, the National Strength and Conditioning Association, and the National Athletic Training Association.
- Employing adequate graduate teaching assistants, to support the program.
- Sufficient recurring funds to support unique needs of graduate programs such as conference travel costs, publication costs, library materials, etc.
- Sufficient recurring funds to meet demands of expected growth in undergraduate programs.

2. Compliance with 5.3.12.8 NMAC. Title 5 and Chapter 3 of The New Mexico Administrative Code outlines several features that pertain to the “Academic Quality” expectations of state-funded programs. Some of the features are specific to the institution and the support it provides. We will not elaborate on those items here as we ask that the reviewers of this proposal consider the existence of other funded PhD programs at NMSU as evidence of institutional commitment to graduate programming. However, we elaborate on the programmatic issues of quality below:

- a. Programs have Student Learning Outcomes.** The department of HPDR works closely with the office of institutional research to provide student-learning outcomes as a part of formal program assessment. These student-learning outcomes are tied to decision-making structures within the department, college, and ideally the university. Student-learning outcomes are malleable and are subject to change as the discipline of Kinesiology evolves over time. However in Appendix C we include our proposed general student-learning outcomes for those graduating with a PhD in Kinesiology
- b. Degree Programs are Coherent and Complete.** The curriculum is previously described on pages 8-11 of this proposal.
- c. Interactions between Faculty and Students and among Students.** The strength of this program will lie in the mentorship provided through this traditional arts and sciences model of doctoral instruction. PhD students will work closely with faculty mentors. The student’s progress in the PhD program will be a shared responsibility between student and mentor. In addition, students will be expected to enroll in PEP

501 for a weekly experience in which faculty and students engage in sharing of ideas as related to scholarship and creative activity.

- d. Qualified Faculty** The current faculty vitas are provided in Appendix D. Of importance is the fact that the faculty members reflect a mix of more seasoned investigators and young investigators, and there is a breadth of experiences so as to provide students with a variety of perspectives and experiences. Among the most experienced investigators are Professor and Academic Head, Dr. Robert Wood who has been funded for his work with older adults through agencies such as the NIH and the CDC. In addition, Associate Professor Dr. Kimberly Oliver is an internationally recognized scholar in physical education and has been a recipient of prestigious Carole White PEP grants administered by the DOE. In addition, the department has a critical mass of tenured faculty including Dr. Joseph Berning who has been a very productive scholar in the area of strength and conditioning and muscle physiology, and Dr. Debra Knapp who is a highly decorated and nationally recognized scholar in Dance. These more seasoned investigators are complimented by graduate faculty members Mikalea Boham, Philip Post, David Keeley, and Frank Gilpin.
- e. Consistent with Mission of Institution.** This issue was addressed earlier in the proposal. But in short, the areas of research of the faculty and proposed graduate program are decidedly translational. The identity of the department will largely be related to school and community-based interventions designed to explore the efficacy of evidence-based interventions related to physical activity and health. As such, the activity of the faculty and students will clearly support the mission of a research-intensive, land-grant institution.
- f. Institutional Review Process Supports Appropriateness of Courses.** Given the existence of dozens of graduate programs at NMSU, we will not discuss this feature in detail, but ask that the reviewers of this document stipulate that NMSU possesses adequate processes for this purpose.
- g. Institution Provides Adequate Training and Support.** Again, given the existence of graduate programs at NMSU, we will not discuss this feature in detail, but ask that the reviewers of this document stipulate that NMSU possesses adequate processes for this purpose.
- h. Program Assures Adequate Learning Resources are Available to Students.** The library resources requested herein and the requested laboratory support are important learning resources. Beyond that the department participates in a college-wide plan to replace and maintain technology services. Further the department is requesting additional financial support for operating costs that will allow for the employment of graduate assistants and support needs of graduate programs including supplies, software licenses, travel, etc.

- i. The Program Completely Informs Students about All Elements of the Program.** The Department of HPDR will identify a tenured faculty member to serve as the graduate coordinator for the Kinesiology program. This individual will be responsible for communicating all of the expectations to the student. This includes requirements for admission, degree programs, examinations and graduation, as well as important deadlines for the Graduate School. The Graduate Coordinator will also inform faculty mentors of important dates, deadlines, and issues regarding graduate programs and the progress of their students.
- j. Students Enrolled have Adequate Background.** Students must have completed a masters degree or equivalent in Kinesiology or a closely related field. If students enter the program without having written a master's thesis or without having published an original research manuscript, then the student will be expected to write a publishable manuscript within the first two years of the program of study.
- k. Students have Access to Sufficient Student Services.** Given the existence of graduate programs at NMSU and within the College of Education, we will not discuss this feature in detail, but ask that the reviewers of this document will stipulate that sufficient services are available.
- l. Institution Evaluates Program Effectiveness.** Given the existence of graduate programs at NMSU, we will not discuss this feature in detail, but ask that the reviewers of this document will stipulate that NMSU possesses adequate processes for this purpose. The extent to which the Department of HPDR evaluates the effectiveness of the program is discussed in Section G of this proposal.
- m. Policies Regarding Faculty Evaluation Include Consideration for Instruction and Scholarly Activity.** At present the faculty in the Department of HPDR are evaluated on a similar plane as the rest of the faculty in the College of Education. In fact, this has been somewhat problematic since the faculty members in HPDR have not had similar resources for research and other forms of scholarship insofar as the faculty members do not routinely have graduate assistants to help support their research and teaching. Yet, in spite of the poor availability of such support, the faculty members are expected to be productive with scholarship at the same level as other faculty in the College of Education and across the University..
- n. The Institution Demonstrates a Commitment to Ongoing Support.** We have provided a letter of support from the College of Education, further supported by then provost Waded Cruzado.

G. ASSESSMENT OF OPERATIONS AND IMPACT

The Department of HPDR will monitor the PhD program in Kinesiology for the following outcomes:

- Enrollment, retention, and degree completion (within 5 years)

- Average GRE scores of enrolling students
- Results of candidates committee meetings, and exams
- Individual student records including completion of courses, GPA, and annual reports of progress towards degree.
- Student-learning outcomes associated with program of study
- Student exit interviews will be administered prior to commencement to ascertain student perspectives on strengths and areas of growth for program, and institutional supports
- Initial appointment following degree completion
- 3-year follow-up surveys will be administered to gain additional information from recent graduates.

In addition, the department of HPDR will also participate in programmatic evaluations as provided by the American Kinesiology Association (AKA). The AKA rates programs based on certain student and program characteristics, and research productivity with an emphasis on publications, presentations, and funded research per full-time graduate faculty.

Finally, the department will also provide annual financial analyses to justify the cost of the program and to assist in the process of continued program development.

The information acquired through the above processes will be tied to decision-making structures at the department level. Of particular relevance here are issues pertaining to curriculum design and research supports. It is a goal of the department that the assessment process for the PhD program in Kinesiology will serve as a model for the College of Education and for the University so as to facilitate a greater culture of assessment wherein program outcomes are linked to decision-making structures at the College and University level.

H. ADMINISTRATIVE RESPONSIBILITY FOR THE PROGRAM AND INSTITUTIONAL COMMITMENT

1. Structural Location of Oversight – Administrative responsibility

The PhD program in Kinesiology will be administered by the department of Human Performance, Dance, and Recreation. The organization of Key elements is described in the following paragraphs.

The Academic Department Head for HPDR has responsibility for oversight of all aspects of the PhD program in Kinesiology. The Department Head will be responsible for making graduate teaching assignments, the appointment of state-funded graduate assistants, and the teaching assignments of those graduate assistants.

The department will appoint a Graduate Programs Coordinator who will oversee the key elements of the program including assuring proper admissions processes, initial advising of incoming PhD students, ensuring that the students have identified a faculty mentor as a part of the admissions process, providing a method of review for graduate assistantship applications. As students move through the program the Graduate Coordinator will ensure that the student and the student's advisor and committee are progressing in a manner that is consistent with the requirements of the student's program of study. Any concerns regarding the program of study

will be brought forward to the graduate faculty for discussion and opinions regarding any concerns will be forwarded to the department head, who in consultation with graduate coordinator, faculty mentor, and student, will devise a plan for remediation or possibly program termination.

The graduate coordinator and the department head will also ensure that the student programs of study comply with the requirements of the graduate school. Moreover, changes in program of study, including changes in committee makeup, must be approved by the student, the faculty mentor, the graduate coordinator, and the department head before being forwarded to the graduate school before approval.

The faculty mentors will be responsible for providing annual progress reports of their advisees, and will also be asked to complete an evaluation of the teaching efficacy of any teaching assistants whom they advise.

2. Statement of Administrative Support – Institutional Commitment

- a. Sufficient resources.** This program does not request significant additional resources beyond the start-up requests. Nonetheless, as mentioned in section A of this document, the College of Education and the office of the Provost have issued their support for this program. The success of this program relies almost entirely on continued support for graduate assistantships for the PhD students. Beyond that the only recurring resources requested is an increase in departmental discretionary spending of \$35K per year (given the current enrollments and expected growth in the program).
- b. Internal approvals.** NMSU internal reviews are now in process. The signature page accompanying the hard copy of this proposal is used to document the necessary internal approvals

Appendix A

Notice of Intent and Letters of Support



College of Education

Office of the Dean
MSC 3AC
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
575-646-2498, fax: 575-646-6032
education.nmsu.edu

March 27, 2012

Dr. Robert Wood
Department Head
Human Performance, Dance
and Recreation
NMSU – MSC 3M
CAMPUS

Dear Dr. Wood:

The purpose of this letter is to express support, on behalf of the College of Education (CoEd), for the proposed PhD program in Kinesiology that will be offered by the department of Human Performance, Dance and Recreation (HPDR). We are very excited about the growth in your department and the opportunity to further enhance our ability to meet the needs of the State of New Mexico.

In planning for this program we have identified certain areas where financial support from the CoEd will be necessary. The following are financial needs for the proposed PhD program that will be entirely met through redirecting funds that presently exist in the CoEd. First let me say that monies for this program are being re-directed in the college to support the PhD program. Since graduate programs have been listed as a priority, the college has determined that existing dollars can be used to support this initiative and meet one of the college's priorities. This is a win win outcome because the proposal can also enhance the undergraduate program. As indicated later in this letter, by utilizing the model we are proposing we can better meet the needs of the undergraduate program and also start a PhD program that can serve the state in health related areas.

Graduate Assistantships: As you know, over the last few years, the CoEd has used existing monies to fund several graduate assistantships in your department. During 2011-2012 we provided an additional \$54,000 to your GA allocation of \$8,000. We will continue to provide you with this level of support as long as we are moving forward in the plans for the degree program. Further, once the PhD program is in place, we will increase the amount of funding for graduate assistantships by another \$22,000 and we will support your intention to redirect a minimum of \$24,000 from your part-time allocation into your graduate assistantships line. Thus, we are committed to a total permanent allocation of \$108,000 for graduate assistantships, \$80,000 of which will be redirected from the CoEd. The total allocation will provide you with funds sufficient to employ 6 graduate assistants. Additionally, as the department of HPDR and your programs grow, we will make every effort to ensure that all programs are treated equitably and the support for your PhD program will be no different than the support we provide other programs in the

college. After the program is underway we will have a target of 7 or 8 graduate assistants for the department.

Under the supervision of faculty members, the graduate assistants will be used to support the undergraduate instructional programs. With the implementation of the PhD program you will be able to meet the undergraduate program demands more efficiently and effectively. Using the graduate students to assist in the instructional program will increase the number of classes available to students. By using the graduate assistants to support instruction your department should be able to meet the ever pressing demands of the undergraduate program and therefore insure that students will have access to courses in a timely manner. This should increase student access, allow you to increase enrollment and assist in graduating students in a timely manner.

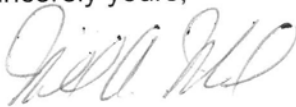
Operating Funds: The addition of a PhD program is likely to increase the demand on your operating index. Thus, we anticipate that your department will need additional funds for basic operations. As you know we recently increased your operating index in response to the growth in HPDR, and we are committed to continuing to respond to your needs in a fashion that is equitable to other departments in the CoEd.

Other: There are many other ways in which the college has been and will continue to be supportive of HPDR. In recent years, the CoEd has consistently supported/prioritized your proposals for ERR and BRR requests. Further, your department has been very successful in writing excellent proposals and obtaining CoEd funds for technology and internal research grants. We truly value the contributions of your department to college, university and community. As long as your department is thriving as it is today, you can expect the college to assist your programs through a variety of available resources.

Benefits: There are several benefits from this allocation of resources and the new program. First and foremost will be the research that can be conducted related to health and wellness issue facing the State of New Mexico. Faculty members in your department have focused on obesity, movement and health, and age related injuries. Each area of research with the new PhD program will become more comprehensively carried out; therefore, more essential information can be shared with New Mexico citizenry. In addition, your department is already working with other colleges such as Engineering, Health and Social Services and Arts and Science to partner on research that can positively impact health and wellness issues in New Mexico. It is expected with additional graduate assistants that research will be conducted by faculty so the department becomes a much more aggressive player in soliciting and receiving external funding.

We are so pleased to support your proposed PhD program. If there is any other way we can be of assistance, please do not hesitate to ask. The direction that HPDR is moving is already of great value to the University, community, and state, and the potential of your department to offer excellent and meaningful graduate programming is outstanding.

Sincerely yours,



Michael A. Morehead, Ed.D.
Dean, College of Education

March 5, 2012

Dr. Robert Wood, Chair
New Mexico State University
Box 30001, MSC 3 M
Las Cruces, NM 88003

Dear Bob,

Based on our discussions regarding your proposed doctor of philosophy degree in kinesiology, I do not foresee any conflict with the doctor of philosophy that we offer here at the University of New Mexico. I believe the focus that your department proposes for the degree is quite different from the focus of the three concentrations under the PhD in Physical Education, Exercise and Sports Sciences that we offer. Our concentrations in Curriculum and Instruction, Exercise Science, and Sports Administration have coursework that is very content specific to each discipline.

I wish you the best as you continue to gain support for the new degree at NMSU.

Sincerely,



Gloria Napper-Owen, Chair



Graduate School

MSC PSL

New Mexico State University

P.O. Box 30002

Las Cruces, NM 80003-8002

575-646-7606, fax: 575-646-7758

gradschool.nmsu.edu

November 2, 2009

Dr. Viola Florez, Cabinet Secretary
New Mexico Higher Education Department
2048 Galisteo
Santa Fe, New Mexico 87505

Dear Dr. Florez:

The purpose of this letter is to submit the attached Notification of Intent to the New Mexico Higher Education Department. The faculty of the Department of Human Performance, Dance and Recreation are developing a proposal for a Doctor of Philosophy in Kinesiology. The purpose of the Ph.D. program is to promote community health among residents in New Mexico. The new degree program will help educate New Mexicans about the role that physical activity plays in preventing disease, increasing their life span and improving the quality of their lives.

I have reviewed the Classification of Instructional Programs (CIP 2000) at the National Center for Education Statistics and found an appropriate CIP code:

31 Parks, Recreation, Leisure, and Fitness Studies
31.0505 Kinesiology and Exercise Science

Kinesiology and Exercise Science. A scientific program that focuses on the anatomy, physiology, biochemistry, and biophysics of human movement, and applications to exercise and therapeutic rehabilitation. Includes instruction in biomechanics, motor behavior, motor development and coordination, motor neurophysiology, performance research, rehabilitative therapies, the development of diagnostic and rehabilitative methods and equipment, and related analytical methods and procedures in applied exercise and therapeutic rehabilitation. (National Center for Education Statistics, CIP 2000: List by Program Area)

A possible start date is Fall 2011.

With Warm Regards,

Linda Lacey, Dean of the Graduate School

C.c. Don Schleisman, PTFS Research Analyst, NM Higher Education Department
Dr. Waded Cruzado, Executive Vice President and Provost, NMSU
Dr. Jay Jordan, Associate Vice President for Research/Graduate Studies, NMSU
Dr. Michael Morehead, Interim Dean, College of Education
Dr. Bob Wood, Head, Department of Human Performance, Dance and Recreation ✓

Notification of Intent to Develop
New Program

Institution__New Mexico State University_____

Contact Person__Robert Wood, PhD, Professor and Academic Head_____

Date__Agust 17, 2009_____

Degree Program Under Development__Doctor of Philosophy in Kinesiology_____

Department Submitting Proposal__Human Performance, Dance, and Recreation_____

Date of Proposal Submission to NMHED__November 1, 2009_____

Desired Implementation Date_September 2010_____

Use one page to describe the following

Purpose of the Program: see attached

Need (include data that you will include to demonstrate National, Regional, State and/or Local need for program) see attached

Institutional Commitment to the Program: see attached

Notice of Intent to Apply for a New Graduate Program

I. Purpose of the Program.

The Purpose of the PhD in Human Performance and Dance is to train scientists in applied human movement sciences and translational research processes that address bio-behavioral issues in a wide variety of populations and across many different settings. In addition, one of the foci of the program will be addressing health disparities.

In recent years there has been a national call, through agencies such as the National Institutes of Health (NIH), the US Department of Health and Human Services (USDHHS), the Centers for disease Control and Prevention (CDC), etc., for a greater emphasis on translation of theory to practice with respect to the urgent need to address problems that are directly related to the mission of our department (HPDR). These include the role of physical activity in prevention of childhood obesity, type II diabetes, and optimizing functional lifespan.

II. Need.

Currently there are 60 U.S. institutions that offer PhD programs in HPDR (*aka* Kinesiology, Physical Education, Exercise Science, etc.). Within the state of New Mexico there is but one PhD program, housed at the University of New Mexico. Other partner institutions, such as University of Texas El Paso do not currently have a PhD program in our discipline.

There are several compelling reasons for including a PhD program in Human Performance and Dance at New Mexico State University. These reasons largely fall into one of three major categories:

1. There is a national need to train scientists in and explore questions regarding the importance of physical activity in preventing disease and promoting functional lifespan. The NIH, CDC, and USDHHS are among the federal institutions that drive research in this area. The data regarding the increase in the prevalence of childhood obesity, type II diabetes, and the increase in numbers of senior adults living with mobility disabilities all speak to the need for academic pursuit in these areas.
2. The unique element of this program will be its focus on translating evidence-based research into practice. There are few Exercise Science programs across the country that specifically train scientists in translational research. Yet this is a growing concern of federal agencies. The University of New Mexico has an excellent Exercise Science graduate program that is highly respected. However, while their work is decidedly applied, its focus is largely mechanistic. By contrast, the proposed program will be a very nice compliment to the program at UNM and not a competitor. In fact, the emergence of translational programs at the Las Cruces Campus may provide opportunities for tremendous synergy between programs and enhance the visibility and productivity of both institutions.
3. As a major public state educational institution and land grant university, the adoption of PhD programs is essential to enhance the reach and therefore impact of undergraduate education and community outreach programs. PhD students, in the True arts & Science model, become apprentices of their mentors and thereby allow the academic department to accommodate a greater number of undergraduates and enhance opportunities for faculty to share or deliver expertise to the community.

III. Institutional Support

Please see attached letter from the College of Education.



College of Education

Office of the Dean
MSC 3AC
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
575-646-2498, fax: 575-646-6032



September 23, 2009

Dr. Waded Cruzado
EVP/Provost
New Mexico State University
MSC 3445

The purpose of this letter is to express support from the New Mexico State University (NMSU) College of Education for the development of a Ph.D. program in Kinesiology that will be housed in the department of Human Performance, Dance and Recreation (HPDR). The overarching purpose of the degree program is to train future scientists and clinicians to be particularly expert in translational research; that is, to develop models for the delivery of health and wellness education initiatives to the community.

Over the last several years, NMSU has seen an emergence in the popularity of academic programs in the Department of HPDR. This is, at least in part, due to secular changes with respect to the emphasis placed on Physical Activity in the National Public Health Agenda. As the prevalence of diseases and conditions related to inactivity increases, and as the numbers of older adults living with mobility disabilities increases, the public health agenda of a number of federal and state agencies have identified increasing physical activity as an important public health objective and an important educational issue.

The Department of HPDR has responded to the needs of the state and nation by accommodating an ever-growing number of undergraduate students interested in this field. The College of Education at NMSU firmly believes that the needs of the state and nation would be even more aptly served by the integration of a Ph.D. program in Kinesiology, housed within the department of HPDR that focuses on health and education.

Specifically, the integration of the Ph.D. program will advance the needs of the state by:

- a. Providing an efficient mechanism for meeting the ever-growing demands for undergraduate instruction;
- b. Enhancing scholarly productivity in an area of state and national need;
- c. Enhancing community outreach in areas that reflect important public health initiatives;
- d. Contributing to a culture of healthy behaviors and reduce the prevalence of chronic diseases and disabling conditions;
- e. Lowering the health care burden imposed by an inactive and aging society.

Education is a lifelong process and the delivery of health and physical activity promotion programs to a variety of populations in the schools or in programs for senior citizens, or any age in between, speaks directly to the mission of the College of Education and is also consistent with the expectations of a land-grant institution such as NMSU. Moreover, the element of addressing

EVP/Provost Cruzado

09/23/09

Page 2

health disparities and linking those to education is particularly relevant to the needs of the citizens of New Mexico and is clearly consistent with the mission of the department and college. Thus, the College of Education is committed to nurturing the development of a Ph.D. program in Kinesiology. As an initial show of our support for the program, this year we are providing two graduate assistantships to the department. Certainly, they will need additional support that will be identified in their proposal to the university and state. We are completely supportive and will do everything we can to help the department grow in this essential area.

Sincerely,



Michael A. Morehead
Interim Dean, College of Education

10/7/09

Dear Dean Morehead and Dr. Wood:

Please consider this request approved.

You may now proceed with the next steps in the process.

Sincerely,

cc: Linda Lacey



April 7, 2010

To Whom It May Concern:

On behalf of the Injury and Behavioral Epidemiology Bureau within the New Mexico Department of Health, Epidemiology and Response Division, I am pleased to write a letter of support for the New Mexico State University Human Performance, Dance and Recreation Department's proposal to institute a PhD Program in Kinesiology. Translational kinesiology-related research could be of benefit when applied to adult falls prevention and the associated interrelationships among physical activity, health, and quality of life.

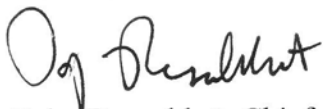
The Bureau's Office of Injury Prevention (OIP) coordinates the New Mexico Adult Falls Prevention Coalition, performs adults fall injury surveillance, and implements falls prevention programs in an effort to reduce morbidity and mortality related to adult falls in the state. The fall-related death rate in New Mexico (2001-2005 age-adjusted rate of 85.1/100,000 population) is the highest among all states and is about two and a half times higher than the national rate (2001-2005 age-adjusted rate of 36.9/100,000 population). Injuries from falls and the fear of falling lead many older adults to limit their activities which interferes with independent living as physical skills begin to diminish.

The critical content areas of academic programs in Kinesiology support the OIP's program efforts towards programming to enhance all aspects of an older adult's life in an effort to keep them free of injury, active, informed, empowered and independent.

The OIP will collaborate with New Mexico State's PhD program in Kinesiology for the delivery of the proposed program in its exploration of translational research questions and development of evidence-based best practices in the area of physical activity, health outcomes, and other related activities toward the goal of safety for seniors.

I encourage a positive review of the Human Performance, Dance, and Recreation Department's proposal.

Sincerely,



Toby Rosenblatt, Chief
Injury and Behavioral Epidemiology Bureau
Epidemiology and Response Division
New Mexico Department of Health



College of Health and Social Services

Department of Health Science
MSC 3HLS
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
575-646-4300, fax: 575-646-4343
nmsu.edu/~hlthdpt
hlthsci@nmsu.edu

October 26, 2010

Dr. Robert Wood
Professor and Academic Head
Department of Human Performance, Dance & Recreation.
MSC3M PO Box 30001
New Mexico State University
Las Cruces, NM 88003

Dear Dr. Wood:

I am very pleased to provide you with this letter in support of your proposed program for the degree of PhD in Kinesiology. I have read your proposal with great interest and believe that the proposed program is consistent with the mission of the university and has the potential to contribute to the advancement of our understanding of public health issues that are of critical importance to the state of New Mexico and the nation.

As the Director of the Southwest Institute for Health Disparities Research, I am very eager to pursue interdisciplinary and inter-institutional research collaborations. I believe that the research interests of the faculty in the department of Human Performance, Dance, & Recreation, particularly in the areas of childhood obesity and obesity related diseases, as well as in the area of successful aging and optimizing functional lifespan, provide opportunities for great synergy with our research interests in the College of Health and Social Services, and will support the mission of our Southwest Institute for Health Disparities Research.

I am pleased that our academic units are already working together on an important federal initiative project, and our faculty members are working on other projects related to physical activity and health promotion. I look forward to working with you and further exploring specific research questions and opportunities for translational research projects. If there is anything

that I can do to help with the implementation of the PhD program or facilitate the success of your research agenda, please do not hesitate to ask.

Sincerely Yours,

A handwritten signature in black ink that reads "Michael Young". The signature is written in a cursive, flowing style with a large, prominent initial "M".

Michael Young, Ph.D., FAAHB, FSSSS, FASHA, FAAHE
Interim Department Academic Department Head,
Interim Associate Dean for Research & Faculty Affairs &
Director of the Southwest Institute for Health Disparities Research

Appendix B

Library Assessment*

**Note about this report: The Appendices referred to in this report are included as a part of the report, and do not pertain to the Appendices of the PhD Proposal*

NMSU Library - New Program Statement

Ph.D. in Kinesiology

Susan Beck, Collection Development Coordinator

Sarah Baker, Education Librarian

I. Introduction

This report examines the adequacy of the NMSU Library's collections to support the proposed PhD program in kinesiology that has been proposed by the College of Education. The report focuses on three broad areas.

1. Current scope of the collection
2. Start up costs to achieve a doctoral level collection
3. Ongoing costs to support a doctoral level collection

The Library's collections are analyzed as to their current status and future needs by format (books, periodicals, databases, etc.), by content (subject strengths and weaknesses), by depth, and by currency.

II. Current scope of the collection

General Note on Use of Collection Analysis by OCLC®

This analysis focuses on fifteen OCLC® Conspectus subject areas most core to kinesiology. These include program focus areas of kinesiology & human movement, gerontology, geriatrics, obesity (most particularly childhood obesity), community-based health and exercise, and child development. The OCLC® Conspectus provides a standardized method to organize and analyze library collections by subject. OCLC® is a nonprofit computer library service and research organization. More than 53,548 libraries in 96 countries and territories around the world use OCLC® services to locate, acquire, catalog, lend and preserve library materials. The fifteen core subject areas are:

ANTHROPOLOGY

GN 63

Child development

PHYSICAL EDUCATION & RECREATION

GV182.8-GV184

Recreation for special classes of people

GV438-GV448

Training for special classes of people

GV708-GV711

Sports for special classes of people

SOCIOLOGY

HQ771-HQ777

Child development

HQ1060-HQ1064

Gerontology

MEDICINE

QP34-QP38	Human physiology
QP83-QP87	Developmental physiology
QP301-QP336	Kinesiology, Human mechanics, Movement
RA427.8	Community-based health programs
RA645.O23	Obesity
RA777.6	Exercise for older people
RC953.8	Geriatrics
RJ131-RJ137	Pediatrics, Child development

PRECLINICAL SCIENCES

QT260-QT260.4	Physiology of sport
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A. Current annual funding structure for materials relating to kinesiology

The Library has two principal means of funding monographic purchases: firm order funds and approval plans. The Library has one fund, Human Performance/Dance/Recreation, which specifically supports the acquisition of monographic resources in kinesiology. The human performance, dance, and recreation firm order fund has been allocated approximately **\$1,300.00** for each of the past several years. Regarding the Library’s approval plan, no items were received for the fifteen OCLC Conspectus areas during FY10; however, three items totaling \$104.99 that fall within these fifteen areas were ordered from funds supporting other departments and program areas.

In the area of periodicals, the Library allocated **\$8,500** in FY10 to support subscriptions in Human Performance, Recreation and Dance. Most of the periodical titles funded by this allocation relate to kinesiology and other research areas associated with this proposed doctoral program.

Database funding is included in **Section D** of this report.

FY10 Funding Structure Summary

Monographic Funding	\$1,300.00
Periodicals Funding	\$8,500.00

TOTAL **\$9,800.00**

B. Size and Scope of Monographic Collection

The chart below shows the number of titles in the NMSU Library's collections relating to the fifteen OCLC subject categories. Much kinesiology research is interdisciplinary. As such, the Library has collections in other subject areas in complementary fields such as education, psychology, public health, health care, social work and biology. Thus, advanced researchers, both graduate students and faculty, with interests in these areas would have additional monographic resources to draw upon.

NMSU Library - Kinesiology Monographs		
Date Range	Number of Titles	Percentages
Pre-1900	18	0.1%
1900-1959	1,135	7.0%
1960-1969	1,090	6.7%
1970-1979	3,147	19.3%
1980-1989	2,487	15.3%
1990-1999	4,542	27.9%
2000-2010	3,865	23.7%
Total	16,284	

Collection age and growth

According to the above chart, just a little over half of the kinesiology collection (51.6%) was published in the last 20 years. Approximately 23.7% of the titles are less than 10 years old.

Related Collections

The NMSU Library is a Federal Depository Library, receiving ca. 67% of all publications issued to the program by the U.S. Government. Although much contemporary federal information is available online; the Library's rich paper collections are vital to historical research. The federal documents collection supports kinesiology research, especially in reports, bulletins, handbooks, statistical publications and other materials published by agencies such the Health & Human Services Department, such as the National Institutes of Health, the Centers for Disease Control & Prevention and many others.

Peer group comparison

A number of institutions support graduate-level programs in kinesiology. This analysis reviews program-specific library collections at Louisiana State University and the University of Georgia. The currently proposed doctoral program at NMSU closely resembles those found at these two

universities even though neither are designated NMSU peer institutions. Total collection numbers in the fifteen OCLC® Conspectus categories are presented in the table below

NMSU Library Holdings	16,284
Peer Group Holdings	Totals
Louisiana State University	25,476
University of Georgia	38,483
Average # of volumes in peer group	31,980

Subtotals in each category for the peer comparison are presented in **Appendix A**. Overall NMSU's holdings are approximately 50% of its peers. Four major areas are of immediate concern and these are shown in the table below.

CALL NO RANGE	SUBJECT AREA	NMSU	% of avg. peer holdings	LOUISIANA STATE UNIV	UNIV OF GEORGIA
GV708-GV711	Physical Education & Recreation-- Sports for Special Classes of People	88	34%	179	336
GV182.8-GV184	Physical Education & Recreation-- Recreation for Special Classes of People	30	28%	61	150
GV438-GV448	Physical Education & Recreation-- Training for Special Classes of People	170	33%	408	627
QP301-QP336	Medicine--Physiology--Kinesiology, Human mechanics, Movement	224	17%	1223	1417

The most problematic of these categories is the last, QP301-QP336, Kinesiology, Human Mechanics and Movement, which is the primary focus of the proposed PhD degree program. Unfortunately, NMSU's kinesiology collection is less than one fifth the size of Louisiana State University's collection and about one sixth the size of University of Georgia's kinesiology collection. **Overall, NMSU's kinesiology collection is 17% of the average of its peer holdings. Such a small kinesiology collection cannot support a doctoral program.**

Existing standards

In examining the adequacy of our monograph collection to meet the heavy research demands of a doctoral program, national standards on library collection levels were reviewed. The most recent recommendation from the Association of College and Research Libraries is a collection level of 25,000 for each doctoral program and 6,000 for each masters program when no higher degree is offered in the field. Having stated this, it is far from clear that many existing doctoral-level programs have library collections reaching these levels. NMSU's collections fall short of this mark by almost 9,000 volumes. In essence, NMSU Library possesses less than two thirds the recommended volumes for doctoral programs. Louisiana State University and the University of Georgia, the two libraries used for peer comparison for this degree program are either in keeping with the standard collection levels (LSU) or exceed them (UGA). Certainly these universities are much larger than NMSU with more robust collections throughout; however, their average holdings exceed the recommended number of volumes for doctoral programs and both universities have doctoral programs in relevant specialty areas (e.g., Sociology, Physical Education) or else have medical schools (LSU) that boost their respective collections when comparing holdings in kinesiology and related subject areas.

Summary

The Library has a reasonably current collection relating to kinesiology. In addition, the Library's larger monographic collection supports several graduate programs in the social sciences, education, and health sciences—all areas which frequently complement kinesiology research. The federal government collection provides a solid foundation for kinesiology research with its rich collection of online, freely available information that augments NMSU's research resources for kinesiology researchers.

Nevertheless, it is clear the NMSU's monographic collection cannot begin to support a doctoral program in kinesiology, especially in comparison to peer collections at Louisiana State University and the University of Georgia whose core kinesiology collections exceed NMSU's by 6 to 1. This disparity in a primary area points to a significant weakness in NMSU Library's holdings. The Library has not been strategically collecting this area due to departmental focus on other areas needing development such as educational aspects of recreation, athletic coaching, and training and specific types of sports.

Essentially, NMSU's kinesiology and its physical education and recreation collections are at the bachelor degree level and will need to grow significantly to support a doctoral degree. According to data supplied by the Library's book supplier, YBP, there were seventy four monographs, averaging about \$100 each, published in the last three years within the QP301-QP336 call number range. NMSU owns nine titles of those seventy four books, or roughly 12%. A complete list of these seventy four titles appears in **Appendix D**.

The Library believes that its current kinesiology and related collections cannot support doctoral level demands. We recommend the commitment of one-time funding of \$5,000.00 to strengthen NMSU's monographic holdings. A one-time allocation would bolster the collection and could focus on purchases in areas strategic to the proposed doctoral program such as kinesiology, human movement and human mechanics.

C. Periodical Collection

This analysis identified thirty journals (see **Appendix B**) in the areas of kinesiology, human performance and program focus areas such as community health and recreation, obesity and

gerontology to which NMSU Library maintains current subscriptions. The total cost for these related periodical subscriptions, which includes both print and electronic resources, was **\$19,805.78 in FY10**.

Many of these journal subscriptions are allocated by the library to support other departmental programs in several colleges (e.g., Biology, Family & Consumer Science, Sociology) due to their primary focus and their interdisciplinary nature. Six of these thirty journal titles are slated for cancelation in FY11. This past spring the Library undertook a materials budget reduction project focusing on reducing budgets with ongoing costs as a result of the Library's inability to support escalating subscription costs with a flat budget. The target of these budget reductions are the Library's serials subscriptions, although other budgets such as microforms, newspapers and databases, were also reduced.

Access to many of these 30 subscribed journal titles is provided through specific electronic journal packages such as *ScienceDirect*, *Wiley-Blackwell* and *SpringerLink* and through the Library's aggregator databases – databases offering full-text access to titles in a number of different fields. It should be noted that aggregator databases are reliant upon ongoing negotiations between serial publishers and database vendors, and that access to specific titles and years of coverage can be volatile. The more dependent we are upon aggregators to provide access to research literature, the more vulnerable we are to these market forces. While the terms of any electronic journal package may also change over time, these typically offer a more stable means of access to research literature.

Appendix C presents a chart of the top journals, as determined by Eigenfactor, in each of the three general areas related to the proposed kinesiology PhD program: sports science, gerontology and nutrition. Eigenfactor is one method of determining important frequently-cited journals in a particular field of study and is currently thought to be a more robust metric than journal impact factor as tracked by the company Thomson Scientific (formerly Institute for Scientific Information), because it not only counts incoming citations but also considers the significance of those citations.

The chart includes information about NMSU's access to these titles via print or electronic subscriptions. The Library currently has electronic access to at least 50% of the titles in each of the three general subject areas. However, it should also be noted that many of these titles have a one-year embargo—that is, the most recent year's contents are not available electronically through our vendors. Generally, the embargoes appear to apply to journal content made available through aggregator databases (e.g., *Academic Search Premier*, *Academic OneFile*) and not through electronic publisher packages. Because NMSU is more reliant on aggregator databases for electronic access to scholarly journals, we face more of these embargoes.

Several titles on this Eigenfactor list have been slated for cancellation due to our budget shortfall: *Journal of Motor Behavior*, *Journal of Nutrition*, and *Nutrition Reviews*. Two more seminal journals for kinesiology, *American Journal of Physiology* and *Journal of Physiology* were slated for cancellation by the Biology department but were removed from the list based on the possibility of having to support a doctoral program in kinesiology without subscriptions to that program's two core journals.

NMSU Library does not subscribe to several important journals that support research in kinesiology and related fields: *International Journal of Obesity*, *Exercise and Sport Sciences Review* and *Journal of Aging and Health*. These are shown in bold in Appendix C. Along with the above noted titles slated for cancellation; this report strongly recommends subscriptions to these titles. The table below shows availability of these at NMSU and at our peer institutions, Louisiana State University and the University of Georgia, and notes current subscription costs.

TITLE	FY10 COST	NMSU Holdings	LSU Holdings	UGA Holdings
Journal of Motor Behavior	\$287.27	Cancelled FY11	Yes	Yes
Journal of Nutrition	\$ 53.13	Cancelled FY11	Yes	Yes
Nutrition Reviews	\$392.20	Cancelled FY11	Yes	Yes
International Journal of Obesity	\$710.50	No	Yes	Yes
Exercise & Sport Sciences Review	\$279.00	No	No	Yes
Journal of Aging and Health	\$722.00	No	Yes	Yes
TOTAL	\$2,444.10			

Summary

The Library would need at least **\$2,600.00** in start-up costs in order to provide access to the same number of high impact kinesiology and related journals as Louisiana State University and the University of Georgia. Because journals increase anywhere from 4% to 8% in subscription costs annually, this report suggests a higher initial start-up cost of \$2,600.00 to include 6% inflation cost for FY11 subscriptions. In addition, because journal subscriptions involve ongoing costs, this report also recommends ongoing support for this amount, plus inflation. All prices quoted would provide online access, which is particularly important to graduate programs where students may be physically distant from a traditional campus.

D. Research Databases

There are a number of online research databases that provide indexing, abstracting, and access to kinesiology literature (journals, proceedings, papers, technical reports, etc.). The chart below provides a listing of databases key to kinesiology and related fields and notes their availability at NMSU, LSU and the University of Georgia. Fortunately NMSU subscribes to almost all of the databases listed below.

Research Databases – Peer Institution Comparison

Y = available through the named library, N = not available through the named library

Title	NMSU	LSU	UGA
<i>Academic Search Premier</i>	Y	Y	Y
<i>CAB Abstracts</i>	Y	Y	Y
<i>CINAHL Plus with Full Text</i>	Y	Y	Y

<i>ERIC</i>	Y	Y	Y
<i>MEDLINE</i>	Y	Y	Y
<i>Health & Safety Science Abstracts</i>	Y	Y	Y
<i>Web of Science</i>	Y	Y	Y
<i>Social Work Abstracts</i>	Y	N	Y
<i>Cochrane Library</i>	Y	N	N
<i>Health Source: Nursing/Academic Edition</i>	Y	Y	Y
<i>Physical Education Index</i>	Y	N	Y
<i>AgeLine</i>	N	N	Y
<i>Sports Discus</i>	N	Y	N

Summary

The Library offers strong coverage of research databases related to kinesiology and related fields. In addition, this analysis has identified several useful databases that are free of charge and NMSU Library would be able to add these to our resource lists immediately. The only fee-based database that would complement our collection is *Ageline* at a cost of \$2,400 per year; however, we believe the Library's research database coverage in this area is adequate at this time to support a doctoral program in kinesiology with a focus on gerontology.

III. Start Up Costs

As evidenced from the above analysis, the Library's current collections are not sufficient to support the proposed new doctoral program in kinesiology. Additional funding is needed to support monographs and periodical subscriptions.

Recommended Start Up Costs

Monographs	\$ 5,000.00
Periodical subscriptions	\$ 2,600.00
TOTAL	\$7,600.00

This report recommends that a total of **\$7,600.00** be allocated to bring Library collections up to the level of comparable doctoral-granting peers. We recommend funding in two areas:

1. **\$5,000.00** to purchase 50 monographs in areas strategic to the proposed doctoral program,
2. **\$2,600.00** to initiate subscriptions to three new high-impact kinesiology, gerontology, and nutrition journals, and to retain three titles currently slated for cancellation.

IV. Ongoing Costs

Library collections designed to support programs at the post-baccalaureate level require continuous funding streams, allowing these newly developed collections to grow in their support of the program. A one-time infusion of money can never support ongoing needs for materials required for doctoral-level research, although one time monies certainly contribute to establishing a core collection for that program. In addition, core research tools such as journals and databases carry ongoing costs. It is clear that kinesiology researchers use these materials. In fact, researchers affiliated with education and social sciences programs are among the University's heaviest users of interlibrary loan and article delivery services.

The NMSU Library's current materials budget is not elastic; it barely supports the University's existing academic programs. Although the Library has been able to add needed digital collections and electronic journal backfiles over the past year, these items were purchased through carry forward expenditures (e.g., one time money). In order to sustain the proposed graduate programs in Kinesiology, the Library will require at least **\$5,000.00** per annum be added to its materials budget. This amount would support gradually augmenting its monograph collection to bring it up to doctoral levels. It would also support journal subscriptions, including core subscription costs and inflation increases estimated at 12.5% for journals and 5% for databases.

In summary, the library's current collection is inadequate for a PhD program. The collection is in need of development in both the monographic and periodical subscription areas. The library's current materials budget cannot stretch to cover the new resources required to support such a program; thus, it will require at least **\$5,000.00** in start-up funding as well as ongoing funding totaling **\$5,000.00** to maintain journal subscriptions as well as the ability to augment its monograph collection

Library Appendix A: Peer comparisons

CALL NO RANGE	SUBJECT AREA	NMSU	% of avg. peer holdings	LOUISIANA STATE UNIV (LSU)	UNIVERSITY OF GEORGIA
GN63	Physical Anthropology, Child Development	90	32.2%	209	350
GV182.8-GV184	Physical Education & Recreation--Recreation for Special Classes of People	30	28.4%	61	150
GV438-GV448	Physical Education & Recreation--Training for Special Classes of People	170	32.9%	408	627
GV708-GV711	Physical Education & Recreation--Sports for Special Classes of People	88	34.2%	179	336
HQ771-HQ777; HQ1060-HQ1064	Sociology--Child Development, Gerontology	14664	53.6%	21986	32732
QP34-QP38; QP83-87; QP82	Medicine--Human Physiology - General; Developmental Physiology - Growth, Aging, etc. ; Influence of the Environment, Physiological Adapt	207	46.5%	326	565
QP301-QP336	Medicine--Physiology--Kinesiology, Human mechanics, Movement	224	17.0%	1223	1417
RA645.O23	Medicine--Chronic Non-infectious diseases--Obesity	76	49.7%	94	212
RA427.8; RA777.6	Medicine--Community-based Health Programs; Exercise for Older Adults	479	49.3%	607	1336
RC952-RC954	Medicine--Geriatrics	73	51.8%	76	206
RJ131-RJ137	Medicine--Pediatrics, Child Development	55	30.0%	119	248
QT260- QT260.4	Preclinical Sciences--Physiology of Sports	128	52.0%	188	304
TOTAL		16,284	50.9%	25,476	38,483

Library Appendix B: Relevant Journals

CALL NO.	TITLE	2009 COST	FORMAT	FUND	NOTES	FOCUS AREA
BF724.55 A35P79	Psychology and Aging		online	Social Sciences Eresources	Fulltext available from PsycARTICLES; #1 on top Gerontology Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Gerontology
GV201	Sport, Education and Society	\$710.50	online	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
GV201.J6	Journal of physical education, recreation & dance	\$248.67	print	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
GV201.Q43	Quest.	\$319.73	print incl. online	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
GV201.R4	Research quarterly for exercise and sport	\$263.90	print	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
GV223.S77	Strategies.	\$131.95	print	Human Performance, Dance, & Recreation	FY11 Cancellation per department	Kinesiology & Physical Education
GV363.J68	Journal of teaching in physical education : JTPE.	\$319.73	print incl. online	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
GV514.J68	Journal of strength and conditioning research	\$432.39	print	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
GV561.J68	Journal of sport behavior	\$38.57	print	Human Performance, Dance, & Recreation	FY11 Cancellation per department	Kinesiology & Physical Education
GV706.4.J68	Journal of sport & exercise psychology	\$416.15	print incl. online	Human Performance, Dance, & Recreation	#10 on top Sports Science Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Kinesiology & Physical Education
GV709.3.P34	Palaestra	\$32.43	print	Human Performance, Dance, & Recreation	FY11 Cancellation per department	Kinesiology & Physical Education
HQ1060.A33	International journal of aging and human development	\$489.23	online	Sociology	#6 on top Gerontology Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Gerontology
HQ1060.G4	Gerontologist	\$545.06	online	Health Sciences	#2 on top Gerontology Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Gerontology
QP1.Am35Jc	American Journal of Clinical Nutrition	\$507.50	online	Family & Consumer Sciences	#3 on top Nutrition Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Nutrition
QP1.Am35jp	American Journal of Physiology	\$2,576.00	online	Biology	Possible FY11 cancellation	Kinesiology & Physical Education

Continued from Previous

QP1.J68	Journal of Motor Behavior	\$271.01	online	Human Performance, Dance, & Recreation	FY11 Cancellation per department; #19 on top Sports Science Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Kinesiology & Physical Education
QP1.J826a	Journal of Applied Physiology	\$797.00	online	Biology	Possible FY11 cancellation; #6 on top Sports Science Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Kinesiology & Physical Education
QP141.A1A64	Annual Review of Nutrition	\$153.00	online	Sciences Resources	Receive as a package, subscription cost is an estimate; #2 on top Nutrition Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Nutrition
QP141.A1B777	British Journal of Nutrition	\$1,566.00	online	Family & Consumer Sciences		Nutrition
RC1200.A83	Athletic therapy today : the journal for sports health care professionals	\$230.40	print incl. online	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
RC1200.J66	American Journal of Sports Medicine	\$711.51	online	Human Performance, Dance, & Recreation	#4 on top Sports Science Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Kinesiology & Physical Education
RC1200.A84	Journal of athletic training	\$228.37	print incl. online	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
RC1200.IS2	International journal of sports medicine	\$847.52	print	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
RC1200.M44	Medicine and science in sports and exercise.	\$822.15	print	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
RC1210.J826s	Journal of sports medicine and physical fitness : quarterly review	\$329.94	print	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
RC1235.IS	Journal of applied biomechanics	\$319.72	print	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
RD701.J69	Journal of orthopaedic and sports physical therapy	\$334.95	print plus online	Human Performance, Dance, & Recreation		Kinesiology & Physical Education
RM214.J826	Journal of Nutrition	\$710.50	online	Family & Consumer Sciences	FY11 Cancellation per department; #7 on top Nutrition Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Nutrition
TX341.N959rev	Nutrition Reviews	\$366.45	online	Family & Consumer Sciences	FY11 Cancellation per department; #12 on top Nutrition Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Nutrition
TX501	Food Chemistry	\$5,085.45	online	Family & Consumer Sciences	#24 on top Nutrition Journals list by Eigenfactor & Thomson Scientific Journal Citation Report	Nutrition

Library Appendix C: Top 100 Journals

The following titles are drawn from Thomson Scientific's latest *Journal Citation Report* categories/ Eigenfactor scores and list Sports Science, Gerontology, and Nutrition titles that are ranked among the top journals in terms of value and influence.

Sports Science Journals:

Title	NMSU Access (Y/N)
1. Exercise and Sport Sciences Review	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> v.1(1973)-v.26(1998)
2. Sports Medicine	Electronic Access: 1998 to 6 months ago in Academic Search Premier <u>Print Holdings:</u> No holdings
3. Exercise Immunology Review	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings
4. American Journal of Sports Medicine	<u>Electronic Access:</u> from 1998 to present from publisher <u>Print Holdings:</u> 1972-2004
5. Medicine and Science in Sports and Exercise	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> 1969- present
6. Journal of Applied Physiology	<u>Electronic Access:</u> 1996-present from publisher; Possible FY11 cancellation <u>Print Holdings:</u> 1963-2003
7. Gait and Posture	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings

8. Scandinavian Journal of Medicine & Science in Sports	<u>Electronic Access:</u> 1997-present from publisher <u>Print Holdings:</u> No holdings
9. British Journal of Sports Medicine	<u>Electronic Access:</u> 1970 to 3 years ago from PubMed Central <u>Print Holdings:</u> 1986-1990
10. Journal of Sport and Exercise Psychology	<u>Electronic Holdings:</u> 1988-present from publisher <u>Print Holdings:</u> 1988- present
11. Journal of Electromyography and Kinesiology	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings
12. Journal of Rehabilitation Medicine	<u>Electronic Access:</u> 01/01/2001 to 11/30/2006 from Academic Search Premier <u>Print Holdings:</u> No holdings
13. Archives of Physical Medicine and Rehabilitation	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings
14. Clinical Biomechanics	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings
15. Human Movement Science	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings
16. Clinical Journal of Sport Medicine	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings
17. Journal of Science and Medicine in Sport	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings
18. Journal of Orthopaedic Trauma	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings

19. Journal of Motor Behavior	<u>Electronic Access:</u> 06/01/1996 to one year ago from Academic Search Premier FY11 Cancellation per department <u>Print Holdings:</u> v.1(1969)-v.39(2007)
20. Knee Surgery Sports Traumatology	<u>Electronic Holdings:</u> 01/01/1997 to present from publisher <u>Print Holdings:</u> no holdings
21. Journal of Sports Sciences	<u>Electronic Access:</u> 01/01/2000 to 12/31/2006 in Expanded Academic ASAP <u>Print Holdings:</u> v.2(1984)-v.19(2001)
22. European Journal of Applied Physiology	<u>Electronic Access:</u> 01/01/1997 to present from publisher <u>Print Holdings:</u> No holdings
23. Journal of Shoulder and Elbow Surgery	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings
24. Australian Journal of Physiotherapy	<u>Electronic Access:</u> 1955 to 1 year ago in Freely Accessible Science Journals from 03/01/2007 to present in Academic OneFile <u>Print Holdings:</u> No holdings
25. Journal of Athletic Training	<u>Electronic Access:</u> 1992 to present in open Access Journals, 04/01/2004 to 6 months ago in Academic Search Premier <u>Print Holdings:</u> 1986-present

Gerontology Journals

Title	NMSU Access	USF Access (Y/N)
1. Psychology and Aging	<u>Electronic Access:</u> 1986 to present in PsycARTICLES <u>Print Holdings:</u> v.7(1992)-v.20(2005)	

2. Gerontologist	<u>Electronic Access:</u> 03/01/1961 to 1994 in HighWire Press, 2009 to 1 year ago in Oxford Journals <u>Print Holdings:</u> microfilm- v.1(1961)-v.16(1976), bound- v.17(1977)-v.48(2008)
3. Journal of Aging and Health	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings
4. Research on Aging	<u>Electronic Access:</u> from 03/01/1997 to 11/01/1998 in Expanded Academic ASAP <u>Print Holdings:</u> v.5:no.3(1983)-v.16:no.2(1994)
5. Ageing & Society	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings
6. International Journal of Aging & Human Development	<u>Electronic Access:</u> 1999 to present from publisher <u>Print Holdings:</u> v.5(1974)-v.67(2008)
7. Journal of Aging Studies	<u>Electronic Access:</u> 06/01/1996 to 12/31/2001 in Academic Search Premier <u>Print Holdings:</u> No holdings
8. Journal of Women & Aging	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> v.1:no.4(1989),v.3(1991)-v.13(2001)
9. Journal of Applied Gerontology	<u>Electronic Access:</u> 03/01/1997 to 12/31/1998 in Expanded Academic ASAP <u>Print Holdings:</u> No holdings
10. Canadian Journal on Aging-Revue Canadienne du Vieillissement	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings

11. Topics in Geriatric Rehabilitation	<u>Electronic Access:</u> 03/01/1999 to 12/31/2005 in CINAHL <u>Print Holdings:</u> No holdings
12. Educational Gerontology	<u>Electronic Access:</u> 07/01/1993 to 18 months ago in Academic Search Premier <u>Print Holdings:</u> No holdings

13. Generations- Journal of the American Society on Aging	Electronic Access: 01/01/1990 to present in Academic Search Premier Print Holdings: No holdings

Nutrition Journals

Title	NMSU Access
1. Progress in Lipid Research	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> v.17(1978/1979)-v.36(1997)
2. Annual Review of Nutrition	<u>Electronic Access:</u> 1981-2005 in Annual Reviews Backfile, 2006 to present in Annual Reviews <u>Print Holdings:</u> v.1(1981)-v.23(2003)
3. American Journal of Clinical Nutrition	<u>Electronic Access:</u> 07/01/1954 to present from publisher <u>Print Holdings:</u> 1956-present
4. Critical Reviews in Food Science and Nutrition	<u>Electronic Access:</u> 01/01/2002 to 1 year ago in Academic Search Premier <u>Print Holdings:</u> v.6(1975)-v.10(1978)
5. International Journal of Obesity	<u>Electronic Access:</u> From 01/01/1997 to 12/02/2004, 01/01/2005 to 1 year ago in Academic Search Premier <u>Print Holdings:</u> 1989-1994
6. Proceedings of the Nutrition Society	<u>Electronic Access:</u> from 1976 to 2000 in Freely Accessible Journals <u>Print Holdings:</u> v.15(1956)-v.50(1991)
7. Journal of Nutrition	<u>Electronic Access:</u> 09/01/1928 to present from publisher <u>Print Holdings:</u> bound- v.1(1928/1929)-v.107(1977), microfiche- v.108(1978)-v.133(2003), bound- v.134(2004)-present

8. Nutrition Reviews	<p><u>Electronic Access:</u> 1997 to present from publisher</p> <p><u>Print Holdings:</u> bound- v.1(1942/1943)-v.26(1968), microfilm- v.27(1969)-v.34(1976)</p> <p>Bound- v.62(2004)- v.65(2007)</p>
9. Current Opinion in Clinical Nutrition and Metabolic Care	<p><u>Electronic Access:</u> No holdings</p> <p><u>Print Holdings:</u> No holdings</p>
10. Journal of Nutritional Biochemistry	<p><u>Electronic Holdings:</u> No holdings</p> <p><u>Print Holdings:</u> No holdings</p>
11. Journal of the American College of Nutrition	<p><u>Electronic Access:</u> 1998 to 2 years ago from Freely Accessible Journals</p> <p><u>Print Holdings:</u> No holdings</p>
12. British Journal of Nutrition	<p><u>Electronic Holdings:</u> 2007- present from Cambridge Journals</p> <p><u>Print Holdings:</u> v.1(1947)-v.92(2004)</p>
13. Public Health Nutrition	<p><u>Electronic Access:</u> No holdings</p> <p><u>Print Holdings:</u> No holdings</p>
14. European Journal of Clinical Nutrition	<p><u>Electronic Holdings:</u> 01/01/1997 to 1 year ago from Academic Search Premier</p> <p><u>Print Holdings:</u> No holdings</p>
15. Journal of the American Dietetic Association	<p><u>Electronic Access:</u> 1998 to present from publisher, 1989-2003 in Expanded Academic ASAP</p> <p><u>Print Holdings:</u> v.8(1932/1933)-v.103(2003), v.105(2005)</p>
16. Nutrition Research Reviews	<p><u>Electronic Holdings:</u> 1998 to 2005 in Wilson Select</p> <p><u>Print Holdings:</u> v.6(1993)</p>
17. Nutrition Metabolism and Cardiovascular Diseases	<p><u>Electronic Access:</u> No holdings</p> <p><u>Print Holdings:</u> No holdings</p>
18. Nutrition and Cancer- An International Journal	<p><u>Electronic Holdings:</u> 01/01/1999 to 1 year ago in Academic Search Premier</p> <p><u>Print Holdings:</u> No holdings</p>

19. International Journal of Eating Disorders	<u>Electronic Access:</u> 09/01/1981 to 6 months ago in Academic Search Premier, 1996 to present from publisher <u>Print Holdings:</u> No holdings
20. Clinical Nutrition	<u>Electronic Holdings:</u> No holdings <u>Print Holdings:</u> No holdings

21. Appetite	<u>Electronic Access:</u> 1993 to present from publisher <u>Print Holdings:</u> No holdings
22. Reproduction Nutrition Development	<u>Electronic Holdings:</u> No holdings <u>Print Holdings:</u> No holdings
23. European Journal of Nutrition	<u>Electronic Access:</u> 02/1999 to present from publisher <u>Print Holdings:</u> No holdings
24. Food Chemistry	<u>Electronic Holdings:</u> 1998 to present from publisher <u>Print Holdings:</u> No holdings
25. Nutrition	<u>Electronic Access:</u> No holdings <u>Print Holdings:</u> No holdings

APPENDIX C
Faculty Curriculum Vitae
For Graduate Faculty in the Department of HPDR
(In order of appearance)

Robert H. Wood, Professor, and Academic Head. Ph.D. in Kinesiology, **Louisiana State University, 1996**

Kimberly L. Oliver, Professor and Director of NMSU Physical Education Teacher Preparation Program. Ph.D. in Curriculum & Instruction: Physical Education-Teacher Education, **Virginia Tech, 1997.**

Joseph Berning, Associate Professor and Director of the NMSU Kinesiology Program. Ph.D. in Health-Exercise Physiology, **University of Nebraska, 2003.**

Debra W. Knapp, Associate Professor and Director of the NMSU Dance Programs. Ed.D. in Educational Management and Development, **New Mexico State University, 2008.**

Mikaela Boham, Assistant Professor and Director of the NMSU Athletic Training Program. Ed.D. in Curriculum and Instruction-Athletic Training Education, **Boise State University, 2009.**

Philip G. Post, Assistant Professor. Ph.D. Exercise and Sport Sciences-Sport Psychology, **The University of Tennessee, 2010.**

David W. Keeley, Assistant Professor. Ph.D. in Exercise Science-Biomechanics, **University of Arkansas, 2011.**

Frank “Paco Antonio” Gilpin, Instructor with graduate status and Director of Sol Y Arena, Flamenco Dance Company. M.A. in Education. **New Mexico State University, 2005.**

Robert Howard Wood, PhD

Professor and Academic Head
Department of Human Performance, Dance, and Recreation
New Mexico State University
Las Cruces, NM 88003
Tel. (575) 646-2441
bobwood@nmsu.edu

Education.

1984: BS (dual), Biology and Physical Education; State University of New York, Cortland; Cum Laude.
1987: MS, HPRD (Cardiac Rehabilitation); Louisiana State University, Baton Rouge
1996: PhD, Kinesiology (Exercise Physiology), Louisiana State University, Baton Rouge

Dissertation: Chronic Aerobic Exercise and Heart Rate Variability in Patients with Ischemic Heart Disease.
Finalist LSU Distinguished Dissertation Award.

Other Specialized Training.

Graduate minor in counseling (12 hours)
Epidemiology (6 hours)

Employment History (Academic).

July 2009 – present Professor, and Academic Head, Dept. of Human Performance, Dance and Recreation, new Mexico State University, Las Cruces
August 2006 – August 2009: Associate Professor, Husson University, Dept. of Physical Therapy
August 2003 - August, 2006: Associate Professor, LSU Department of Kinesiology
August 1997 - August, 2003: Assistant Professor, LSU Department of Kinesiology
August 1996 - August 1997: Instructor, LSU Department of Kinesiology

Courses taught.

Husson Physical Therapy:

PT 425: Exercise Physiology
PT 560: Cardiopulmonary Rehabilitation I
PT 606: Research Methods VI
PT 620: Primary Care (team teach)
PT 650: Patient Care Seminar (team teach)
PT 660: Cardioplumonary Rehabilitation II
PT 661: Exercise for Special Populations
PT 664: Geriatric Physical Therapy

LSU Kinesiology:

KIN 7999: Selected Topics in Exercise Physiology
KIN 7505: Seminar in Grant Writing
KIN 7503: Physical Dimensions of Aging
KIN 7551: Introduction to Electrocardiography
KIN 7538: Practicum in Cardiac Rehabilitation
KIN 7534: Exercise in Health & Disease
KIN 7533: Exercise Testing in Health & Disease
KIN 7530: Graduate Exercise Physiology
KIN 4538: Undergraduate Practicum in Adult Fitness
KIN 4525: Advanced Anatomy and Functional Impairment
KIN 3534: Exercise and Fitness
KIN 3533: Scientific Basis for Exercise Testing and Prescription
KIN 3515: Physiology of Exercise

KIN 2504: Principles of Conditioning

Courses developed.

Husson Physical Therapy:

PT 561: Pathophysiology (in development)

PT 661: Exercise for Special Populations

PT 664: Geriatric Physical Therapy

LSU Kinesiology

KIN 7503: Physical Dimensions of Aging

KIN 4525: Advanced Anatomy and Pathophysiology

Employment History (Clinical).

1996-2006: Consultant, Senior Wellness Program at St. James Place Continuing Care Retirement Community, Baton Rouge, LA.

1996-1998: Clinical Consultant for General Health System, Baton Rouge, LA.

1987-1996: Clinical Exercise Physiologist, Baton Rouge General Medical Center.

Program design, implementation and evaluation: Development of a hospital-based outpatient cardiac rehabilitation clinic; Complete restructuring of secondary prevention programs for coronary artery disease; Identification and subsequent monitoring and evaluation of quality indicators in the cardiac rehab setting; Development of patient tracking system for monitoring demographic and physiological information on post-cardiac event patients.

1984-1985: Adult Fitness Program Assistant Director at the YMCA of Kingston, New York.

Relevant Professional Service.

2007-2009: Member, Board of Directors for Penobscot Community Health Care System

2006-2009: Member, Advisory Board to Eastern Maine Medical Center Cardiac Wellness Center

2004-2005: Chairman, Board of Directors Southside YMCA of Baton Rouge

2002-2006: Member, Board of Directors, Southside YMCA of Baton Rouge

2000-2006: Member, LSU Life Course and Aging Center

2000-2002: Co-chair of the National American College of Sports Medicine Aging Interest Group

1998-present: reviewer for *Journal of Gerontology*, *Journal of Aging and Physical Activity*, *Journal of Cardiopulmonary Rehabilitation*, *Research Quarterly in Exercise and Sport*, *Comparative Physiology*, and others.

Relevant Memberships.

American College of Sports Medicine

American Physical Therapy Association (Faculty Partner)

American Alliance for Health, Physical Education, Recreation and Dance

Publications:

Book Chapters

Chow D, Grandenetti A, **Wood RH**. Autonomic complications of AIDS and other infectious disorders, *In Clinical Autonomic Disorders*, 3rd ed.(Philip Low, ed.). Lippincott, Williams & Wilkins. pp. 455-467 (**2008**).

Peer reviewed manuscripts (* denotes corporate authorship)

K E Cherry, R Ellis, **R Wood, et al**. Social Engagement and Health in Younger, Older, and Oldest-Old Adults in the Louisiana Healthy Aging Study (LHAS) (**2011**). *Journal of Applied Gerontology*. (**In Press**).

D Chow, **R Wood** et al. Cardiovascular autonomic function in HIV-infected patients with unsuppressed HIV viremia. (**2011**). *HIV Clinical Trials* (**In Press**).

JM Fabre, R Ellis, M Kosma³, DS Moore, KS McCarter and **RH Wood**. Development and Validation of the Comprehensive Falls Risk Screening Instrument (2010). *Physical and Occupational Therapy in Geriatrics*, 28(2): 181-194.

DS Moore, R Ellis, M Kosma, JM Fabre, KS McCarter and **RH Wood**. Comparison of the Validity of Four Fall-Related Psychological Measures in a Community-Based Falls Risk Screening. (2011). *Research Quarterly for Exercise and Sport*. (In Press).

JM Fabre, R Ellis, M Kosma, and **RH Wood**. Falls Risk Factors and a Compendium of Falls Risk Screening Instruments (2010). *Journal of Geriatric Physical Therapy*, 33(4): 184-197.

I Antikainen, R Ellis, KE Cherry, PD Allen, PA Monroe, **RH Wood**. Examining Change in Theory-based Physical Activity Beliefs of Culturally Diverse Older Adults. (2009). *Journal of Applied Gerontology*, 29(4): 507-519.

F Winchester, R Ellis, M Kosma, KE Cherry, PD Allen, PA Monroe, **RH Wood**. (2009). Predictors of ADL disability in Culturally Diverse Older Adults. *International Journal of Exercise Science*, 2(3) article 6. (e-pub).

MA Welsch, AA Arce, DA Dobrosielski, **RH Wood**, E Ravussin, SM Jazwinski, for the Louisiana Healthy Aging Study (2008). The association between flow-mediated dilation and physical function in older men. *Medicine and Science in Sports and Exercise* 2008 Jul; 40(7):1237-1243.

DS Moore, RE Gardner, PD Allen, KE Cherry, PA Monroe, CE O'Neil, and **RH Wood**. (2008) Construct Validity of Physical Activity Surveys in Culturally Diverse Older Adults: A Comparison of Four Commonly Used Questionnaires. *Research Quarterly for Exercise and Sport* 79 (1): 42-50.

MI Frisard, CM King, JM Fabre, RA Russell, JP DeLany, **RH Wood**, E Ravussin. (2007). Physical activity level and physical functionality in nonagenarians compared to individuals aged 60-74 years. *Journal of Gerontology: Medical Sciences* 2007 Jul; 62(7): 783-8.

JM Fabre, **RH Wood**, KE Cherry, LJ Su, ME Cress, CM King, MJ deVeer, RE Gardner, & SM Jazwinski for the Louisiana Healthy Aging Study. (2007). Age-related Deterioration in Flexibility is Associated with Health-related Quality of Life in Nonagenarians. *Journal of Geriatric Physical Therapy*, 30(1) (Apr 2007) (16-22).

DA Dobrosielski, AA Arce, JD Allen, **RH Wood**, MA Welsch for the Louisiana Healthy Aging Study. (2006). Biphasic responses of the brachial artery diameter following forearm occlusion: A blunted response in the elderly *Dynamic Medicine* (5Apr2006), 5:4

D Chow, **RH Wood**, A Grandenetti, C. Shikuma, I. Schatz, P. Low. (2006). Cardiovascular autonomic dysfunction in HIV associated lipodystrophy. *HIV Clinical Trials* 7 (1), 16-23.

* Hawley KS, Cherry KE, Su LJ, Chiu YW, Jazwinski SM for **The Louisiana Healthy Aging Study**. (2006). Knowledge of memory aging in adulthood. *Int J Aging Hum Dev*. 2006;63(4):317-34.

* H Hsu, DK Scott, P Zhang, J Zhou, P Yang, Q Wu, HW Schroeder Jr, LB Gerald, E Ravussin, SM Jazwinski, JD Mountz, for **The Louisiana Healthy Aging Study** (2006). CD8 T-cell immune phenotype of successful aging. *Mech Ageing Dev*. 2006 Mar;127(3):231-9.

RH Wood, RE Gardner, KA Ferachi, et al. (2005). Social function, physical function, and self-prescribed physical activity in older adults. *Proceedings of the 6th World Congress on Aging and Physical Activity*, 203-209.

RH Wood, RE Gardner, KA Ferachi, et al. (2005) Physical function and quality of life in older adults: gender differences. *Southern Medical Journal*, 98 (5), 504-512.

HA Kluess, **RH Wood**. (2005). Heart rate variability and the exercise pressor reflex during dynamic handgrip exercise and post-exercise arterial occlusion. *American Journal of Medical Sciences*, 329 (3), 117-123

M Alomari, R Reyes, **R Wood**, MA Welsch. (2004). Measurements of vascular function using strain-gauge plethysmography: Technical considerations, standardization and physiological findings. *American Journal of Physiology Heart & Circulatory Physiology*, 286 (1): H99-H107.

RH Wood, JM Hondzinski, CM Lee (2003). Evidence of associations among age-related changes in physical, psychomotor and autonomic function. *Age & Ageing*, 32, (415-421).

CM Lee, **RH Wood**, MA Welsch. (2003). Influence of Short-Term Endurance Exercise Training on Heart Rate Variability. *Medicine and Science in Sports and Exercise* 35, (961-969).

RH Wood, R Reyes, B Maraj, M Lee. (2002). Heart rate variability during a cognitive challenge in young and old adults. *Age & Ageing*, 31, 131-135.

MA Welsch, M Alomari, TR Parish, **RH Wood**, D Kalb. (2002). Influence of Venous Function on Exercise Tolerance in Chronic Heart Failure, *Journal of Cardiopulmonary Rehabilitation*, 22: 321-326.

RH Wood, R Reyes, MA Welsch, J Favalaro-Sabatier, M Sabatier, CM Lee, LG Johnson, PF Hooper. (2001). Concurrent cardiovascular and resistance training in healthy older adults. *Medicine and Science in Sports and Exercise* 33(10), 1751-1758

RH Wood, S Leleux, MA Welsch, AG Nelson, H Kluess, AM Lee. (2001). Heart rate variability following 5 weeks of detraining in competitive swimmers. *Medicina Sportiva*,5(2), E49-E58.

MA Alomari, MA Welsch, R Prisby, CM Lee & **RH Wood**. (2001). Modification of forearm vascular function following short-term handgrip exercise training. *International Journal of Sports Medicine*, 22: 361-365.

RH Wood, MA Welsch. (2001). Energy expenditure study makes potentially erroneous inferences and recommendation. *Medicine and Science in Sports and Exercise* 33(6), 1060-1061.

JD Allen, MA Welsch, N Aucoin, **R Wood**, M. Lee, KE Leblanc. (2001). Forearm vasoreactivity in Type I diabetic subjects. *Canadian Journal of Applied Physiology* 26 (1): 34-43.

CM Lee, **RH Wood**, MA Welsch. (2000). Influence of head-down and lateral decubitus neck flexion on heart rate variability. *Journal of Applied Physiology*, 90: 127-132.

V Bond, P Vaccaro, M Caprarola, R Millis, R Blakely, **R Wood**, et al. (2000). Blood pressure reactivity to mental stress and aerobic fitness in normotensive young adult African-American males with parental history of hypertension. *Stress Medicine*,16: 219-22.

H Kluess, **R Wood**, M Welsch. (2000). Vagal modulation of the heart and central hemodynamics during dynamic handgrip. *American Journal of Physiology*, 279: H1648-H1652.

CM Lee, N Aucoin, **R Wood**, & M Welsch. (2000). Heart rate variability and breathing patterns in patients with Insulin-Dependent Diabetes Mellitus. *Clinical Exercise Physiology*. 2 (2), 72-78.

R Wood, R Reyes, K Metoyer, M Welsch. (1999). Physical fitness, Cognitive function, and perceived health in old-age. *Journal of Aging and Physical Activity*, 7, 199-212.

R Wood, J Menickelli, L Li, B Maraj, M Welsch. (1999). Technology and Physical Education in the United States. *Proceedings of the 1999 International Collegiate Technology and Information Conference on Physical Education* (pp.90-113).

H Kluess, **R Wood**, N Aucoin, E Hirschey, A LaBruzzo, CM Lee, K Metoyer, R Reyes, A Sebastien. (1998). Physical function, perceived quality of life, and presence of disease in Louisiana senior citizens. *LAHPERD Journal*, 62, 5-14.

RH Wood, WA Wood, MA Welsch, P Avenal. (1998). Physical activity level, mental effort, and heart rate variability in patients with ischemic heart disease. *Journal of Cardiopulmonary Rehabilitation*, 18 (4), 271-276.

J Allen, R Butterly, M Welsch, **R Wood**. (1998). The physiological value of 5-a-side soccer training to 11-a-side match play. *Journal of Human Movement Studies*,34, 1-11.

BD Franks, MA Welsch, **RH Wood**. (1997). Physical activity intensity: how much is enough? *ACSM's Health & Fitness Journal*, 1(6), 14-19.

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A Ermolao, K Ferrachi, M Terry-Parvin, S Fuller, **RH Wood**. Oxygen uptake efficiency slope at different exercise intensities. (2003). Annual Meeting of the American College of Sports Medicine (San Francisco, CA). **June, 2003.**

R Reyes, M Alomari, S Brady, L Li, M Welsch, **R Wood**. Hemodynamic response following resistance exercise in young and older women. Annual Meeting of the American College of Sports Medicine (San Francisco, CA). **June, 2003.**

S Fuller, A Ermolao, K Ferachi, **RH Wood**. Relationship between percent of age-predicted heart rate max and relative work capacity revisited. Annual Meeting of the American College of Sports Medicine (San Francisco, CA). **June, 2003**.

K Ferachi, C King, **R Wood**. Gender, physical function, and quality of life in the very- and oldest-old. (2003). Annual Meeting of the Southeastern American College of Sports Medicine (Atlanta, GA). **January, 2003**.

KO Wilson, A Dunbar, K Ferachi, **R Wood**. Leg-extensor strength and continuous scale physical functional performance in independent-living older adults. Annual Meeting of the Southeastern American College of Sports Medicine (Atlanta, GA). **January, 2003**.

M Alomari, R Reyes, **R Wood**, M Welsch. Short-term reliability of forearm venous indices using strain gauge plethysmography: Influence of handgrip strength on venous outflow and capacitance. Annual Meeting of the Southeastern American College of Sports Medicine (Atlanta, GA). **January, 2003**.

SM Khalil, R Reyes, M Alomari, **R Wood**, S Brady, M Welsch. Relationship between cardiovascular endurance and forearm vascular function in women. Annual Meeting of the Southeastern American College of Sports Medicine (Atlanta, GA). **January 2003**.

R Reyes, M Alomari, S Brady, SM Khalil, L LI, M Welsch, **R Wood**. Effects of age and exercise intensity on the hemodynamic response following resistance exercise in women. Annual Meeting of the Southeastern American College of Sports Medicine (Atlanta, GA). **January, 2003**.

CM Lee, **R Wood**, M Welsch. Influence of short-term endurance exercise training on heart rate variability. Annual Meeting of the American College of Sports Medicine (St. Louis, MO). **June, 2002**.

J DeRouen, R Wood, M Welsch. Discrimination of cardiac health and disease by assessment of heart rate variability. Annual Meeting of the American College of Sports Medicine (St. Louis, MO). **June 2002**.

T Parish, M Alomari, **RH Wood**, D Kalb, MA Welsch. Improved exercise tolerance and quality of life following a heart failure program in family practice. Annual Meeting of the American College of Sports Medicine (St. Louis, MO). **June 2002**.

M Sabatier, **R Wood**, J Sabatier, M Welsch. Magnitude of strength loss throughout the velocity range in young and old adults Annual Meeting of the Southeastern Chapter of American College of Sports Medicine (Atlanta, GA). **January 2002**.

KO Wilson, AE Dunbar, KA Ferachi, **RH Wood**. Relationship between leg-extensor strength and continuous scale physical functional performance items in independent-living very-old adults. Annual Meeting of the Southeastern Chapter of American College of Sports Medicine (Atlanta, GA). **January 2002**.

AE Dunbar, KO Wilson, KA Ferachi, **RH Wood**. Combining physical functional ability tasks and self-report of ADLs predicts health-related quality of life in older adults. Annual Meeting of the Southeastern Chapter of American College of Sports Medicine (Atlanta, GA). **January, 2002**.

HA Kluess, **RH Wood**, DJ Stone, KO Wilson, MA Welsch. Vagal modulation and central hemodynamic response to common doses of orally administered aspirin during dynamic handgrip exercise and forearm occlusion. Annual Meeting of the Southeastern Chapter of American College of Sports Medicine (Atlanta, GA). **January, 2002**.

T Parish, L Johnson, **R Wood**, M Welsch. Associations between indices of autonomic balance, central hemodynamics, forearm vascular function and upper extremity exercise performance. Annual Meeting of the Southeastern Chapter of American College of Sports Medicine (Atlanta, GA). **January, 2002**.

CM Lee, **RH Wood**, MA Welsch. Influence of leg elevation and head-up tilt on cardiac baroreflex sensitivity. Annual Meeting of the American College of Sports Medicine (Baltimore, MD). **June, 2001**.

TB Clinkscales, R Reyes, **RH Wood**, MA Welsch. Influence of intensity and repetition number on hemodynamic responses to resistance training in older adults. Annual Meeting of the American College of Sports Medicine (Baltimore, MD). **June, 2001.**

R Reyes **RH Wood**, MA Welsch R Prisby, CM Lee, L Johnson, M Alomari, TB Clinkscales, R Jackson. Intensity-dependent hypotensive response after incremental resistance exercise in older adults. Annual Meeting of the American College of Sports Medicine. (Baltimore, MD). **June, 2001.**

HA Kluess **RH Wood**, DJ Stone, MA Welsch. Reliability of heart rate variability during dynamic handgrip exercise. Annual Meeting of the American College of Sports Medicine (Baltimore, MD.) **June, 2001.**

T Parish, M Alomari, **R Wood**, D Kalb, and M Welsch. Relationship between indices of heart rate variability, forearm vasoreactivity, and exercise tolerance. Annual Meeting of the American College of Sports Medicine (Baltimore, MD). **June, 2001.**

M Alomari, T Parish, **R Wood**, D Kalb, and M Welsch. Relationships between vascular function indices and exercise tolerance in heart failure and age-matched controls. Annual Meeting of the American College of Sports Medicine (Baltimore, MD). **June, 2001.**

R Reyes & **R Wood**. Gender differences in the blood pressure response to incremental resistance exercise. Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine. (Columbia, SC). **January, 2001.**

CM Lee, **RH Wood**, and MA Welsch. One-week stability of heart rate variability during physiological perturbations. Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine. (Columbia, SC). **January, 2001.**

C King, **R Wood**, R Reyes. Physical functional ability among rural- and urban-dwelling seniors in Southeastern Louisiana. Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine. (Columbia, SC). **January, 2001.**

TR Parish, M Alomari, **RH Wood**, MA Welsch. Reproducibility of the six-minute walking test in patients with chronic heart failure. Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine. (Columbia, SC). **January, 2001.**

J Favaloro-Sabatier, **RH Wood**, CM Lee, R Reyes. Physical Function and Short-term heart rate variability in old age. Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine. (Columbia, SC). **January, 2001.**

M Sabatier, **RH Wood**, MA Welsch. Peak Torque Occurrence in the range of motion during isometric and isokinetic knee flexion and extension. Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine. **January, 2001.**

M Alomari, T Parish, **R Wood**, D Kalb, M Welsch. Influence of vascular function on exercise tolerance in heart failure. Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine. **January, 2001.**

G Drehfal, **RH Wood**, and MA Welsch. Forearm bloodflow following application of ultrasound or interferential current. Annual Meeting of the American College of Sports Medicine (Indianapolis, IN). **June, 2000.**

MI Frisard, S Gordon, CM Lee, M Sothern, M Welsch, and **RH Wood**. Relationship between body-mass-index and autonomic modulation of the heart in obese adolescents. Annual Meeting of the American College of Sports Medicine (Indianapolis, IN). **June, 2000.**

R Reyes, **R Wood**, MA Welsch, L Li, L Johnson, and CM Lee. Effects of physical training modalities on functional fitness in older adults. Annual Meeting of the American College of Sports Medicine (Indianapolis, IN). **June, 2000.**

CM Lee, **R Wood**, H Kluess, R Reyes, M Welsch. Influence of endurance and strength training on heart rate variability and forearm vascular reactivity in older adults. Annual Meeting of the American College of Sports Medicine (Indianapolis, IN). **June, 2000.**

M Alomari, T Parish, **R Wood**, D Kalb, and M Welsch. Evaluation of a sociomedical model of disability and efficacy of a care managed program. Annual Meeting of the American College of Sports Medicine (Indianapolis, IN). **June, 2000.**

M Frisard, S Gordon, M Lee, M Sothorn, M Welsch, **R Wood**. Relationship between body mass index and forearm vascular resistance in adolescents. Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine (Charlotte, NC). **January, 2000.**

J Sabatier, H Kluess, M Welsch, **R Wood**. Two-week stability of tonometric blood pressure during incremental resistance leg-exercise. Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine. (Charlotte, NC). **January, 2000.**

M Burton, R Reyes, M Welsch, & **R Wood**. Is the ACSM prediction equation for the estimation of $\dot{V}O_2$ during treadmill walking appropriate for apparently healthy older adults? Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine. (Charlotte, NC). **January, 2000.**

M Sabatier, R Reyes, E Hirschey, M Welsch, **R Wood**. Does the AAHPERD physical/functional ability test for older adults really measure strength? Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine. (Charlotte, NC). **January, 2000.**

CM Lee, M Alomari, T Parrish, D Kalb, **R Wood**, L Li, M Welsch. Evaluation of heart rate variability and its association to physical function in patients with heart failure. Annual Meeting of the Southeastern Chapter of the American College of Sports Medicine. (Charlotte, NC). **January, 2000.**

CM Lee, M Frisard, H Kluess, M Welsch, and **R Wood**. Short-term heart rate variability during head down neck flexion. Annual Meeting of American College of Sports Medicine (Seattle, WA). **June, 1999.**

R Reyes, M Lee, L Hemard, B Maraj, M Welsch and **R Wood**. Age, autonomic function, and reaction time in older adults.. Annual Meeting of American College of Sports Medicine (Seattle, WA). **June, 1999.**

R Reyes, E Hirschey, A Gray, M Alomari, D Bao, M Frisard, M Welsch, **R Wood**. Physical fitness and perceived quality of life among rural and urban louisiana senior women. Annual Meeting of the Southeast Chapter of the American College of Sports Medicine (Norfolk, VA). **January, 1999.:**

R Prisby, H Kluess, M Lee, M Frisard, A Gray, K Russo, **R Wood**. Association between changes in mean arterial pressure and heart rate variability during upright tilt. Annual Meeting of the Southeast Chapter of the American College of Sports Medicine (Norfolk, VA). **January, 1999.**

H Kluess, **R Wood**, M Frisard, A Gray, M Lee, R Prisby, K Russo, M Welsch. Vagal modulation of the heart and central hemodynamics during handgrip exercise. Annual Meeting of the Southeast Chapter of the American College of Sports Medicine (Norfolk, VA). **January, 1999.**

M Lee, M Frisard, A Gray, H Kluess, K Russo, M Welsch, R Wood. Changers in vagal modulation of the heart and central hemodynamics during neck flexion. Annual Meeting of the Southeast Chapter of the American College of Sports Medicine (Norfolk, VA) **January 1999.**

D Bao, **R Wood**. Progression of multiple sclerosis and measures of balance. Annual Meeting of the Southeast Chapter of the American College of Sports Medicine (Norfolk, VA). **January, 1999.**

N Aucoin, M Lee, **R Wood**, D Kalb, M Welsch. Heart rate variability under different breathing conditions in low and high fit Type I diabetics. Annual Meeting of American College of Sports Medicine (Orlando, FL). **June, 1998.**

M Lee, N Aucoin, M Welsch, **R Wood**. Heart rate variability under different breathing conditions in insulin-dependent diabetics and healthy controls. Annual Meeting of American College of Sports Medicine (Orlando, FL). **June, 1998.**

K Leblanc, M Welsch, N Aucoin, M Lee, **R Wood**. Forearm vascular responsiveness in insulin-dependent diabetes mellitus. Annual Meeting of American College of Sports Medicine (Orlando, FL). **June, 1998.**

JD Allen, R Reyes, E Hirschey, A. Labruzzo, M Welsch, **R Wood**. Fitness assessment and independent living in the elderly. Annual Meeting of American College of Sports Medicine (Orlando, FL). **June, 1998.**

K Metoyer, R Reyes, **R Wood**, M Welsch, N Aucoin, E Hirschey, A Labruzzo, M Lee, A Sebastien, and the Center on Aging at St. James Place Retirement Community. The St. James Project: Age, physical fitness, and cognitive performance in elderly women. Annual Meeting of the Southeast Chapter of the American College of Sports Medicine (Destin, FL). **January, 1998.**

R Reyes, **R Wood**, M Welsch, N Aucoin, E Hirschey, A Labruzzo, M Lee, K Metoyer, A Sebastien, and the Center on Aging at St. James Place Retirement Community. The St. James Project: Age and physical functional ability in a group of Louisiana seniors. Annual Meeting of the Southeast Chapter of the American College of Sports Medicine (Destin, FL). **January, 1998.**

A Labruzzo, A Sebastien, N Aucoin, E Hirschey, M Lee, K Metoyer, R Reyes, M Welsch, **R Wood**, and the Center on Aging at St. James Place Retirement Community. The St. James Project: Physical functional ability and self-efficacy for exercise in elderly women. Annual Meeting of the Southeast Chapter of the American College of Sports Medicine (Destin, FL). **January, 1998.**

M Lee, N Aucoin, R Reyes, B Maraj, M Welsch, **R Wood**, and the Center on Aging at St. James Place Retirement Community. The St. James Project: Physical functional ability and vagal modulation of heart rate in the elderly. Annual Meeting of the Southeast Chapter of the American College of Sports Medicine (Destin, FL). **January, 1998.**

H Kluess, N Aucoin, E Hirschey, A Labruzzo, M Lee, R Reyes, B Maraj, K Metoyer, A Sebastien, M Welsch, **R Wood**, and the Center on Aging at St. James Place Retirement Community. The St. James Project: Chronic disease, physical functional ability, and quality of life in elderly women. Annual Meeting of the Southeast Chapter of the American College of Sports Medicine (Destin, FL). **January, 1998.**

E Hirschey, K Metoyer, N Aucoin, A Labruzzo, M Lee, R Reyes, B Maraj, A Sebastien, M Welsch, R Wood, and the Center on Aging at St. James Place Retirement Community. The St. James Project: Cognitive function and quality of life in elderly women. Annual Meeting of the Southeast Chapter of the American College of Sports Medicine (Destin, FL). **January, 1998.**

Grant Activity:

Pending

RH Wood, M Kosma, R Ellis, B Favela. Lowering Falls Risk and Improving Health Access for Rural Living Older Adults.

United States Department of Agriculture, Rural Health and Safety Program. (\$295,074).

Status: Revised and Resubmitted.

Role: PI

Dates: TBD

Funded

R Wood and O. Ma. New Mexico State University Initiative for the Prevention of Falls in Older Adults.
New Mexico State University Interdisciplinary Research Grant (\$40,000)

Status: Funded

Role: PI

Dates: 5/01/2011-4/30/2012.

Sauda V. Eastern Agency on Aging.. A Matter of Balance and Falls Prevention Program.
Subcontract to Wood, R.. Husson Physical therapy:

United Way: (\$5,500)

Status: Funded

Role: Co-PI

Dates: 7/01/2009-7/01/2010

J Garrison, D Pope, T Garrison, **RH Wood**. Functional improvement in Unilateral vs. Bilateral Total Knee Arthroplasty Patients.

Stryker Corporation: (\$185,000)

Status: Funded

Role on Project: Co-investigator

Dates: 9/01/07- 09/01/10

RH Wood , G Tudor.

Husson College Graduate Committee Research Council (\$1,500)

Status: Funded

Role: PI

Dates: 07/01/07- 06/30/08.

RH Wood

Planning Grant: Community Based Falls Prevention Program.

Husson College School of Health Dean's Council (\$1,500)

Status: Funded

Role: PI

Dates: 10/01/06-06/30/07.

KE Cherry, SM Jazwinski, M Batzer, J Mountz, D Scott, E Ravussin, L Su, **R Wood**. *Impact of Disaster on Elderly in Louisiana: Added Vulnerability.*

National Institute on Aging: P01 Supplement (1-P01 AG022064-01) (\$150,000)

Status: Funded

Role: Co-investigator

D Chow, S Souza, **RH Wood**, C Shikuma. *Autonomic Function in Human Immunodeficiency Virus Disease*

Hawaii Community Foundation, Proposal ID#20051293, \$24,318.

Status: Funded

Role: Consultant

Dates: 01/01/06-12/31/06.

ME Cress et al.

Treatment of Sarcopenia in Post Hip Fracture Patients

Merck Pharmaceutical: MK-0677 (\$2,500 + travel for R Wood)

Status: Funded

Role on Project: Technical Assistant

Dates: 09/01/05-09/01/06

SM Jazwinski, M Batzer, K Cherry, J Mountz, D Scott, E Ravussin, L Su, **R Wood**. *Determinants of Longevity and Healthy Aging.*

National Institute on Aging: 1-P01 AG022064-01 (\$7,200,000)

Project for R. Wood: Vascular status, physical function, and healthy aging (\$774,402)

Status: Funded

Roles on Project: Project Leader 2004-2007; consultant 2007-2009

Dates: 07/01/04-06/30/09

J Garrison, D Pope, T Garrison, **RH Wood**. Measuring Physical Function in Total Knee Arthroplasty Patients.

Smith & Nephew Seed Grant: (\$37,000)

Status: Funded

Role on Project: Consultant

Dates: 11/1/04- 10/30/05

C O'Neil, K Cherry, **R Wood**, P Monroe, P Allen. *Increasing Healthy Behavior among Culturally Diverse Elders in Baton Rouge.*

LSU Graduate Faculty Research Program: (\$40,000)

Status: Funded

Role on Project: Co-investigator

Dates 7/1/04-6/30/05

R Ellis Gardner, **R Wood**. *Increasing Physical Activity among Culturally Diverse Elders in Baton Rouge.*

LSU Graduate Faculty Summer Stipend: (\$5,000)

Status: Funded

Role on Project: Mentor

Dates 7/1/04-8/31/04

J Hondzinski, M Klumpp, **R Wood**. *Vestibulocardiac Reflexes and Human Aging.*

LSU Graduate Faculty Research Program: (\$10,000)

Status: Funded

Role on Project: Mentor

Dates 7/1/03-6/30/04

R Ellis Gardner, **R Wood**. *Increasing Physical Activity among Culturally Diverse Elders in Baton Rouge.*

LSU Graduate Faculty Research Program: (\$10,000)

Status: Funded

Role on Project: Mentor

Dates 7/1/03-6/30/04

SM Jazwinski, M Batzer, D Scott, E Ravussin, **R Wood**, K Cherry. *Multidisciplinary study of longevity and healthy aging in a Louisiana population.*

Louisiana State Board of Regents: HEF (2001-06)-02 (\$4,100,000).

Project for R. Wood: Physical Function in Louisiana Elders (\$222,997)

Status: Funded

Role on Project: Project Leader

Dates: 01/01/2002- 12/31/2006.

P Monroe, K Cherry, J Oetting, L Pechionni, J Suito, **R Wood**. *Life Course and Aging Initiative.*

U.S. Department of Agriculture: Cooperative State Research, Education, and Extension Service Food and Agricultural Sciences National Needs Graduate Fellowship Grants Program-Human Sciences **(\$69,000)**

Status: Funded

Role on Project: Co-author

Dates: 9/01/2002 - 8/31/2005

D Chow, S Souza, **RH Wood**, C Shikuma. *Autonomic Function in HIV-1 Infected Individuals Receiving Highly Active Anti-retroviral Therapy With Abdominal Adiposity.*

NIH / HARC: Grant# 2G12 RR03061-16. (\$ 247,256)

(K23 mechanism)

Status: Funded
Role on Project: Mentor
Dates: 09/01/2001 - 08/31/2005.

D Kalb, MA Welsch, **R Wood**. (1999). *A heart failure care managed program in family medicine*.
Center for Disease Control and Prevention Grant# T357-15/15 (\$213,610).

MA Welsch, **RH Wood**, A Nelson (1999). *Expanding the role of the Kinesiologist: from Theoretical principles to clinical practice*.
Louisiana State Board of Regents: LEQSF LSU # 11218 / BoR # 015ED (\$96,705).
Status: Funded

R. Wood, M. Welsch, J. Zachwieja (1998). *Physical activity and functional ability in the elderly*.
Louisiana State University Office of Sponsored Programs: Research Stipend (\$5,000)
Status: Funded

RH Wood, M. Welsch (1998). *Moving into the 21st century: Preparing for delivery of preventive Care*:
Louisiana State University: Student Technology Fee (\$86,400).
Status: Funded

Not funded:

R Wood, R. Ellis Gardner, K. Cherry, E. Ravussin, et al. *Measuring Physical Activity in Low-SES Elders*.
National Institute on Aging (NIA) 1 R21 AG027553-01 (\$377,308).
Status: Not funded
Role: PI

R Ellis Gardner, **R Wood**. *The Promotion of Physical Activity in Minority and Underserved Older Adult Women*.
National Institute on Aging (NIA) (\$404,250).
Status: Not funded
Role: Co-investigator.

JM Hondzinski, ML Klumpp, **RH Wood**. *Quantifying Functional Effects of Vestibular Rehabilitation in Vestibular Patients*.
National Institute on Deafness and other Communication Disorders (NIDCD) (\$150,000)
Status: Not funded
Role: co-investigator

Awards/Honors:

2004: LSU Tiger Athletic Club Outstanding Teacher Award
2003: Finalist: LSU Distinguished Faculty Service Award
2000: Tiger Athletic Club Outstanding Teacher Award
1999: Finalist: College of Education Teacher of the Year
1996: Finalist: LSU Distinguished Dissertation Award
1991-1995: Four-year Alumni Fellowship, LSU

**New Mexico State University
CURRICULUM VITA**

ACADEMIC HISTORY

Name:	Kimberly L. Oliver
Present Rank:	Associate (Tenured) Professor
Status:	Graduate Faculty
Highest Degree Obtained:	Ph.D., Curriculum and Instruction— Physical Education Teacher Education, May, 1997 Virginia Polytechnic Institute & State University

CONTACT INFORMATION

Address: 2031 Crescent Dr.
Las Cruces, NM 88005
Work: (575) 646-4074
Cell: (575) 642-1849
Email: koliver@nmsu.edu

ACADEMIC POSITIONS

2003-Present Professor, New Mexico State University (Promoted—August 2011/2004;
Tenured—August 2006)
Program Director—Physical Education Teacher Education (2003-present)

2000-2003 Assistant Professor (Granted Promotion and Tenure April 2003), The
University of Georgia

1997-2000 Assistant Professor, The University of Alabama

OTHER PROFESSIONAL POSITIONS

1994-1997 Graduate Teaching Assistant, Virginia Polytechnic Institute & State
University

1992-1994 Long-Term Substitute Teacher—Middle/High School Physical Education:
Fresno Unified School District, CA

1990-1992 Elementary Physical Education Teacher: Sierra Sands Unified School
District, CA

RESIDENT INSTRUCTION AND CONTINUING EDUCATION

Teaching

Department of Human Performance, Dance & Recreation— New Mexico State University—Courses Taught (400 level and below undergraduate)

PEP 185: Foundations of Physical Education
PEP 213: Physical Education Practicum
PEP 313: Physical Education Practicum
PEP 315: Elementary Physical Education Methods
PEP 410: Physical Education Curriculum and Assessment
PEP 466/566: Middle and Secondary Physical Education Methods
EDUC 482: Middle School/High School Student Teaching Seminar
PEP 499: Research in Physical Education
PEP 501: The Body in Culture: Special Topics
PEP 501: Research on Teaching in Physical Education
PEP 501: Curriculum and Assessment in Physical Education
PEP 504: Teaching Strategies in Physical Education

Department of Physical Education and Sport Studies, The University of Georgia (4000 level and below undergraduate)

PEDS 3720: Foundations of Physical Education
PEDS 4330: Middle and Secondary Physical Education Methods
PEDS 4000: Independent Study
PEDS 6000: Independent Study
PEDS 6330: Middle and Secondary Physical Education Methods
PEDS 7140: The Body in Culture
PEDS 7140: Social Issues in Physical Education Teaching and Research

Department of Health and Human Performance, The University of Alabama (400 level and below undergraduate)

HPE 300: Foundations of Human Performance
HPE 487: Physical Education Teaching and Practice
HPE 497: Teaching Intern in Physical Education (Student Teaching Seminar)
HPE 500: Sociology of Sport
HPE 691: Research Studies in Sociology of Human Performance
WS 500: Independent Study

Department of Physical Education, Virginia Polytechnic & State University
Pre-Student Teaching Practicum
History and Principles of Physical Education
Activity Courses Taught in Basic Instruction Program
Beginning Jazz Dance

Running Fitness
Step/Aerobic Dance
Weight Training

Student Teaching Supervision

Director of Student Teaching—PETE NMSU (2003-present)
EDUC 482: Student Teaching—NMSU
PEDS 5460: Student Teaching—UGA
HPE 497: Teaching Intern in Physical Education—UA

Supervision of Student Research

Doctoral Chair and/or Co-Chair

Liz Schall: Counseling and Education—New Mexico State University—February, 2010 (Co-Chair).
Manal Hamzeh: Curriculum and Instruction—New Mexico State University—May, 2007 (Chair)—A de veiling narrative inquiry: Entry and agency in body stories of Muslim girls.
Sheri Brock, Physical Education—The University of Alabama—May, 2002 (Co-Chair)—Sixth grade students' perceptions and experiences during a sport education unit.

Doctoral Committees

Lisa Houston: Counseling and Education—New Mexico State University—April 7, 2010.
Blanca Campo: Ph.D, Curriculum and Instruction—New Mexico State University—May 2008.
Katie Hein, Ph.D. Health Promotions and Behavior, The University of Georgia, May, 2004.

Masters Advisor

Raquel Sloan, New Mexico State University—Curriculum and Instruction, May, 2011.
Ashley Britt, New Mexico State University—Curriculum and Instruction, May, 2010.
Cora Andrews, The University of Georgia, May 2003.

Advising

Department of Human Performance, Dance & Recreation—NMSU
Advise approximately 75 PE majors (2003-present)

Department of Health and Human Performance, The University of Alabama
Served as Undergraduate Advisor, for 45 students.

Professional Service to Teaching

Special Lecturers

- Oliver, K. L. (2009, October). Doing research on, with, and for young people in physical activity settings: Opportunities and challenges. Invited seminar at Loughborough University, England.
- Oliver, K. L. (2009, April). Exploring adolescent girls body narratives. Invited guest lecture, University of Texas, Physical Education.
- Oliver, K. L. (2009, February). Doing activist research: Working with girls as co-researchers. Invited guest lecture, New Mexico State University, Women Studies.
- Oliver, K. L. (2008, November). “Girly girls can play games too”: Co-constructing a curriculum of possibilities for 5th grade girls. Invited guest lecture, New Mexico State University, Curriculum and Instruction.
- Oliver, K. L. (2005, October). Doing curriculum research with adolescent girls. Invited guest lecture, New Mexico State University, Curriculum and Instruction.
- Oliver, K. L. (2004, September). *Adolescent girls’, critical inquiry, and curriculum development*. Invited guest lecture, New Mexico State University, Curriculum and Instruction
- Oliver, K., L. (2002, September) *Integrating physical education and critical inquiry*. Invited guest lecture, The University of Georgia, Physical Education.
- Oliver, K., L. (2002, January). *Critiquing cultural messages of the body*. Invited guest lecture, The University of Georgia, Health Promotions.
- Oliver, K., L. (2001, November). *Adolescent girls’ bodily knowledge*. Invited guest lecture, The University of Georgia, Women’s Studies Brown Bag Session.
- Oliver, K., L. (2001, September) *Engaging adolescent girls in critical inquiry*. Invited guest lecture, The University of Georgia, Physical Education.
- Oliver, K., L. (2000, October). *Engaging adolescent girls in critical inquiry*. Invited guest lecture, The University of Georgia, Physical Education.
- Oliver, K., L. (1999, September). *Using images to help girl’s critique cultural messages of the body*. Invited guest lecture, The University of Alabama, Language Arts.
- Oliver, K., L. (1998, September) *Understanding how adolescent girls experience their bodies*. Invited guest lecture, The University of Alabama, Literacy Studies.
- Oliver, K., L. (1998, April). *Exploring narrative analysis as research methodology*. Invited guest lecture, The University of Alabama, Educational Leadership.
- Oliver, K., L. (1997, October). *Understanding adolescent girls’ bodily knowledge*. Invited guest lecture, The University of Alabama, Educational Leadership.

Workshops and Training Sessions for Teachers

- Oliver, K. L. (2002, July). *Engaging secondary students in critical inquiry on the body*. Workshop presentation at The University of Georgia's Teachers Workshop, Athens, GA.
- Oliver, K., L. (2001, July). *Engaging adolescent girls in critical inquiry on the body*. Workshop presentation at The University of Georgia's Teachers Workshop, Athens, GA.
- Oliver, K., L. (2001, June). *Unpicking girls' negative body image in a PE context*. Invited scholar full-day workshop, Loughborough University, England.

SCHOLARLY ACTIVITIES

(* Asterisks indicate work published after Promotion to Associate Professor)

Publications

Books authored or co-authored

- Oliver, K. L., & Lalik, R. (2000). *Bodily Knowledge: Learning About Equity and Justice with Adolescent Girls*. New York: Peter Lang Publishing, Inc.

Invited Chapters in Books

- *Oliver, K. L., & McCaughtry, N. (forthcoming). Lessons learned about gender equity and inclusion in physical education. In S. Dagkas and R. Bailey (Eds). *Inclusion and Exclusion through Youth Sport*. Routledge. (Invited & Refereed Publication).
- *McCaughtry, N. & Oliver, K. L., (forthcoming). The Spark and Discouragement of an Innovative Male Physical Educator. In F. Dowling, H. Fitzgerald, & A. Flintoff (Eds.). *Equity and Difference in Physical Education, Youth Sport and Health: A Narrative Approach*. Routledge. (Invited and Refereed Publication).
- *Oliver, K. L., (2010). Girls as co-researchers: Learning to understand and challenge body narratives. In M. O'Sullivan & A. MacPhail (Eds). *Young people's voices in physical education and youth sport*. Routledge. (Invited & Refereed Publication)
- *Oliver, K. L. (2009). What feminist activist research can do for physical education teaching and research. *Historic Traditions and Future Directions of Research on Teaching and Teacher Education in Physical Education*. In L. Housner, M. Metzler, P. Schempp, & T. Templin (Eds.). *Fitness Information Technology: Morganton, WV*. (Invited & Refereed Publication)
- *Lalik, R. & Oliver, K. L. (2005). "The Beauty Walk" as a social space for messages about the female body: Toward transformative collaboration. In P. Bettis and N. Adams (Eds). *Geographies of Girlhood: Identity In-between*. Mahwah NJ: Lawrence Erlbaum Associates Inc. (Invited & Refereed Publication)

*Oliver, K. L., & Lalik, R. (2004). "The Beauty Walk": Interrogating Whiteness as the norm for beauty within one schools' hidden curriculum. In J. Evans, B. Davis, & J. Wright (Eds.). *Body Knowledge and Control: Studies in the Sociology of Physical Education and Health*. London: Routledge. (Invited & Refereed Publication)

Oliver, K. L. (2003). Images of the body: Engaging adolescent girls in critical inquiry. Chapter to appear in L. Sanders-Bustle (Ed.). *Image, Inquiry, and Transformative Practice: Engaging Learners in Creative and Critical Inquiry Through Visual Representation*. New York: Peter Lang Publishing, Inc. (Invited publication)

Schempp, P. G., & Oliver, K. L. (2000). Issues of equity and understanding in sport and physical education: A North American perspective. In R. Jones and K. Armour (Eds.). *Sport Sociology: An Exercise in Practicality* (pp. 145-152). Essex, England: Longman. (Invited Publication)

Monographs

Oliver, K. L. (Invited Guest Editor) (2001). Philosophy and physical education: Re-searching body-narratives. *Studies in Philosophy and Education: An International Journal*, 20, (6). Monograph, 473-554.

Journal Articles

Refereed

*Hamzeh, M. & Oliver, K. L. (in press). "Because I am Muslim, I cannot wear a swimsuit": muslim girls negotiate participation opportunities for physical activities. *Research Quarterly for Exercise and Sport*.

*Oliver, K. L., & Hamzeh, M. (2010). "The boys won't let us play": 5th grade *mestizas* publicly challenge physical activity discourse at school. *Research Quarterly for Exercise and Sport*, 81(1), 39-51.

*Hamzeh, M. & Oliver, K. L. (2010). Gaining research access into the lives of Muslim girls: Researchers negotiating Muslimness, modest, *inshallah*, and *haram*. *International Journal of Qualitative Research in Education*, 23(2), 165-180.

*Oliver, K. L., Hamzeh, M., & McCaughtry, N (2009). "Girly girls *can* play games/*Las niñas pueden jugar tambien*:" Co-creating a curriculum of possibilities with 5th grade girls. *Journal of Teaching in Physical Education*, 28(1), 90-110.

*Brock, S., Rovegno, I. & Oliver, K. L. (2009). The influence of student status on student interactions and experiences during a Sport Education unit. *Physical Education and Sport Pedagogy*, 14(4), 355-375.

- *McCaughtry, N., Oliver, K. L., Dillon, S. & Martin, J. J. (2008). Teachers' perspectives on the use of pedometers as instructional technology in physical education: A cautionary tale. *Journal of Teaching in Physical Education*, 27(1), 83-99.
- *Lalik, R. & Oliver, K. L. (2007). Differences and tensions in implementing a pedagogy of critical literacy with adolescent girls. *Reading Research Quarterly*, 42(1), 46-70.
- *Martin, J. J., Oliver, K. L., & McCaughtry, N. (2007). The theory of planned behavior: Predicting physical activity in Mexican American children. *Journal of Sport & Exercise Psychology*, 29, 225-238.
- *Oliver, K. L., & Lalik, R. (2004). Critical inquiry on the body in girls' physical education classes: A critical poststructural analysis. *Journal of Teaching in Physical Education*, 23(2), 162-195.
- *Oliver, K. L., & Lalik, R. (2004). "The Beauty Walk, This ain't my topic:" Learning about critical inquiry with adolescent girls. *The Journal of Curriculum Studies*, 36(5), 555-586.
- Oliver, K. L. (2001). Images of the body from popular culture: Engaging adolescent girls in critical inquiry. *Sport, Education & Society*, 6(2), 143-164.
- Oliver, K. L., & Lalik, R. (2001). The body as curriculum: Learning with adolescent girls. *The Journal of Curriculum Studies*, 33(3), 303-333.
- Oliver, K. L. (1999). Adolescent girls' body-narratives: Learning to desire and create a "fashionable" image. *Teachers College Record*, 101(2), 220-246.
- Oliver, K. L. (1998). A journey into narrative analysis: A methodology for discovering meanings. *Journal of Teaching in Physical Education*, 17(2), 244-259.
- Oliver, K. L., & Garrison, J. (1996). Reflective writing and kinesthetic listening: The other half of the dance. *Journal of Physical Education, Recreation, and Dance*, 67(6), 37-39.

Invited Publications

- Sanders-Bustle, L., & Oliver, K., L. (2001). The role of physical activity in the lives of researchers: A body-narrative. *Studies in Philosophy and Education*, 20, (6), 507-520.

Non-Refereed

Oliver, K. L., Parks, L. Prieto, T., Aleman, E., Hoffman, J., Ramirez, A., Thomas, W., Torres, D., Vigil, A. Student-Centered Inquiry *as* Curriculum as a Model for Field Based Teacher Education. *PE Central*. (May 3, 2011).
<http://www.pecentral.org/lessonideas/collegelessons.html>

Oliver, K. L. (Spring 1998). Body-as-Image. *Our Voice*. University of Alabama Women's Center Newsletter.

Oliver, K. L. (1995). Editorial Response to: "Should the development of a healthy lifestyle be the primary purpose of physical education?" *Journal of Physical Education, Recreation and Dance*, 66(8), 6.

Proceedings

Oliver, K. L., & Garrison, J. (1997). A narrative journey: Beyond the myth of the mind/body and self/society dualisms. *Proceedings of the Fortieth Annual Meeting of the South Atlantic Philosophy of Education Society*, 55-65.

Book Reviews

Graham, G., Oliver, K. L., Bell, K., Doering, N., Elliott, E., Krouscas, K., Manross, M., McCollum, S., Pennington, T., Person, L., Poole, J., & Westfall, S. (1997). [Review of the book Student learning in physical education: Applying research to enhance instruction]. *Journal of Teaching in Physical Education*, 17(1), 130-134.

Manuscripts Under Review

*Oliver, K. L., & Oesterreich, H. A. (in review). "We lived the process rather than learned about it at the university": Student-Centered Inquiry *as* Curriculum as a Model for Field Based Teacher Education. *Journal of Teacher Education*.

Funded Grants

*Oliver, K. L. (2004-2007). Las Cruces Health and Physical Activity Initiative. Submitted to the Carol. M. White Physical Education Program, The Department of Education. \$994,129(Awarded).

Oliver, K. L., & McCormick, L. C. (2003). Interdisciplinary collaboration research grant. The University of Georgia, \$2,000 (Awarded).

Oliver, K. L. (2002). Examining possibilities and struggles of doing critical inquiry on the body with adolescent girls. Associate Dean for Research and Development

- and Outreach, Early Career Faculty Grant Program, The University of Georgia, \$5,366.00 (*Awarded*).
- Oliver, K. L. (2001). Implementing critical inquiry into girls' secondary physical education curriculum. The University of Georgia Faculty Research Grant, \$4, 000 (*Awarded*).
- Oliver, K. L. (2000). Adolescent girls critique of the body in popular culture. The University of Alabama Research Advisory Committee Grant, \$5,000 (*Awarded*).
- Oliver, K. L. (1999). Using image and photography in critical inquiry: Studying the body with adolescent girls. College of Education, University of Alabama Research Grant, \$1,000 (*Awarded*).
- Oliver, K. L. (1998). Adolescent girls' bodies and cultural identities: Seeking a pedagogy of resistance. College of Education, University of Alabama Research Grant, \$1,000 (*Awarded*).
- Oliver, K. L. (1998). The body: A crisis in girls' self-confidence. The University of Alabama Research Advisory Committee Grant, \$4,873 (*Awarded*).
- Oliver, K. L. (1997). How adolescent girl's constructed and re-constructed the meanings of their bodies. College of Education, The University of Alabama Research Grant, \$1,000 (*Awarded*).

Unfunded Grants

- *Oliver, K., L & Oesterreich, H. (submitted March, 2011). Teaching Towards Change: The Influence of Teacher Education on Beginning Physical Education Teachers' Use of Student-Centered Practices. IRG, New Mexico State University. (\$46,000).
- Oliver, K., L. & Oesterreich, H. (submitted December, 2011). Teaching Towards Change: The Influence of Teacher Education on Beginning Physical Education Teachers' Use of Student-Centered Practices. IRG, New Mexico State University (\$50,000).
- *Oliver, K., L & Oestreich, H. (submitted July, 2010). Teaching Towards Change: The Influence of Teacher Education on Beginning Physical Education Teachers' Use of Student-Centered Practices. Spencer Foundation. (\$50,000).
- *Oliver, K. L., & Amis, J. Las Cruces Physical Activity Initiative. (2009). Sumbitted to the Carol. M. White Physical Education Program, The Department of Education. (\$1,184,550.38).
- *Oliver, K. L., & Amis, J. Las Cruces Physical Activity Initiative. (2008). Sumbitted to the Carol. M. White Physical Education Program, The Department of Education. (\$1,056,456.34).

Recognition and Outstanding Achievement

- 2010-2011—College of Education Dean’s Award for Excellence in Research, New Mexico State University.
- Oliver, K. L., Hamzeh, M., & McCaughtry, N (2009). “Girly girls *can* play games/*Las niñas pueden jugar tambien:*” Co-creating a curriculum of possibilities with 5th grade girls. *Journal of Teaching in Physical Education*, 28(1), 90-110. Received the AERA PE SIG Exemplary Paper Award, 2010.
- Maggee Osta—Outstanding Student Award 2010. Southwest District Alliance for Health, Physical Education, Recreation and Dance, Santa Fe, NM. (advisor)
- Doctoral student, Manal Hamzeh won the Larry Locke Dissertation Award at American Educational Research Association in 2008. (chair).
- Nominated for SIG Scholar for the Physical Education Special Interest Group at the American Educational Research Association, 2008, 2009.
- Nominated for Research Award at NMSU, 2007.
- Girls and Physical Activity Research Spotlight—TV interview (15 minutes), PBS January, 2007.
- Empowering Young Women—Physical education professor helping girls develop positive body image. New Mexico State University Research and Resources, 2006.
- Las Cruces Public Schools News Release—LCPS-NMSU Partnering on Student Health Initiative, Improved PE Curriculum. March 4, 2005. PEP Grant \$994,127.
- Childhood obesity target of grant. The Round Up—NMSU, October 20, 2005.
- Recognized for Physical Education Program Grant funding \$994,127
- Las Cruces Public Schools fights child obesity—Las Cruces Sun News, 2005
- Recognized for partnership with LCPS Physical Education Program Grant funding \$994,127.
- Certificate of Appreciation for mentoring an EXITO student, May 2005.
- The Fitness/Wellness Instructional Services Graduate Teaching Assistant Award, 1995-1996.
- American Master Teacher Program Pedagogy Specialist Certificate, December 1994.

Editorship or Editorial Board Membership of Journals

- Research Quarterly for Exercise and Sport—Pedagogy Associate Editor (Fall 2007-present).
- Women in Sport and Physical Activity Journal, reviewer (2005-present).
- Journal Curriculum Studies—Invited reviewer.
- Journal of Teaching in Physical Education—Invited reviewer.
- Physical Education and Sport Pedagogy—Invited reviewer.

Convention Papers and Presentations

*An asterisk * identifies the work produced after promotion.*

Keynotes and Scholar Lectures

- *Oliver, K. L. (2009, October). Doing research on, with, and for young people in physical activity settings: Opportunities and challenges. Invited seminar at Loughborough University, England.
- *Oliver, K. L. (March, 2009). *Doing research, on, with, and for young people in physical activity settings: Opportunities and challenges*. Invited Keynote for the Curriculum and Instruction Academy. *American Alliance for Health, Physical Education, Recreation and Dance*. Tampa FL.
- *Oliver, K. L. (2007, October). What feminist activist research can do for physical education teaching and research. Invited paper presented at *The History and Future Directions of Research on Teaching and Teacher Education in Physical Education Conference*. Pittsburgh Pennsylvania.
- Oliver, K., L. (2003, April). *Possibilities and struggles of exploring adolescent girls' bodily knowledge*. Invited scholar lecture, Wayne State University.
- Oliver, K. L., & Lalik, R. (2002, November). *Critical Inquiry on the Body in Girls' PE Classes*. Invited scholar lecture, University of Wollongong, South Australia.
- Oliver, K. L. (2001, June). *Pedagogical possibilities and struggles of exploring adolescent girls' bodily knowledge*. Invited scholar lecture, Loughborough University, England.

International Presentations

- Oliver, K. L., Pope, C. & Enright, E. (2011, June). *Visual Methodologies—Symposium*. AIESEP. Limerick, Ireland. Invited and refereed.
- Oliver, K. L., & Lalik, R. (2002, December). *Bodily knowledge, culture and schooling*. In J. Evans (chair) *Bodily Knowledge and Control*. Symposium presented at the *AARE International Education Research Conference*, Brisbane Australia.
- Oliver, K. L. (2001, June). *Unpicking girls' negative body image in a PE context*. Invited scholar workshop, Loughborough University, England.
- Oliver, K. L., & Bustle, L. (1997, January). *A collaborative inquiry: Adolescent girls' body-narratives*. Paper presented at the International Qualitative Research in Education Conference, Athens, Georgia.

Oliver, K. L. (1996, May). *Young bodies tell old stories: Discovering adolescent girls' body-narratives*. Presentation at Sixth Annual Somatics Conference: Somatics, Body, and Culture, The Ohio State University, Columbus, Ohio.

National Presentations

- Oliver, K. L., & Oesterreich, H. A. (February, 2011). *Student-Centered Inquiry as Curriculum in Teacher Education*. Paper presented at the Association for Teacher Education, Orlando FL.
- *Hamzeh, M. & Oliver, K. L. (April, 2010). "Because I am Muslim, I cannot wear a swimsuit": *muslim* girls negotiate participation opportunities for physical activities. Paper presented at the *American Education Research Association*, Denver, CO.
- *Oliver, K. L. with Archuleta, J. Blazer, C., De La Cruz, K., Martinez, D., McConnell, J., Osta, M., Parks, L. & Robinson, R. (March, 2010). Student-Centered and Inquiry-Based Physical Education Teacher Education. Invited Symposium. *American Alliance for Health, Physical Education, Recreation and Dance*. Indianapolis, IN.
- *Oliver, K. L., Sanders-Bustle, L., Azzarito, L., & Enright, E. (April, 2009). Photography as inquiry and pedagogy. Session conducted at the *American Education Research Association Physical Education Special Interest Group*. San Diego: CA.
- *Oliver, K. L., & Hamzeh, M (March, 2008). "The boy's won't let us play": 5th grade girls publicly challenge physical activity at school. Paper presented at the *American Education Research Association*, New York: NY.
- *Hamzeh, M. & Oliver, K. L. (March, 2008). Gaining access into the lives of Muslim adolescent girls: Negotiating Cultural Issues. Paper presented at the *American Education Research Association*, New York: NY.
- *Oliver, K. L., Hamzeh, M. & McCaughtry, N. (April, 2007). "Girly girls can play games": 5th grade girls negotiate self-identified barriers to physical activity. Paper presented at the *American Educational Research Association*, Chicago, IL.
- *McCaughtry, N. Oliver, K. L, Dillon, S. & Martin, J. J. (April, 2007). Teachers' perspectives on the use of pedometers as instructional technology in physical education: A cautionary tale. *American Educational Research Association*, Chicago, IL.
- *Oliver, K. L., & Lalik, R. (April, 2006). *Making use of opportunities for critique: A collaboration with eight adolescent girls*. Paper presented at the annual *American Educational Research Association*, San Francisco, CA.
- Oliver, K. L., and Lalik, R. (2004, April). "Showing skin" and "pretending to be sexually active:" *Adolescent girls critically inquire about the dynamics of attracting*

- attention*. Paper presented at the annual *American Educational Research Association*, San Diego, CA.
- Oliver, K. L. (2003, April). *Issues in analyzing qualitative data*. Symposium given at the annual meeting of the *American Educational Research Association*, Chicago, IL.
- Sanders-Bustle, L., Oliver, K. L., Altieri, L., Briscoe, F., O'Quinn, E. & Pacifici, L. (2003). *Releasing the RE in Re-Search: Exploring Reflexivity, Relation, and Representation*. Symposium presented at the *University of Tennessee Conference Center*, Knoxville, TN.
- Oliver, K. L., & Lalik, R. (2002, April). *Plans, enactments and issues: An examination of using a curriculum strand for critical inquiry on the body in girls' PE classes*. Paper presented at the annual meeting of the *American Educational Research Association*, New Orleans, Louisiana.
- Oliver, K. L. (2000, April). Images of the body from popular culture: Engaging adolescent girls in critical inquiry. In L. Bustle (Chair). *Engaging learners in creative and critical inquiry through visual image*. Symposium conducted at the annual meeting of the *American Educational Research Association*, New Orleans, Louisiana.
- Oliver, K. L. (2000, April). *Pedagogical practices of uncommon sense: Bringing dignity into the classroom*. Discussant at the annual meeting of the *American Educational Research Association*, New Orleans, Louisiana.
- Oliver, K. L., & Lalik, R. (1999, April). *How adolescent girls negotiated oppression as they constructed the meanings of their bodies*. Paper presented at the annual meeting of the *American Educational Research Association*, Montreal, Canada.
- Oliver, K. L. (1998, April). *How adolescent girls constructed the meanings of their bodies: Learning to create and desire an image*. Paper presented at the annual meeting of the *American Educational Research Association*, San Diego, California.
- Oliver, K. L., McCullum, S., Bell, K., Westfall, S., & Doering, N. (1995, July). *Alternative ways of assessing fitness*. Presentation at the *United States Physical Education National Conference*, Orlando, Florida.

Regional and State Conferences

- *Oliver, K. L., Westfall, S. & McNeeley, L. (2005, February). Are you ready to jump? Incorporating jump bands into your physical education curriculum. Southwest District AAHPERD, Phoenix, Arizona.

- Oliver, K. L. (2004, February). Engaging adolescent girls in critical inquiry on the body. Southwest District AAHPERD, Albuquerque, New Mexico.
- Oliver, K. L. (2003, September). *Factors influencing physical activity levels in adolescents*. Invited presentation for The Department of Health's School Health Update Conference, Roswell, New Mexico.
- Oliver, K. L. (2002, October). *Adolescent girls critique cultural messages of the body: Evaluating curricular outcomes*. Invited presentation at the Works in Progress Conference, Athens, Georgia.
- Oliver, K. L. (1997, November). *How adolescent girls construct and re-construct the meanings of their bodies*. Invited presentation at the Works in Progress Conference, Athens, Georgia.
- Schempp, P. G., & **Oliver, K. L.** (1998, November). *Good questions?* Invited paper presented at TAHPERD, Nashville, Tennessee.
- Oliver, K. L. (1997, February). *Silenced dialogues: Adolescent girls' body-narratives*. Paper presented at the meeting of the Eastern Educational Research Association, Hilton Head, South Carolina.
- Oliver, K. L., & Garrison, J. (1996, November). *A narrative journey: Beyond the myth of the mind/body and self/society dualisms*. Paper presented at the meetings of the South Atlantic Philosophy of Education Society, Blacksburg, Virginia.
- Graham, G., **Oliver, K. L.**, Bell, K. & Pennington, T. (1996, January). *Do your students have a cue: What they can learn about wellness in 72 hours*. Presentation at Sharing the Wealth in Elementary, Middle, and High School Physical Education Conference, Jekyll Island, Georgia.
- Graham, G., **Oliver, K. L.**, Doering, N., Himberg, C., McCollum, S., Bell, K., McCrumb, D., & Westfall, S. (1995, January). *Alternative ways of assessing fitness*. Presentation at Sharing the Wealth in Elementary, Middle, and High School Physical Education Conference, Jekyll Island, Georgia.
- Graham, G., **Oliver, K. L.**, Doering, N., Himberg, C., McCollum, S., Bell, K., McCrumb, D., & Westfall, S. (1994, November). *Alternative ways of assessing motor skills*. Presentation at NCAHPERD, Greensboro, North Carolina.

LEADERSHIP AND SERVICE

Leadership in National Organizations

- Research Quarterly for Exercise and Sport—Pedagogy Associate Editor Fall 2007-current.

- American Educational Research Association—Physical Education SIG Chair-Elect, Fall 2007-2008.
- American Education Research Association—Physical Education SIG Chair, 2008-2009.
- American Education Research Association—Physical Education SIG Past Chair, 2009-2010.
- American Educational Research Association—conference paper reviewer—2008-current.
- NASPE Grant Reviewer—2008-2009.
- First Grants Scheme—Economic & Social Research Council Reviewer—2008-2009.

Leadership to Regional and State Organizations

- Southwest District AAHPERD. Vice President, Physical Education, 2004-2005.
- New Mexico State AAHPERD. Public Relations Committee, Fall 2003-2005.

Leadership and Service to School Districts

- Partners with the J. Paul Taylor Academy Charter School. 2011-current.
- Carol M. White Physical Education Program Grant Principal Investigator and Project Coordinator—Las Cruces Public Schools, 2004-2007.
- Improving Nutrition and Physical Activity in the Schools, Las Cruces New Mexico, Fall 2003-present.
- Wellness Committee—Las Cruces Public Schools, 2005-2007.
- School Health Fair Participant—LCPS, 2003-2010.
- Junior Girl Scout Leader, Alberta Elementary School in Tuscaloosa Alabama, 1999-2000.
- Co-taught K-4 physical education two days a week at a small private school in Blacksburg VA, Spring, 1995.
- Co-designed and implemented a Spring Wellness Fair for an elementary school in Blacksburg VA, Spring 1995.

Service to the University

University

- New Mexico State University, Faculty Senate, 2007-2010.
- New Mexico State University, Faculty Affairs, 2007-2009.
- New Mexico State University, Scholastic Affairs, 2009-2010.
- New Mexico State University Chicano Programs: Enlace Exito Mentor, Fall 2004.
- Graduate Student Representative, Governance Task Force Committee, Virginia Tech, Spring 1995.

College

- College Council, member. New Mexico State University, August 2011-August 2013.
- Faculty Affairs, Chair. New Mexico State University, August 2011-August 2013.
- Assessment Team, member. New Mexico State University, August 2011-August 2012.
- Search Committee, Associate Dean for Students and Programs, College of Education, New Mexico State University, Summer, 2010.
- French Award Committee, New Mexico State University, Spring 2010.
- Faculty Affairs, New Mexico State University, Fall 2006-Spring 2007.
- NCATE Assessment Committee—2006-2009.
- College Council, New Mexico State University, Fall 2003-Spring 2006.
- Research Committee, New Mexico State University, Fall 2003-Spring 2006, chair; Fall 2010.
- Three Tier Licensure Committee, Spring 2004-current. New Mexico State University.
- Academic Appeals Committee, The University of Georgia, Fall 2002-Spring 2003.
- Curriculum Committee, The University of Alabama, Fall 1997-Spring, 2000.
- College Search Committee for Teacher Education, English/ESL, The University of Alabama, 1997-1998.
- Clinical Experience Advisory Committee, The University of Alabama, Spring 1998-Spring 2000.
- Diversity Committee, The University of Alabama, Spring 1999-Spring 2000. School
- Designed Health and Physical Education Homepage, Virginia Tech. Computer Power Point/E-mail Training for undergraduates, Virginia Tech

Department

- HPDR Teacher Education Program Chair, New Mexico State University, 2008-current.
- Promotion and Tenure, Chair. New Mexico State University, August 2006-present.
- Awards/Scholarship, member. New Mexico State University, August 2011-August 2013.
- Dance Search Committee, member. New Mexico State University, August 2011-May, 2010.
- Search Committee, Department Head HPDR, New Mexico State University, 2008-2009.
- Search Committee, Department Head HPDR, New Mexico State University, 2007-2008.
- Search Committee, Assistant Professor HPDR, New Mexico State University, 2009-2010.

- Search Committee Chair, Assistant Professor HPRD, New Mexico State University, 2008-2009.
- Academic Programs, New Mexico State University, Fall 2003-current.
- Sports Camp, New Mexico State University, Fall, 2003-Spring 2006.
- Delamater Scholarship Committee, Fall, 2003-2007.
- Physical Education Teacher Education Committee, The University of Georgia, Fall 2000-2003.
- Soule Scholarship Committee, The University of Georgia, Fall 2000-2003.
- Advisory Committee, The University of Georgia, Fall 2002-2003.

Member of Professional Associations

- American Educational Research Association, member.
- AERA/SIG Research on Teaching and Instruction in Physical Education, member.
- American Alliance for Health, Physical Education, Recreation and Dance, member.
- Southwest District American Alliance for Health, Physical Education, Recreation and Dance, member.

Joseph M. Berning, Ph.D., C.S.C.S.

Associate Professor
Graduate Faculty

Director: Exercise Physiology Laboratory
Program Director: Kinesiology
Academic Program Director: NMSU-NSCA Educational Recognition Program

College of Education
Department of Human Performance, Dance and Recreation
New Mexico State University
PO Box 30001, MSC 3M
Las Cruces, NM 88003-8001
(Office: 575-646-3660) (Fax: 575-646-4065)
E-mail: jberning@nmsu.edu

EDUCATION

Ph.D.	University of Nebraska-Lincoln: Lincoln, Nebraska Major: Health Emphasis: Exercise Physiology	2003
M.S.	University of Louisville: Louisville, Kentucky Major: Exercise Physiology Emphasis: Cardiac & Pulmonary Rehabilitation Strength and Fitness	1998
B.S.	Iowa State University: Ames, Iowa Major: Exercise Science	1988

PROFESSIONAL CERTIFICATIONS

➤ Certified Basic Life Support (AHA): Adult/Child/Infant/AED	2008-Present
➤ Certified Olympic Club Coach, United States of America Weightlifting	2000-2009
➤ Certified Strength and Conditioning Specialist, National Strength and Conditioning Association	1997-Present

EMPLOYMENT HISTORY

New Mexico State University: Las Cruces, New Mexico Department of Human Performance Dance and Recreation ➤ Associate Professor	09/03-Present
New Mexico State University: Las Cruces, New Mexico Department of Human Performance Dance and Recreation ➤ Interim Department Head	08/08-07/09
Co-Director New Mexico State University Summer Sport Camp Department of Physical Education, Recreation, and Dance	06/03-07/03
University of Nebraska-Lincoln: Lincoln, Nebraska Department of Health and Human Performance ➤ Instructor	08/00-12/00
University of Louisville: Louisville, Kentucky Department of Health Promotion, Physical Education and Sport Studies ➤ Faculty/Lecturer ➤ Athletic Training Accreditation Assistant	07/98-09/00

RELEVANT GRADUATE SCHOOL EMPLOYMENT

Graduate Research Assistant-Health University of Nebraska-Lincoln, Lincoln, Nebraska	01/02-05/03
Graduate Teaching Assistant - Exercise Physiology University of Nebraska-Lincoln, Lincoln, Nebraska	08/00-12/01
Graduate Teaching Assistant-Exercise Physiology University of Louisville, Louisville, Kentucky	08/97-05/98

ADMINISTRATIVE LEADERSHIP-New Mexico State University

Program Director: Kinesiology Department of Human Performance Dance and Recreation	2004-Present
○ Co-internship supervisor (w/dept head)	2009-2010
○ Internship Supervisor	2005-2009
○ Co-creator internship program	2004-2005
Director Exercise Physiology Laboratory	2003-Present

Program Director National Strength and Conditioning Association Educational Recognition Program	2003-Present
Acting Department Head (As required) Dept of Human Performance Dance and Recreation	2003-2011
Chair College Council: College of Education	2009-2011
ACSM Faculty Representative-Student Recruitment-NMSU	2009-2011
Interim Department Head Dept of Human Performance Dance and Recreation	08/08-07/09
Vice Chair College Council: College of Education	08/06-05/08

TEACHING {Current} New Mexico State University

<u>Course Title (Theory)</u>	<u>Course #</u>	<u>Level</u>	<u>Credit Hour</u>
Anatomy and Physiology I	SPM 271	Undergraduate	3
Human Systemic Anatomy	SPM 271	Undergraduate	3
Human Systemic Anatomy Lab	SPM 271L	Undergraduate	1
Exercise Physiology	SPM 308	Undergraduate	3
Advanced Exercise Physiology	SPM 451-551	Undergraduate-Graduate	3
Prin. of Strength & Conditioning	SPM 460-560	Undergraduate-Graduate	3
Problems (Independent Study)	PEP-SPM 499	Undergraduate	1-3
Special Topics (Independent Study)	PEP 501	Undergraduate-Graduate	1-3

TEACHING {Previous} New Mexico State University

<u>Course Title (Theory)</u>	<u>Course #</u>	<u>Level</u>	<u>Credit Hour</u>	<u>Date</u>
Anatomy and Physiology II	SPM 371	Undergraduate	4	2011
Exercise Prescription	SPM 330	Undergraduate	3	2003-2009
Exercise Physiology Laboratory	SPM 308L	Undergraduate	3	2003-2004
Racquet Ball	PE 148	Undergraduate	1	2003

Coordinator

Internship Coordinator	SPM 445	Undergraduate	6-12	2003-2010
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TEACHING {Previous Institutions}**University of Nebraska-Lincoln, Lincoln, Nebraska**

Course Title (Theory)	Course #	Level	Credit Hour	Date
History and Issues in PE	HHPT 179	Undergraduate	3	Fall 2000

University of Louisville, Louisville, Kentucky

Course Title (Theory)	Course #	Level	Credit Hour	Date
Selected Topics in Ex Phys	EXP 503	Graduate	3	Sum 99 & 00
Principles of Athletic Conditioning	HPES 388	Undergraduate	3	Fa 98-00
Health Fitness Instructor Lab	HPES 396	Undergraduate	3	Sp 99 & 00
Prin of Ex Sci & Sports Med	HPES 394	Undergraduate	3	Fa 98 & 99

Graduate School Teaching Assistant**University of Nebraska-Lincoln, Lincoln, Nebraska**

Course Title (Theory)	Course #	Level	Date
Exercise Testing & Prescription	HHP 486/886	Undergrad/Grad	Fa 03-Sp 04
Gross Anatomy Cadaver Lab	HHPT 207	Undergraduate	Sp 04-Fa 06

University of Louisville, Louisville, Kentucky

Course Title (Theory)	Course #	Level	Date
Health Fitness Instructor Lab	PED 396	Undergraduate	Sum 97–Fa 98
Advanced Exercise Physiology Lab	PED 501	Graduate	Sp-Fa 98
Applied Exercise Physiology Lab	PED 486/586	Undergrad/Grad	Sum 97
Exercise Phys/Human Physiology	Tutor	Undergrad/Grad	Sum 97

GUEST TEACHING PRESENTATIONS {University}

- Human Systemic Anatomy. SPM 271 (Instructor: Ms. C. Carson), NMSU
 - Cellular Anatomy: 9/23/08, 1/28/09
 - Bone and Cartilage: 10/14/08, 2/25/09
 - Joints: 3/11/09
 - Muscle: 11/13/08, 4/15/09
 - Cardiovascular Anatomy 12/2/08, 4/29/09, 11/11/09
- Biological Energy Systems, Muscle and Human Performance.* ANSC 363 – Meat Technology (Instructor: Dr. J. Thomas), NMSU-3/15/06, 3/13/07, 2/21/08, 2/12/09, 2/23/2010, 2/17/2011
- Heart Anatomy.* SPM 271L – Anatomy and Physiology I Laboratory (Instructor: Ms. C. Carson), NMSU-11/4/10, 4/11/11

4. *Cardiovascular (Heart) Anatomy*. SPM 271L – Human Systemic Anatomy Laboratory (Instructor: Ms. C. Carson), NMSU-4/12/07, 8/8/07, 11/06/08
5. *Understanding Basic Research Design (Quantitative Analysis in Exercise Physiology)*, PEP 411 – Statistical Application in Sport and Exercise Science-(Instructor: Dr. S. Pedersen), NMSU-2/14/07, 10/10/07, 2/3/07, 9/11/07
6. Theory and Technique of Fitness Program-PEP 208- (Instructor: Dr. P. Maud), NMSU
 - *Health and Fitness*, 8/29/07
 - *Nutrition, Sport and Wellness*, 4/8/05
 - *Body Composition*, 2/4/04
 - *Pilates*, 10/1/03
7. Organization and Administration- PEP 311-(Instructor: Dr. C. Eichstaedt), NMSU
 - *Anabolic Steroids: Conflict of Interest?*, 10/14/06
 - *Anabolic Steroids, Who Cares? Do You?*, 10/13/05
8. *Exercise Considerations for Individuals with Osteoporosis*, PEP 456 – Adapted Physical Activity- (Instructor: Dr. S. Pedersen), NMSU-10/10/06
9. *Exercise Science and Adapted PE*. PEP 558 – Adapted PE (Instructor: Dr. S. Pedersen), APENS Student Chat room. NMSU-6/29/06
10. *Periodization, Strength and Conditioning for Athletic Trainers*. SPM 382 Clinical Practicum III Seminar - (Instructor: Ms. L. Putman), Athletic Trainers, NMSU-3/9/05
11. *Torque and Lever Systems*, SPM 305-Biomechanics - (Instructor: Dr. C. Coker) – NMSU-4/5/04
12. *Muscle Physiology*, PEP 310-Advanced Weightlifting - (Instructor: Dr. D. Briggs) – NMSU-11/5/03
13. *Sport Physiology*, PEP 296-Theory of Coaching-(Instructor: Dr. C. Coker) – NMSU-11/403
14. *Training of Elite Athletes*, PEP 304-Sport Psychology - (Instructor: Dr. S. Petersen) – NMSU-9/29/03
15. *Strength Training and the Elderly*, HHP 100- Healthy Lifestyles-(Instructor: Dr. J. Sheer) University of Nebraska-Lincoln-5/10/02
16. *Exercise Physiology, Exercise Prescription and Testing*, HHPG 886 Exercise Testing and Prescription - (Instructor: Dr. R. Schmidt), University of Nebraska-Lincoln-9/24/01
17. *Exercise Physiology*, Guest Lecture for 1st year Medical School Students, University of Louisville Medical School-5/2/00

18. *Nutrition and Athletic Performance*, PED 609- Sports Nutrition - (Instructor: Ms. G. Peitzmeier) University of Louisville-3/24/98
19. *Dean Ornish Diets and Heart Disease*, EXP 530 – Exercise Prescription- (Instructor: Dr. A. Swank) University of Louisville-2/4/98
20. *Muscle Physiology*, PED 605 – Human Physiology - (Instructor: Dr. A. Swank), University of Louisville-10/9/97, 10/16/97 and 10/21/97

WORKSHOPS

1. Created and voluntarily taught a four month course for graduate students preparing for the NSCA-CSCS examination, University of Louisville, 01/00-04/00

STUDENT MENTORING { University Clubs, Academic Advising Independent Study, Special Projects}

1. Student Exam Supervisor: San Juan College, Farmington, New Mexico Fall 2010
2. Faculty Mentor: ENLACE: High School Students transitioning into college 2010-2012

NMSU Clubs

1. Faculty Advisor: NMSU Kinesiology Club 2009-2010
2. Faculty Advisor: NMSU Bicycle Racing Club 2009-2010

Academic Advising

New Mexico State University (2003-Present)

Advising for Kinesiology Undergraduate Students 2003-Present

- Academic advisor for >200 undergraduate Kinesiology students (program specific)

University of Louisville (1998-2000)

Advisor-Mentor and Exercise Science Career Counselor (graduate and undergraduate)

- Academic advisor for 100 undergraduate Exercise Science juniors and seniors
- Audited course requirements for graduating students
- Mentored undergraduate and graduate Exercise Science students

Independent Study, Special Projects

Professional Physical Education-PEP 499: Problems

Fall 2010: Students: Janine Weitzell & Johnny Rivera

Credit: Supervised 2 credits each
Project: Teaching assistant for anatomy lecture/laboratory and Ex Phys lab work

Spring 2010: Student: Brian Beets
Credit: Supervised 3 credits
Project: Rhabdomyolysis – Article outline

Spring 2010: Student: Ruth Aragon
Credit: Supervised 3 credits
Project: Olympic Lifting

Spring 2010: Student: Laura Johnson
Credit: Supervised 3 credits
Project: Capstone: Osteoporosis

Spring 2010: Student: Jaime Sainz
Credit: Supervised 1 credit
Project: Military fitness preparation

Fall 2009: Student: Brian Beets
Credit: Supervised 3 credits
Project: Rhabdomyolysis-Two Posters, Two Research Articles

Fall 2008: Student: Michael Murphy
Credit: Supervised 3 credits
Project: Write Article (FI Revisited) for Professional Journal and Collect Pilot Data

Spring 2008: Student: Sean Mallander
Credit: Supervised 3 credits
Project: Trained a 47 y.o. male for the Baja 500 (Motorcycle Race).

Fall 2007: Student: Sean Mallander
Credit: Supervised 3 credits
Project: Prepared and won 1st place poster at NMSU Alliance Minority Conference

Fall 2007: Student: Steven Horwath
Credit: Supervised 3 credits
Topic: Served as Exercise Physiology Lab Technician & Assistant

Fall 2007: Student: Joseph Daniels
Credit: Off Campus Practicum (3 credits)
Project: Worked at Mayo Clinic (Hired by clinic after practicum)

Fall 2004: Student: Deloyed Landreth
Credit: Supervised 1 credit
Topic: Exercise Physiology Laboratory Assistant

Fall 2004: Student: Antonio Lucero
Credit: Supervised 3 credits
Topic: Diabetes and Exercise Research and Presentation

Fall 2004: Student: Janelle Sanchez
Credit: Supervised 3 credits
Topic: Eating Disorders Research and Presentation

Spring 2004: Student: Josh Goodwin
Credit: Supervised 3 credits
Topic: Intro to research: Comparison of Various Power Modalities (Wingate vs. VJ)

Sports Medicine-SPM 499: Problems

Spring 2008: Student: Sean Mallander
Credit: Supervised 3 credits
Project: Trained a 43 y.o. male for NM State Bodybuilding Championships
Additionally, trained a 16 year old male for strength and conditioning

Professional Physical Education-PEP 501: Special Topics

Fall 2004: Student: Josh Goodwin
Credit: Supervised 3 credits
Topic: Research: Post-Activation Potentiation Data Collection and Analysis
Presented a poster at 2007 ACSM National Conference

Fall 2004: Student: Allison Matson
Credit: Supervised 3 credits
Presentation: Cardiovascular Disease and Heart Transplants

Spring 2004: Student: David Lujan
Credit: Supervised 3 credits
Topic: Literature review for Chain Lifting Article written for J. Strength & Conditioning

RESEARCH & CREATIVE ACTIVITIES

BOOK CHAPTERS

1. Maud, P.J., **Berning, J.M.**, Foster, C., Cotter, H.M., Dodge, C., deKoning, J.J., Hettinga, F.J., and Lampen, J. *Testing for Anaerobic Ability, Physiological Assessment of Human Fitness*, 2nd Ed., Ed. P.J. Maud and C. Foster. Chapter 6, Champaign, Ill: Human Kinetics, 2005

PUBLICATIONS {Refereed: In Print}

1. Harris, C., A.P. Wattles, M. DeBeliso, P.G. Sevene-Adams, **J.M. Berning** and K.J. Adams. The seated medicine ball throw as a test of upper body power in older adults. *Journal Strength and Conditioning Research*, 25(8): 2344-2348, 2011
2. **Berning, J.M.**, K.J. Adams, M. DeBeliso, P.G. Sevene-Adams, C. Harris and B.A. Stamford. Effect of Functional Isometric Squats on Vertical Jump in Trained and Untrained Men: *Journal of Strength and Conditioning Research*, 24(9): 2285-2289, 2010
3. K.J. Adams, M. DeBeliso, P.G. Sevene-Adams, **J.M. Berning**, T. Miller, and D.J. Tollerud. Physiological and psychophysical comparison between a lifting task with identical weight but different coupling factors. *Journal of Strength and Conditioning Research*, 24(2), 307-312, 2010
4. **Berning, J.M.**, K.J. Adams, M. DeBeliso, B. A. Stamford, and I.M. Newman. Anabolic androgenic steroids: use and perceived use in non-athlete college students. *Journal of American College Health*, Vol. 56(5), 499-503, 2008
5. **Berning, J.M.** C.A. Coker, and D. Briggs. Biomechanical and perceptual influence of chain resistance on the performance of the Olympic clean. *Journal of Strength and Conditioning Research*, 22(2), 390-395, 2008
6. **Berning, J.M.**, Adams, K.J., M. Climstein, and B.A. Stamford. Metabolic demands of "Junkyard" training: Pushing and pulling a motor vehicle, *Journal of Strength and Conditioning Research*, 21(3), 853-856, 2007
7. Coker, C. A. **Berning, J.M.** and, D. Briggs. A kinematic and kinetic analysis of the influence of chains on the technical execution of the Snatch. *Journal of Strength and Conditioning Research*, 20(4), 887-891, 2006
8. **Berning, J.M.**, Adams, K.J. and B.A. Stamford. Anabolic steroid use in athletes: Facts, fiction, and public relations! *Journal of Strength and Conditioning Research*, 18(4), 908-917, 2004
9. **Berning, J.M.**, Coker, C.A., and K.J. Adams. Using chains for strength and conditioning. *Strength and Conditioning Journal*, 26(5), pp. 2-6, 2004

10. Cramer, J.T., T.J. Housh, J.P. Weir, G.O. Johnson, **J.M. Berning**, S.R. Perry, and A.J. Bull. Gender, muscle, and velocity comparisons of mechanomyographic and electromyographic responses during isokinetic muscle actions. *Scandinavian Journal of Medicine and Science in Sports*, 14 (2), 116-127, April, 2004
11. Cramer, J.T., T.J. Housh, J.P. Weir, G.O. Johnson, **J.M. Berning**, S.R. Perry, A.J. Bull. Mechanomyographic and electromyography amplitude and frequency responses from the superficial quadriceps femoris muscles during maximal, eccentric isokinetic muscle actions. *Electromyography and Clinical Neurophysiology*, Sept, 42(6), pp. 337-346, 2002
12. Perry, S., T.J. Housh, G.O. Johnson, A.J. Bull, **J.M. Berning** and J.T. Cramer. MMG and EMG responses during fatiguing isokinetic muscle actions at different velocities. *Muscle and Nerve*. 26(3), pp. 367-373, 2002
13. Adams, K.J., A.M. Swank, **J.M. Berning**, P.G. Sevene-Adams, K.L. Barnard, and J.A. Shimp-Bowerman (student). Progressive strength training in sedentary, older African American women. *Medicine Science Sport and Exercise*, Vol. 33, No. 9, pp. 1567-1576, 2001
14. Eggers, L., C. Carson, K. Evans, A. M. Swank, K.J. Adams, K.L. Barnard, and **J.M. Berning**. Limiting factors for increasing VO_{2peak} for individuals with spinal cord injury. *Clinical Exercise Physiology Journal*, Vol. 3, (1), pp 10-16, 2001
15. Swank, A.M., L. Serapiglia, D. Funk, K.J. Adams, M.P. Durham, and **J.M. Berning**. Development of a branching submaximal treadmill test for predicting VO_{2max} . *Journal of Strength and Conditioning Research*, 15(3), 302-308, 2001

PUBLICATIONS {Refereed: In Review}

1. **Berning, J.M.**, etc. Body Comp. In Review: *Psychology, Health and Medicine*

PUBLICATIONS {Research Studies Completed at NMSU-Currently Writing}

1. Exertional Rhabdomyolysis in a Trained Cyclist-MSSE
2. Rhabdomyolysis and the strength coach-S&C Journal
3. Feng, Y. (graduate student), G.A. Eiceman, H. Schmidt and **J.M. Berning**. "Autonomous human health monitoring through non-invasive analysis of metabolites through skin using micro-fabricated differential mobility spectrometers during rest on college-aged males and females" (Collaboration with Dept of Chemistry & Biochemistry)
4. The acute effects of a 5 RM bench press on medicine ball put (Kurt)
5. Functional Isometrics revisited

PROJECTS IN PROGRESS {Data Collection Completed}

1. Huttlinger, K.W. **Berning, J.M.** et al. Energy expenditure of gardening among Navajo Indians in New Mexico. (Collaboration with Dept of Nursing), 2008
2. **Berning, J.M.** et al. Effect of weighted vertical jumping on vertical jump performance. Post activation potentiation study, 2008

PUBLISHED ABSTRACTS & NATIONAL PRESENTATIONS {Refereed}

1. **Berning, J.M.**, Lawrence, M. Winchell, K. Sevene, P.G., Carson, C.A., and K.J. Adams. The addition of variable weight loads in warm-up has no effect on vertical jump. *American College of Sports Medicine, Denver, CO. In print: Medicine Science Sports and Exercise*, 43(5), S601-3020, 2011
2. Harris, C., Kipp, K, Adams, K.J., DeBeliso, M., **Berning, J.M.** The effects of high intensity warm-up on shot put performance. *American College of Sports Medicine Annual Meeting, Denver, CO. In print: Medicine Science Sports and Exercise*, 43(5), S600-3019, 2011
3. Whiteford, S, Zaro, K, Lawrence, M, Sevene, P.G., **Berning, J.M.** and K.J. Adams. Effect of an overload warm-up on sprint cycling power. *American College of Sports Medicine Annual Meeting, Denver, CO. In Print: Medicine Science Sports and Exercise*, 43(5), S600-3021, 2011
4. **Berning, J.M.** N. Deneke, M. Lawrence, K. Winchell, P. G. Sevene-Adams, and K. J. Adams. Effect of weighted jump warm-up on vertical jump in Division II male basketball players. *American College of Sports Medicine Annual Meeting, Baltimore, MD. In print: Medicine Science Sports and Exercise*, 41(5), S520-2703, 2010
5. Lawrence, M., P.G. Sevene-Adams, **J.M. Berning**, M. DeBeliso, and K.J Adams. Effect of overload sprint cycling on subsequent power output exercise. National Strength and Conditioning Association's 32nd Annual Conference & Exhibition, Las Vegas, Nevada, July 8-11, 2009. *In print: Journal of Strength and Conditioning Research* Aug. (supp.), 2009
6. Deneke, N., P.G. Sevene-Adams, **J.M Berning**, M. Curtin, and K.J. Adams. Effect of weighted jump warm-up on vertical jump in Division II female volleyball players. National Strength and Conditioning Association's 32nd Annual Conference & Exhibition, Las Vegas, Nevada, July 8-11, 2009. *In print: Journal of Strength and Conditioning Research* Aug. (supp.), 2009
7. **Berning, J.M.**, M.J. Murphy (Student), K.J. Adams, C.A. Carson, C. Harris, and B.A. Stamford. Effect of functional isometric squats on 40 yard dash in males: Post-activation potentiation pilot study. *American College of Sports Medicine Annual Meeting, Seattle WA. In print: Medicine Science Sports and Exercise*, 41(5), S520-2703, 2009

8. Harris, C., A.P. Wattles, M. DeBeliso, K.J. Adams, **J.M. Berning**, The seated medicine ball throw as a test of upper body power in older adults. *American College of Sports Medicine Annual Meeting, Seattle, WA. In print: Medicine Science Sports and Exercise*, 41(5), S473-2515, 2009
9. Adams, K.J. FACSM, P.G. Sevene-Adams, M. DeBeliso, **J.M. Berning**, C. Harris, FACSM, B.A. Stamford, FACSM. Metabolic comparison of a one-handed lifting task with identical weight but different coupling factors. *American College of Sports Medicine Annual Meeting, Indianapolis, IN. In print: Medicine Science Sports and Exercise*, 40(5), S259-2014, 2008
10. **Berning, J.M.**, S. Mallander (student), S.J. Pedersen, K.J. Adams, FACSM, M. DeBeliso, B.A. Stamford, FACSM, P.J. Maud, FACSM. Thirty seconds of continuous weighted jumping increases power output: A post-activation potentiation response. *American College of Sports Medicine Annual Meeting, Indianapolis, IN. In print: Medicine Science Sports and Exercise*, 40(5), S259-1623, 2008
11. Carson, C.A., **J.M. Berning**, S. Mallander (student), M. DeBeliso, K.J. Adams, FACSM, B.A. Stamford, FACSM, P.J. Maud, FACSM. Physical self-description is more accurate in exercisers. *American College of Sports Medicine Annual Meeting, Indianapolis, IN. In print: Medicine Science Sports and Exercise*, 40(5), S259-1675, 2008
12. DeBeliso, M., K.J. Adams, FACSM, C. Harris, FACSM, **J.M. Berning**. The metabolic stress experienced by agricultural workers during a typical day of labor. *American College of Sports Medicine Annual Meeting, Indianapolis, IN. In print: Medicine Science Sports and Exercise*, 40(5) S259- 2008
13. Mallander, S, (student) **J.M. Berning**, S.J. Pedersen, K.J. Adams, FACSM, M. DeBeliso, B.A. Stamford, FACSM, P.J. Maud, FACSM. 5RM bench press acutely increases medicine ball put distance in trained males and females. *American College of Sports Medicine Annual Meeting, Indianapolis, IN. In print: Medicine Science Sports and Exercise*, 40(5) S259-1633, 2008
14. Adams, K.J. (FACSM), T. Miller, M. DeBeliso, C. Harris, **J.M. Berning**, P.G. Sevene-Adams. Metabolic comparison between a lifting task with identical weight but different coupling factors. *American College of Sports Medicine Annual Meeting, Denver, CO. In print: Medicine Science Sports and Exercise*, 38(5), S453, 2006
15. **Berning, J.M.**, J.J. Goodwin (student), M. DeBeliso, C. Harris, K.J. Adams (FACSM). Effect of functional isometric squats on vertical jump in males: A post-activation potentiation study. *American College of Sports Medicine Annual Meeting, Denver, CO. In print: Medicine Science Sports and Exercise*, 38(5), S288, 2006
16. Goodwin, J.J. (student), **J.M. Berning**, M. DeBeliso, C. Harris, K.J. Adams (FACSM). Postactivation potentiation: Effect of functional isometric squats on vertical jump in untrained males and females. *American College of Sports Medicine Annual Meeting, Denver, CO. In print: Medicine Science Sports and Exercise*, 38(5), S288, 2006

17. Harris, C.J. Moore, M. DeBeliso, KJ. Adams FACSM, **J.M. Berning**, and C. Hansen. The effects of heavy squats on potentiating 30 second Wingate test performance. *American College of Sports Medicine Annual Meeting, Denver, CO. In print: Medicine Science Sports and Exercise*, 38(5), 1803, 2006
18. **Berning, J.M.**, Coker C.A, and D. Briggs, K.J. Adams. Kinematic and kinetic analysis of the influence of chains on the execution of the Clean. *American College of Sports Medicine Annual Meeting, Nashville, TN. In print: Medicine Science Sports and Exercise*, 37(5), S610, 2005
19. Coker, C. A. **J.M. Berning** and D. Briggs. A kinematic and kinetic analysis of the influence of chains on the technical execution of the Snatch. *American Association Health Physical Education, Recreation and Dance National Convention and Exposition, Chicago, IL. In print: Research Quarterly for Exercise and Sport*, 76(1), A-24, March, 2005 (Suppl)
20. Newman, I.M, **Berning, J.M.** and Xue, J. Tobacco coverage in rural newspapers. Presentation: *National Conference on Tobacco or Health*, Chicago, Illinois, May, 2005
21. Adams, K.J., Fabian, N, Sevene-Adams, P.B., Debeliso, M., Harris, C., **Berning, J.M.**, and D.J. Tellernd. Metabolic responses to repetitive lifting tasks in females. *American College of Sports Medicine Annual Meeting, Indianapolis, IN. In print: Medicine Science Sports and Exercise*, 36(5), S1504, 2004
22. **Berning, J.M.**, Adams, K.J., Stamford, B.A., Newman, I.A., and P.J. Maud. Prevalence and perceived prevalence of anabolic steroid use among college-aged students. *American College of Sports Medicine Annual Meeting, Indianapolis, IN. In print: Medicine Science Sports and Exercise*, 36(5), S2377, 2004
23. Newman, I.M., **J.M. Berning** and H.L. Pearson. Tobacco control policies reflected in print media in a rural state. Presentation: *American Public Health Association 131st Annual Meeting*, San Francisco, California, 2003
24. Adams, K.J., **J.M. Berning**, N. Fabian, M. Durham, C. Harris, M. Debeliso. Linear strength and power mesocycles – effects on agility and power in strength trained women. *American College of Sports Medicine Annual Meeting, St. Louis, MO. In print: Medicine Science Sports and Exercise*, 34(5), S287, 2002
25. Coburn, J.W., J.T. Cramer, T.J. Housh, G.O Johnson, J.M. Miller, **J.M. Berning**, S.R. Perry, and A.J. Bull. Peak torque and electromyographic amplitude of the vastus lateralis during maximal, voluntary isokinetic muscle actions in females. *American College of Sports Medicine Annual Meeting, St. Louis, MO. In print: Medicine Science Sports and Exercise*, 34(5), S176, 2002
26. Cramer, J.T., T.J. Housh FACSM, G.O. Johnson FACSM, **J.M. Berning**, S.R. Perry and A.J. Bull. Mechanomyographic amplitude and power output during high velocity isokinetic

muscle actions. *American College of Sports Medicine Annual Meeting, St. Louis, MO. In print: Medicine Science Sports and Exercise*, 34(5), S177, 2002

27. Fabian, N.M., **J.M. Berning**, M. Durham, R. Kipp, M. Wilson, and K.J. Adams. Consecutive strength and power mesocycles – the effects on power-endurance in strength trained women. *American College of Sports Medicine Annual Meeting, St. Louis, MO. In print: Medicine Science Sports and Exercise*, 34(5), S197, 2002
28. Miller, J.M., J.T. Cramer, T. J Housh, G.O Johnson, J.W. Coburn, **J.M. Berning**, S.R. Perry and A.J Bull. Velocity-related patterns for mean power output, mechanomyography and electromyography during concentric and eccentric isokinetic muscle actions. *American College of Sports Medicine Annual Meeting, St. Louis, MO. In print: Medicine Science Sports and Exercise*, 34(5), S175, 2002
29. Perry, S.R., T.J. Housh, FACSM, G.O. Johnson, A.J. Bull, **J.M. Berning**, J.T. Cramer. MMG and EMG responses during fatiguing isokinetic muscle actions at different velocities. *American College of Sports Medicine Annual Meeting, St. Louis, MO. In print: Medicine Science Sports and Exercise*, 34(5), S261, 2002
30. **Berning, J.M.**, K.J. Adams, M.P. Durham, J.T. Cramer, R. Kipp (student), and T. Wenger (student). Physiological assessment of pushing vs. pulling a vehicle for 400 meters. *American College of Sports Medicine Annual Meeting, Baltimore, MD. In print: Medicine Science Sports and Exercise* 33(5): S160, 2001

RESEARCH PRESENTATIONS {Regional – State}

1. Deneke, N., M. Lawrence, K. Winchell, P. G. Sevene-Adams, **J. M. Berning** and K. J. Adams. Effect of weighted jump warm-up on vertical jump in Division II male basketball players. *Southwest District American College of Sports Medicine Annual Meeting, San Diego, Ca. October 23-24, 2009. In print: Conference Proceedings, Oct. 2009.*
2. Lawrence, M., K. Winchell, N. Deneke, P. G. Sevene-Adams, **J. M. Berning** and K. J. Adams. No postactivation potentiation in Division II cross country runners after weighted vest jumps. Southwest District American College of Sports Medicine, San Diego, Ca. October 23-24, 2009. *In print: Conference Proceedings, Oct. 2009.*
3. Winchell, K., M. Lawrence, N. Deneke, P. G. Sevene-Adams, **J. M. Berning** and K. J. Adams. The addition of variable weight loads in warm-up has no effect on vertical jump. Southwest District American College of Sports Medicine, San Diego, Ca. October 23-24, 2009. *In print: Conference Proceedings, Oct. 2009.*
4. **Berning, J.M.** Increasing Use of Anabolic Steroids among College Students. *Southwest District/New Mexico Combined Conventions, American Alliance for Health, Physical Education, Recreation and Dance, Santa Ana, New Mexico, February 6, 2004*

RESEARCH PRESENTATIONS {Local – Community – University}

1. **Berning, J.M.**, Lawrence, M. Winchell, K. Sevene, P.G., Carson, C.A., and K.J. Adams. The addition of variable weight loads in warm-up has no effect on vertical jump. *Eleventh Annual URC Research and Creative Activities Fair & New Mexico Alliance for Minority Participation Undergraduate Student Research Conference*. NMSU-poster presentation of previously published and presented data, September 30, 2011
2. **Berning, J.M.**, N. Deneke, M. Lawrence, K. Winchell, P. G. Sevene-Adams, and K. J. Adams. Effect of weighted jump warm-up on vertical jump in Division II male basketball players. *Tenth Annual URC Research and Creative Activities Fair & New Mexico Alliance for Minority Participation Undergraduate Student Research Conference*. NMSU-poster presentation of previously published and presented data, October 1, 2010
3. **Berning, J.M.**, B. Beets (student), C. Carson, and K.J. Adams. Dying to Stay Alive... *Ninth Annual URC Research and Creative Activities Fair & New Mexico Alliance for Minority Participation Undergraduate Student Research Conference*. NMSU-poster presentation of original information, October 2, 2009
4. Murphy, M (student), and **J.M. Berning**. 14th Annual Student University Research Council - 2009 Effect of Functional Isometric Squats on 40-Yard Dash in Trained Males: A Post-Activation Potentiation Pilot Study. 14th annual NMSU Undergraduate Research and Creative Arts Symposium (URCAS), April 17, 2009
5. **Berning, J.M.**, S. Mallander (student), S.J. Pedersen, and K.J. Adams. The effect of acute exertional fatigue on muscle power generation after 3, 4, & 5 minutes of recovery: Integrating science and human performance. *Seventh Annual URC Research and Creative Activities Fair & New Mexico Alliance for Minority Participation Undergraduate Student Research Conference*. NMSU-poster presentation of original data, October 5, 2007
6. **Berning, J.M.**, S. Mallander (student), M. DeBeliso and K.J. Adams. Effect of 5RM Bench Press on Medicine Ball Chest Pass in College-aged Males and Females: A Post-Activation Potentiation Study. *Sixth Annual URC Research and Creative Activities Fair & New Mexico Alliance for Minority Participation Undergraduate Student Research Conference*. NMSU-poster presentation of original data, October 6, 2006
7. **Berning, J.M.** and J.J. Goodwin (student). Acute Effects of Functional Isometric Squatting: A Preliminary Study (Pilot Study). *Fifth Annual URC Research and Creative Activities Fair & New Mexico Alliance for Minority Participation Undergraduate Student Research Conference*. NMSU-poster presentation of original data, October 7, 2005
8. **Berning, J.M.**, Adams, K.J., Stamford, B.A., Newman, I.A., and P.J. Maud. Prevalence and Perceived Prevalence of Anabolic Steroid Use Among College-Aged Students, *Forth Annual URC Research and Creative Activities Fair & New Mexico Alliance for Minority Participation Undergraduate Student Research Conference*. NMSU-poster presentation of previously published and presented data, October 1, 2004

9. Coker, C. A., **Berning J.M.**, and D. Briggs. A Kinematic and Kinetic Analysis of the Influence of Chains on the Technical Execution of the Snatch. *Forth Annual URC Research and Creative Activities Fair & New Mexico Alliance for Minority Participation Undergraduate Student Research Conference*. NMSU-poster presentation of previously published and presented data, October 1, 2004
10. **Berning, J.M.**, K.J. Adams, M.P. Durham (student), J.T. Cramer, R. Kipp (student), and T. Wenger (student). Physiological Assessment of Pushing vs. Pulling a Vehicle for 400 Meters, *Third Annual URC Research and Creative Activities Fair & New Mexico Alliance for Minority Participation Undergraduate Student Research Conference*. NMSU-poster presentation of previously published data, September 26, 2003

PROCEEDINGS {Non-Refereed Publications}

1. **Berning, J.M.** Increasing use of anabolic steroids among college students. Southwest District/New Mexico American Alliance for Health, Physical Education, Recreation and Dance, 2004

POPULAR MAGAZINES/JOURNALS {Non-Referred Publications}

1. Kaelin, M. Do pushups make you hit harder in football? Livestrong.com, Lance Armstrong Foundation. **Berning, J.M.** Interview: strength and conditioning the upper body, May, 2011
2. Springer, C. (NMSU Alumni). The sport of snowshoeing. Enchantment: The voice of New Mexico Rural Electric Cooperation. **Berning, J.M.** Interview: Physiology and exercise associated with snowshowing, December, 2008
3. **Berning, J.M.** Chained Down: A Pure Power Question and Answer Interview. *Pure Power Magazine*, 5(2), pp 50-56, March, 2005
4. **Berning, J.M.** Oxygen Cost of Pulling a Jeep. *Popular Mechanics*, March 2000
5. **Berning, J.M.** Oxygen Cost of Pulling a Jeep. *Four Wheeler*, February 2000

IMPACT OF RESEARCH {National – Regional - Local}

- **Berning, J.M.**, Adams, K.J., M. Climstein, B.A. Stamford. Metabolic demands of Junkyard training: Pushing and pulling a motor vehicle, *J. Str & Cond Res* 21(3), 853-856, 2007
 1. Las Cruces Sun News-Eye on Research, *Junkyard training beneficial if done right*, p.8a, May 12, 2008
 2. Rev Up Your Workout: *Men's Health*, Jan-Feb Issue, p. 46, February 2008
 3. Pulling for Power: A closer look at the metabolic demands of pulling and pushing a vehicle: *Journal of Pure Power*, Vol. III, No. 1: January 2008
 4. Stoppani, J. *From Lab to Gym: Strong Cardio*. BNET.com. Weider Publications and Gale Group, 2007
 5. Barrett, Richard, Athletic Director/Head Coach. Implementing training program. Kennedale High School, Kennedale, Texas. August, 2007
 6. Interpol, newsprint media: *Physiology of Pushing vs. Pulling a Jeep*. England, France, Germany, Italy, May 2000

- **Berning, J.M.**, Adams, K.J. and B.A. Stamford. Anabolic steroid use in athletes: Facts, fiction, and public relations! *J. of Str and Cond Res*, 18(4), 908-917, 2004
 1. Scary Steroids: *Listen Magazine*. Burkhart, Jessica, Interview. August 1, 2007
 2. **Berning** investigates Anabolic Steroid use: *NMSU Research Magazine*, May 2006
 3. *NMSU professor issues steroid warning*. Press release Las Cruces Bulletin, July 1, 2005
 4. *Steroid Usage could be bigger than realized*. Interview: **J.M. Berning**:
 - A. *Las Cruces Sun-News*, Eye on Research column, January 31, 2005
 - B. NMSU public relations web page January 2005
 5. Cited in *Muscular Development*, International bodybuilding magazine. March 2005
 6. Article used by Dr. S. Perry (Ohio University) university class discussion project, 2004
- Coker, C.A. **Berning, J.M.** and, D. Briggs. A kinematic and kinetic analysis of the influence of chains on the technical execution of the Snatch. *J. Str & Cond Res*, 20(4), 887-891, 2006
 1. Wagman, D. "Snatching Chains: Looking at the benefits of snatching with chains on the barbell" *Journal of Pure Power*. Vol. II, No. 3, July 2007
- **Berning, J.M.**, Coker, C.A., and K.J. Adams. Using Chains for Strength and Conditioning. *Strength and Conditioning Journal*, 26(5), pp. 2-6, 2004
 1. Cited in *Muscular Development*, International bodybuilding magazine, January 2005

STUDENT RESEARCH SUCCESS {NMSU's Annual Research Magazine}

- Goodwin, Josh (student): Exercise Physiology Laboratory Assistant recognized by NMSU *Research & Resources Magazine* – Tomorrow's Undergraduate Researchers, Vol.1, No.1, Spring 2006 {only one undergraduate student recognized by NMSU annually}

TECHNICAL DOCUMENTS (Creative Works)

1. **Berning, J.M.** Chaired College Council in writing of College of Education College Governance. Rewrite, revision of original 1984 document, 2009-2011
2. **Berning, J.M.** Developed Anatomy and Physiology II Laboratory Manual for new course, January 2011
3. **Berning, J.M.** Developed Anatomy and Physiology I Laboratory Manual for new course, July 2010
4. **Berning, J.M.** Developed and wrote the first Department Promotion and Tenure Policy based on the new NMSU and College of Education policy, December, 2008
5. **Berning, J.M.** Developed the procedures and operations handbook for NMSU's Kinesiology undergraduate internship program, January 2005
6. **Berning, J.M.** Developed a 55 page Human Systemic Anatomy Laboratory Manual, December, 2003

GRANTS (Funded)

1. **Berning, J.M.** (Principle Investigator) The effects of weighted jumping on 40 yard sprint in college-aged males and females. College of Education Internal Research Grant, NMSU, March, 2008. Funded: \$1000.00
2. **Berning, J.M.** (Principle Investigator) The effects of weighted jumping on power output in college-aged males and females. College of Education Internal Research Grant, NMSU, November, 2006. Funded: \$1600.00
3. **Berning, J.M.** (Principle Investigator) The effects of upper body resistance exercise on power output in males and females 50-65 Years of Age. College of Education Internal Research Grant, NMSU, November, 2005. Funded: \$1000.00

GRANTS (Not Funded)

1. Lopez, E (PI), Berning, J.M. (Co-PI), and M. Salas-Provance (Co-PI). Developing Hispanic-Serving Institutions Program, Oct 2010-Sept 2015. Submitted June 14, 2010, Proposed, \$3,099,505.00
2. Federal Initiative Palacios, R., and K. Oliver (Co-PI's). **Berning, J.M.** and R. Wood (Other investigators). Southwest Institute for Health Disparities Research-collaborative application between Departments of Human Performance, Dance and Recreation and Health Science. A federal proposal to the Department of Government Relations seeking funding for start up studies relating to teen pregnancy, childhood obesity and other health issues. Proposal for \$412,000 for both 2010 and again for 2011. (Total \$824,000.00) **(2009-2010)**
3. Eiceman, G.A., H. Schmidt and **J.M. Berning** (Co-Principle Investigator). *Autonomous human health monitoring through non-invasive analysis of metabolites through skin using micro-fabricated differential mobility spectrometers.* (Collaboration with Dept. of Chemistry & Biochemistry) NASA Proposal 07-NSBRI-1-0136: May, 2008. Requested: \$982,000

SERVICE**PROFESSIONAL MEMBERSHIPS & AFFILIATIONS**

- | | |
|--|-----------------|
| 1. American College of Sports Medicine | 1996 to Present |
| 2. National Strength and Conditioning Association | 1996 to Present |
| 3. USA Weightlifting Federation | 2000 to 2009 |
| 4. Southwest District American Alliance for Health,
Physical Ed, Recreation and Dance | 2004 |

PROFESSIONAL REVIEWER {Editorial Board}

1. Invited reviewer: *International Sports Medicine Journal*, June, 2011

2. Invited reviewer: *Sports Biomechanics*, June, 2011
3. Invited special reviewer: *European Journal of Applied Physiology*, March, 2010
4. Invited one-time special reviewer: *Perceptual Motor Skills*, April, 2009
5. Advisory Council Member: *Journal of Pure Power*, 2006 to Present

TEXTBOOK REVIEWS

1. *Exercise Physiology*, 3rd Ed., Plowman, S.A., and D.L. Smith. Baltimore, MD: Lippincott Williams & Wilkins, April, 2007
2. *Conditioning for Strength and Human Performance*, Chandler, T.J., and L.E. Brown. Group Phone-Virtual I-Net, Baltimore, MD: Lippincott Williams and Wilkins, April, 2007
3. Text Review Coordinator: Coordinated undergraduate students to read Ch. 13 in *Conditioning for Strength and Human Performance*, Chandler, T.J. and L.E. Brown, providing feedback. Baltimore, MD: Lippincott Williams and Wilkins, April, 2007
4. *Exercise Prescription: A Case Study Approach*, Champaign, Ill: Human Kinetics, Oct., 2005
5. *Introduction to Exercise Physiology*, McGraw-Hill {Health & Hum Perf}, July, 2004
6. *Exercise Physiology for the Practitioner*, McGraw-Hill {Health & Hum Perf}, July, 2004

INVITED SCIENTIFIC LECTURES & GUEST PRESENTATIONS

{National}

1. **Berning, J.M.** Training to death: Fallacy of more is better. Featured Speaker: NCAA National Convention for Faculty Athletic Representatives, Dallas Fort Worth, Texas, Sept, 25, 2011

INVITED SCIENTIFIC LECTURES & GUEST PRESENTATIONS

{Regional & State}

1. **Berning, J.M.** Introduction to Rhabdomyolysis & A Case Study of Exertional Rhabdomyolysis in a Trained Cyclist. Rocky Mountain Regional Athletic Trainers Association Presentation April 7-10, 2011
2. **Berning, J.M.** Invited Guest Presentation: “?????????????: *It begins with you*”. Motivation and Leadership Presentation for Administration, Faculty and Staff of Red Mountain Middle School, Deming, NM, Tuesday, August 13, 2009.

3. **Berning, J.M.** Invited Guest Lecture: *Anabolic Steroids-Dying to be Big*. Sun City Athletic Trainers Association 23rd Annual Professional Symposium (Director: N. Vanley, President) Ysleta ISD Central Offices, El Paso, TX, Monday, May 8, 2006
4. **Berning, J.M.** Invited Guest Lecture: *Diabetic Athlete: Don't Sugar Coat It*. Sun City Athletic Trainers Association 22nd Annual Professional Symposium, (Director: Ms. N. Cerevantes) Ysleta ISD Central Offices, El Paso, TX, Wednesday, May 11, 2005
5. **Berning, J.M.** Invited Guest Lecture: *Obesity and Physical Activity: A new look at baby fat*. New Mexico State Department of Health. (Director: Ms. D. Torres) Mesilla Valley Recreation Center, Las Cruces, NM, October 6, 2004
6. **Berning, J.M.** Invited Guest Lecture: *Practical Application of Squatting*. New Mexico Athletic Trainers Association Annual State Symposium, Dona Ana Branch Community College, Las Cruces, NM, May 22, 2004

INVITED LECTURES & GUEST PRESENTATIONS {Local & Community}

1. *Exercise Physiology and Health*: Camino Real Middle School Full Day Health Fair: Invited by J. McCurley, Coordinator, Las Cruces, NM
 - **Berning, J.M.**, Mallander, S. Horwath, S, & K. Page (students), March 16, 2007
 - **Berning, J.M.** & D. Clements (student), March 17, 2006
2. **Berning, J.M.** *Diabetes & Physical Activity*, Diabetes Wellness Day for the Community, Sponsored Mountain View Regional Medical Center, Las Cruces, NM, Oct 28, 2006
3. **Berning, J.M.** & S. Mallander (student). *Kinesiology Careers*. Vista Middle School Career Day. Las Cruces, NM, April 21, 2006
4. **Berning, J.M.** *Fat? What's the "Big" deal?* For Mannon Motion Ltd. Co. Physical Therapy and Jungle Gym Fitness Center, Elephant Butte, NM, November 12, 2005
5. **Berning, J.M.** *Exercise for College Students*. Interview for NMSU NPR radio, Dec, 2004
6. **Berning, J.M.** *Exercise Physiology and the Exercise Physiology Lab*. Representing the College of Education for Las Cruces School Principles & Career Counselors, Nov. 4, 2004
7. **Berning, J.M.** *Pulling vs. Pushing a Jeep: Exercise physiology and physiological effects of maximal physical exertion*. Television Interview, Bardstown, KY, June 22, 2000

PUBLIC SPEAKING {New Mexico State University}

1. **Berning, J.M.** College of Education State of Affairs to College Faculty, May 4, 2010.
2. **Berning, J.M.** *What it takes to get accepted to PT/OT/Med and PA School*. Special presentation for students, September 12, 2007

3. **Berning, J.M.** *College of Education Infrastructure: An overview of College Council.*
Presented to College of Education new faculty
 - February 8, 2010
 - November 15, 2006
4. **Berning, J.M.** Created a monthly brown bag lunch health lecture series for university employees and family. In cooperation with Dr. K. Doolittle, Dir. of Environ Health & Safety

Presentations

- Promoted NMSU Wellness Center, (Mr. S. Meyer-Guest Present) – 1/25/07, 8/5/07
 - *Parking Lot Exercise* – December 14, 2006
 - *Expending Calories* – November 30, 2006
 - *Fad Diets: Myths of Carbs, Pro and Fats* – October 26, 2006
 - *Exercise Prescription and HR* – September 21, 2006
 - *Coronary Heart Disease: Getting to the heart of the matter* – June 13, 2006
 - *Strengthening the Lower Body: A practical approach* – May 16, 2006
 - *High Blood Pressure: The most common cardiovascular disease* – April 25, 2006
 - *Exercising while you work: Maximizing your day* – March, 28 2006
 - *Cholesterol* – February 7, 2006
5. **Berning, J.M.** *Exercise Physiology and the Exercise Physiology Lab.* College of Education Fall Convocation, August 19, 2004
 6. **Berning, J.M.** *A Change in Time: Heart Disease.* College of Education Support Staff Annual Meeting, July 22, 2004

CONSULTING {Research}

1. Lawrence, M. (Undergraduate student) Effect of weighted jump warm-up on vertical jump in Division II male basketball players, California State University Monterrey Bay, California State University Student Research Competition, 2010
2. Winchell, K. (Undergraduate student) The addition of variable weight loads in warm-up has no effect on vertical jump, California State University Monterrey Bay, California State University Student Research Competition 2010.

CONSULTING {Professional}

1. Fitness Testing Consultant – Aerobic &, Strength, and Body Comp, Louisville, KY
 - City, County, and Sheriff Police Office Candidates, 1997, 1998, 1999, 2000
 - Volunteer Firefighters, 1998
 - City Firefighters, 1996, 1997
2. Body Composition Analysis Consultant, Louisville, KY
 - Louisville Gas and Electric Company, May 11 & 13, 1998
 - Brown-Foreman Health Promotion Program, February 12, 1998

CONSULTING {Voluntary: State}

1. State Representative/consultant to U.S. Marine Corps Strength and Conditioning programs - National Strength and Conditioning Association, Louisville, KY, 1999-2000

CONSULTING {Voluntary: Local and Community}

1. Body Composition Analysis
 - NMSU and Las Cruces. NMSU Exercise Physiology Laboratory, 2004-Present
 - High school wrestling teams, Louisville, Kentucky, Spring & Fall 1997, Spring 1998
 - Fern Creek High School, Louisville, Kentucky, November 7, 1997
 - University of Louisville's Faculty and Staff., 1996 through 2000

CONSULTING {Voluntary: University}

1. Faculty Mentorship Program (NMSU ADVANCE Faculty Mentoring Program-The Teaching Academy: Dr. C. Rodriguez, College Assistant Professor, Educational Management and Development) 09-Present
2. Mentor Department Faculty (Temporary Hire: Dr. A. Murray) 2009-2010
3. NCATE Standard 5 Reviewer (preparation NMSU COE NCATE Visit) 07/09
4. COGNOS Special Interest Advisory Group for Program Modification 01/22/09
5. Judge – Oral Presentations: Graduate Student Research Fair – NMSU 04/13/06
6. Judge - Posters for New Mexico Alliance for Minority Participation Annual Undergraduate Student Research Conference, (Fall) NMSU – 2003, 2004, 2005, 2006, 2007, 2009, 2010, 2011
7. Reviewer/Participant –Athletic Training Education Program Recertification-NMSU, Fall 2005, Fall 2009
8. Representative/Recruiter – American College of Sports Medicine, 2003 to 2006
9. Panel Professional Academia – Study work & quality of life issues, NMSU, 2003-2004
10. Body Composition Analysis – Athletes.
 - Men's Basketball Team (Strength Coach: P. Ivkovich) NMSU – 2007-2008
 - Women's Track & Field Throwers (Coach: R. Ulm) NMSU – 2005-2007
 - Nebraska Grade School Wrestlers, University of Nebraska-Lincoln, 2001
 - Women's Volleyball Team University of Louisville – 1996-2000
 - Women's Basketball Team University of Louisville – 1996-1998
 - Football Team Members University of Louisville – 1997-1998
 - Women Swim Team Members University of Louisville – 1997-1998

COMMITTEES {University}**New Mexico State University**University

- | | |
|--|-----------|
| 1. University Research Council (member) | 2009-2011 |
| 2. Exceptional Achievement in Creative Scholarly Activity Awards Committee (URC) | 2011 |
| 3. Vice President of Research Rising Star Awards Committee | 2011 |
| 4. Health and Wellness Initiative (member) | 2008-2009 |
| ➤ Strategic Planning Sub-Committee (Chair) | |

Graduate School

- | | |
|---|----------|
| 1. Graduate Dean Representative Dissertation
David Butterfield Dissertation (Chair: J. O'Donnell) | 11/04/10 |
| 2. Graduate Dean Representative for Master's Thesis
Yanhua Feng, Biochemistry-Chemistry Depart (Chair: G. Eiceman) | 10/20/08 |
| 3. Graduate Dean Representative for Master's Oral Examination
J. Humble, Special Education (Chair: Dr. K. Chinn) | 09/29/04 |

College of Education (COE)

- | | |
|--|----------------------------|
| 1. Administrative Council (member) | 04/08-06/11
08/06-12/06 |
| 2. College Council | |
| a. Chair | 08/09-06/11 |
| b. Vice Chair | 08/06-08/08 |
| 3. College Academic Programs (chair) | 08/09-06/11 |
| 4. Educational Research Advisory Council College of Education (member) | 08/07-06/11 |
| 5. Strategic Planning College of Education (member) | 08/09-06/11 |
| 6. College Budget Reduction Committee (co-chair-facilitator) | 2009-2010 |
| 7. College Research Committee (chair) | 08/06-08/08 |
| ➤ French Award (chair) | |
| ➤ COE Internal Research Awards (chair) | |
| 8. Assessment, College of Education (member) | 08/05-08/07 |
| 9. Graduate Assistantship Committee College of Education (member) | 08/05-05/06 |
| 10. Technology Committee, College of Education (member) | 08/03-08/05 |

Department of Human Performance Dance and Recreation

- | | |
|--|---------------|
| 1. Academic Programs, Dept (member) | 08/09-Present |
| 2. Faculty Affairs, Dept, (member) | 08/09-Present |
| 3. Department Course Fees Committee (chair) | 04/10-Present |
| 4. Teachers Education (PE) Portfolio Committee (member) | 08/03-Present |
| 5. Search Committees | |
| a. Assistant Professor Biomechanics (member) | 08/10-06/11 |
| b. Assistant Professor Motor Learning/Sport Psychology (chair) | 11/09-03/10 |
| c. Dept Head Search Committee (member for 2 searches) | 02/07-01/08 |
| d. Faculty Search Committee, Dance College Faculty (member) | 07/06 |

- | | |
|---|-------------|
| 6. Library Liaison Committee (chair) | 08/03-08/09 |
| 7. Stuart and Betsy Meerscheidt Scholarship Committee ATEP (member) | 07/09 |
| 8. Academic Undergraduate Curriculum Sub-Committee (member) | 08/03-08/08 |
| 9. Academic Graduate Curriculum Committee (member) | 08/03-08/08 |
| 10. Delamater Scholarship Committee (member) | 07/08-08/08 |
| 11. Public Relations Subcommittee (member) | 08/03-08/05 |

NMSU Representative on “Hot Topics” (NMSU Webpage) 09/05-Present

1. Anabolic Steroids
2. Strength Training for All: Males, Females, Youth and Elderly
3. Cardiovascular Disease and Rehabilitation: What your doctor hasn't told you
4. Obesity

PROFESSIONAL DEVELOPMENT {NMSU - Continuing Education}

1. Summer Technology Course: Going Mobile-College of Education (4 days), July 25-28, 2011
2. Outcomes Assessment Training, (2 hours), Teaching Academy, April 28, 2011
3. Mango CMS Webdesign Training, ICT Services, (2 hours) August 13, 2009, Nov 20, 2009
4. Legal Issues in Higher Education-Dr. Mowoe Lecture (8 hours), April 23, 2009
5. Blackboard CE 8: Basics 1 (2 hours), February 16, 2009
6. Blackboard CE 8: Course Migration (2 hours), January 21, 2009
7. Blackboard CE 8: Overview (1 hour), January 7, 2009
8. Advancing Leaders Program – ADVANCE – 2008-2009
 - a. Civility (3 hours) 3/31/2009
 - b. Leadership and Storytelling (3 hours) 3/6/2009
 - c. Provost Project Work Session (3 hours) 2/6/2009
 - d. Associate Provost Leadership: Dr. R. Dominiquez (3 hours) 11/07/2008
 - e. Legislative Leadership: Mr. R. Rel-Legislative Representative (3 hours) 10/3/2008
 - f. Provost Moulton: Leadership Opener Luncheon & MBTI, (3 hours) 9/5/2008
 - g. Open House (1 hour) 8/27/2008
 - h. Leadership Retreat – Cloudcroft, NM (14 hours) 8-15/16, 2008
 - i. Mentor Meeting (12 hours) 10/30, 11/28, 12/15, 2008, 1/30, 2/27, 3/31/2009
9. ADVANCE Education Sessions offered through The Teaching Academy-NMSU
 - a. Mediation Training – Department Head Colloquia (2 hours) 3/19/2009
 - b. Applying NMSU's New Policies for Promotion and Tenure (2.5 hours) 3/13/2009
 - c. Geez! Don't make me talk about conflict issues in the workplace (3 hours) 1/9/2009
 - d. Strategies for Junior Faculty Job Satisfaction – An Inside Higher Ed Audio Conference (1.5 hours) 12/15/2008
 - e. Negotiating allocation of effort under the new P&T guidelines (1.25 hours) 10/14/2008
 - f. Promotion and Tenure Workshop: Assistant to Associate Professor (3.5 hours) 9/19/2008
 - g. Group Morale and Relationship Building: Department Head Freewheeling Discussion (1 hour) 9/15/2008
 - h. Performance Evaluation of Faculty (2 hours) 3/12/2008
10. College of Education Leadership Program, 2008-2009

11. COGNOS Training, October 28 and August 13, 2008
12. Blackboard CE 6: Migrating Courses: ICT Training Services, February 8, 2007
13. Blood Borne Pathogens: Regulations and guidelines for individuals handling human blood
Environmental Health and Safety, April 5, 2006
14. Institute for Technology Assisted Learning (ITAL): Two week workshop. College of
Extended Learning, ICT and Library Services, June 13 – June 24, 2005
15. PhotoShop (Microsoft) Workshop {Enhancing your teaching}, October 10, 2003
16. Dream Weaver Web Editor Course. Title V Program Office, September 19, 2003
17. Hazardous Communication Safety Course, August 4, 2003

AWARDS, NOMINATIONS & RECOGNITION

New Mexico State University, Las Cruces, New Mexico

Teaching Awards

1. Professor of the Year: Outstanding Achievement Award, NMSU Greek Life (nominated and
voted upon by students-no faculty/administration involvement), 2011
2. Patricia Christmore Faculty Teaching Award, University Award, 2008
3. Donald C. Roush Excellence in Teaching Award, University Award, 2007
4. College of Education Dean's Award for Excellence in Teaching, College Award, 2005
5. Distinguished Member: Teaching Academy, 2005 (>80 hours participation), 2009 (>75 hours
participation)

Research Award

1. First Place Poster (Judged by peers): NMSU 7th Annual URC Research and Creative
Activities Fair, October 25, 2007

Service Award

1. College of Education Dean's Award for Excellence in Service, (Nominated by department
head), College Award, 2010

Departmental Program Recognition & Award

1. NSCA Strength and Conditioning Educationally Recognized Program
 - a. Successful Program Recertification 2011-2014
 - b. Successful Program Recertification 2008-2010
 - c. Successful Program Recertification 2004-2007
 - d. Award: Students taking the NSCA CSCS exams Jan – June, 2007

CURRICULUM VITA

Dr. Debra Wright Knapp

PERSONAL DATA

Office Address: New Mexico State University
Department of Physical Education, Recreation & Dance, Box 30001, MSC 3M
Las Cruces, New Mexico 88003

Office Phone: (505) 646-2070 Fax (505) 646-4065 E-mail Address: deknapp@nmsu.edu

ACADEMIC HISTORY

Ed.D. Educational Management and Development, New Mexico State University, Las Cruces, New Mexico. May 2008.

M.S. Physical Education, Indiana University, Bloomington, Indiana. Emphasis in Dance Kinesiology. August 1987.

B.S. Physical Education, Indiana University, Bloomington, Indiana. Major in Modern Dance Pedagogy and Choreography. (Teacher Certificate K-12), December 1980

University of Southern California. Advanced Study in Modern Dance and Choreography with Bella Lewitzky. Summers of 1980, 81, 82, 85.

AWARDS

2011 New Mexico State University College of Education: Dean's Excellence Award for Leadership

2010 Indiana University: John R. Endwright Alumni Service Award

2010 National Dance Association: Presidential Award for Contribution to the Field of Dance

2009 New Mexico State University College of Education: Dean's Excellence Award for in Service

2009 National Dance Association: Plaudit Award for Contribution to the Field of Dance

2008 National Dance Association: Plaudit Award for Contribution to the Field of Dance

2007 New Mexico State University: Donald C. Roush Award for Teaching Excellence

2007 YWCA: REACH Art Award

2006 National Dance Association: Presidential Citation for Contribution to the Field of Dance

2005 New Mexico State University Research Council's Award for Creative Scholarly Activity

2005 Doña Ana Art Council: Arts-in-Education Award

2003 New Mexico State University College of Education: Dean's Excellence Award for Service

2003 University of New Mexico and National Dance Education Organization: Meritorious Service to Dance Education in New Mexico

2002 New Mexico Kennedy Center Partner in Education: Dance Artist

2001 Arts Council of Indianapolis: Creative Renewal Arts Fellowship

1996-present Arkansas Arts Council: Artist-in-Education

1984-88, '94-96 Indiana Arts Commission: Artist-in-Education

1990 Choreographic Grant-New Mexico Arts Division/National Endowment for the Arts.

1986 Philo T. Farnsworth Award: Choreography in a Video Production.

1985, 1980 Choreographic Grant-Indiana Arts Commission/National Endowment for the Arts.

EMPLOYMENT HISTORY: ACADEMIC POSITIONS

2001-present Associate Professor of Dance, Director of the Dance Program, New Mexico State University.

1997-2001 Lecturer, Dance Faculty, Butler University, Indianapolis, Indiana.

1996-1997 Guest Lecturer/Acting Artistic Director-African-American Dance Ensemble, Indiana University.

1991-1994 Assistant Professor of Dance, Palucca Hochschule fur Tanze, Dresden, Germany.

1988-1991 Lecturer, Dance Faculty, University of New Mexico, Albuquerque, New Mexico.

1985-1987 Lecturer, Dance Faculty, Indiana University, Bloomington, Indiana.

EMPLOYMENT HISTORY: PROFESSIONAL POSITIONS

Educational Institutions

1988-1989 The Montessori School (preK-6): Assistant Director, Dance Educator, Albuquerque, New Mexico.

1989-1991 Montessori of the Southwest (preK-1): Director, Albuquerque, New Mexico.

Dance and Theater Companies

1986-2001 Bill Evans Dance Company: Performer. Albuquerque, New Mexico.

2000-2001 Indiana Native American Theatre: Artistic Director, Choreographer. Indianapolis, Indiana.

1999-2001 Project Inmotion: Artistic Coordinator, Choreographer, Performer. Indianapolis, Indiana.

1991-1994 Ballett Dresden: Choreographer, Modern Dance Trainer, Rehearsal Director, Performer. Dresden, Germany.

1989-1991 Danzantes Dance Company: Choreographer, Performer. Albuquerque, New Mexico.

1989-1991 Nora Reynolds and Dancers: Performer. Albuquerque, New Mexico.
1977-1984 Windfall Dancers: Artistic Director, Choreographer, Performer. Bloomington, Indiana.

Arts Organizations

2001-present New Mexico Kennedy Center Partners: Artist-in-Education, Dance Specialist
1997-2007 Arkansas Arts-in-Education: Dance Specialist, Consultant-Professional Development on Kinesthetic Learners, K-12, Dance programming, Choreographer. Statewide.
1999-2001 Young Audiences of Indiana: Arts Partners Associate and Indianapolis Public School Coordinator, Dance Movement Specialist. Indianapolis, Indiana.
1987-1988 Indiana Department of Education: Dance Chair for the Development of State Standards in Dance.
1984-88, '94-96 Indiana Arts-in-Education: Dance Specialist, Consultant-Professional Development on Kinesthetic Learners, K-12 dance programming, Choreographer.
1984-1986 Very Special Arts: Dance Movement Specialist. Statewide programming. Indiana.

NATIONAL/INTERNATIONAL ACTIVITIES

2011 Conference Coordinator and host for the American College Dance Association Conference, New Mexico State University (500+ participants, 36 universities)
2010 Conference Coordinator and host for the National Dance Association Pedagogy Conference, New Mexico State University, Las Cruces, New Mexico. (150+ participants, 16 states)
2007 Conference Coordinator and host for the Asociacion Nacional Grupos de Folklorico Annual Conference, New Mexico State University, Las Cruces, New Mexico. (350+ participantes, 13 states and Mexico)

TEACHING AND MENTORING ACTIVITIES

Teaching activities:

Undergraduate courses taught: New Mexico State University

Jazz Dance Technique I, II, III, IV
Modern Dance Technique I, II, III, IV
Dance Pedagogy I, II
Improvisation I, II
Choreography I, II
World Dance
Dance History
Dance Practicum I, II
Senior Culminating Experience

Undergraduate courses taught: Butler University (1997-2001)

Jazz Dance Technique (non-majors)
Modern Dance Technique (non-majors)
Modern Dance Technique Ia/Ib, IIa/IIb, IIIa/IIIb, Iva/IVb
Jazz Dance Technique Ia/Ib
Dance Improvisation
Body Placement Ia/Ib

Undergraduate courses taught: Indiana University (1996-1997)

Afro-American Dance Company

Undergraduate courses taught: Palucca Hoch Schule Academie fur Tanze, Dresden Germany (1991-1994)

Modern Dance Technique Level 5 and Level 8
Composition Level 8

Undergraduate courses taught: University of New Mexico (1988-1991)

Modern Dance Technique I, II, III
Stretch and Strength

Undergraduate courses taught: Indiana University (1985-1987)

Theory and Technique of Modern Dance

Workshops and Continuing Education Instruction Activities (Also included under Scholarly and Service Activities)

Professional Development

- Gadsden School District (Spring 2007). Professional Development (K-5 teachers). *Kinesthetic Learning*, Gadsden, New Mexico.
- Gadsden School District (Fall 2006). Professional Development (K-7 teachers). *Moving to Learn*. Gadsden, New Mexico.

- Public Education Department (June 2006). Leadership Academies, Professional Development (New Mexico Principals-k-12). *Framing Leadership and Making Meaning Through Leadership*. Albuquerque and Mescalero, New Mexico
- Las Cruces Public Schools (May, 2006). Professional Development (Counselors and Social workers k-12). *Moving to Learn*. Las Cruces, New Mexico.
- Las Cruces Public Schools (April, 2006). Professional Development (Head Start Program). *Movement is the first teacher*. Las Cruces Public Schools, Las Cruces, New Mexico.
- Las Cruces Public Schools (January, 2005). Professional Development (k-12). *Learning to Move, Moving to Learn*. Las Cruces, New Mexico.
- Alma deArte, Charter School for the Visual, Performing, and Culinary Arts (July, 2004). Professional Development (High School). *An educational model: Using movement to prepare learners*. Las Cruces, New Mexico.
- Southside School District (May, 2004). Professional Development (k-4). *Pedagogy: The Kinesthetic Learner*. Batesville, Arkansas.
- Rivers Academy School (November, 2002) Professional Development (k-12). *Development Movement; Multiple Intelligences; The Kinesthetic Modality*. Las Cruces, New Mexico.
- Batesville School District (December, 2002). Professional Development (k-4). *Brain Gym and Methods for Moving the Classroom*. Batesville, Arkansas.
- Southside School District (December, 2002). Professional Development (k-4). *Brain Gym and Methods for Moving the Classroom*. Batesville, Arkansas.
- Head Start of Dona Ana County (January 2002). Professional Development (preschool). *Motor Learning and Curriculum and Movement*. Las Cruces, New Mexico.
- Garfield Elementary School (December, 2001). Professional Development (k-4). *Kinesthetic Learners*. Garfield, New Mexico.
- Batesville School District (August 2001). Professional Development (k-8). *Kinesthetic Learning in the Curriculum*. Batesville, Arkansas.

Workshops

- SUNY Brockport (June 2011). One-week workshop. *Improvisation & Composition* Brockport, New York.
- SUNY Brockport (August 2007). One-week workshop. *Pedagogy, Modern Dance Technique*. Brockport, New York.
- Centrum for the Arts (August 2006). One-week workshop. *Modern Dance Technique, Effective Teaching Practices*. Participants: Professional dancers, dance educators from across the United States. Port Townsend, Washington.
- NMSU Dance Program (April 2006). One-day workshop. *High School Dance Day*. Participants: Middle School and High School students from New Mexico and Texas. Las Cruces, New Mexico.
- NMSU Dance Program (September 2005). One-day workshop. *High School Dance Day*. Participants: Middle School and High School students from New Mexico and Texas. Las Cruces, New Mexico.
- Centrum for the Arts (August 2005). One-week workshop. *Creative Process and Dance Pedagogy*. Participants: Professional dancers, dance educators from across the United States. Port Townsend, Washington.
- New Mexico State University (June 2005). One-week workshop. *Arts-in-Education*. Participants: General Education and Physical Education teachers in the Las Cruces Public Schools. Las Cruces, New Mexico.
- Centrum for the Arts (August 2004). One-week workshop. *Creative Process and Dance Education*. Participants: Professional dancers, dance educators from across the United States. Port Townsend, Washington.
- Bill Evans Summer Dance Institute (July 2004). One-week workshop. *Jazz Dance Technique, Creative Movement, and Improvisation*. Participants: Professional dancers, dance educators from Indiana and Ohio. Indianapolis, Indiana.
- University of Central Oklahoma, Oklahoma Department of Education A+ Schools (June, 2005). Three-day workshop. *Dance in the Classroom: An Arts-in-Education Approach*. Participants: Professional dancers, dance educators from Oklahoma. Edmond, Oklahoma.
- University of California, Irvine-Dance Department: California Dance and Movement Workshop for Educators (July-August, 2003). Two-week workshop. *Modern Dance and Arts-in-Education*. Participants: Professional dancers, dance educators from California. Irvine, California.
- New Mexico Poetry Jam Conference (April 2003). One-day workshop. *The Sound of Poetry and Movement*. Participants: New Mexico High School Students. Las Cruces, New Mexico.
- NMSU Dance Program (February 2002). One-day workshop. *High School Dance Day*. Participants: Middle School and High School students from New Mexico and Texas. Las Cruces, New Mexico.
- Young Audience of Indiana (June 2001). Three-day workshop. *Moving into the Learning Environment and Expanding Minds through Kinesthetic Learning*. Participants: General Education, Special Education and Art Teachers k-12. Indianapolis, Indiana.

Teacher Certification Programs

- Bill Evans Teacher Certification (July 2011). Two-week teacher training. Participants: Professional dance educators from across the United States. Brockport, New York.
- Bill Evans Teacher Certification (June-July 2010). Two-week teacher training. Participants: Professional dance educators from across the United States. Brockport, New York.

- Bill Evans Teacher Certification (August 2009). One-week teacher training. Participants: Professional dance educators from across the United States. Brockport, New York.
- Bill Evans Teacher Certification (August 2008). One-week teacher training. Participants: Professional dance educators from across the United States. Port Townsend, Washington.
- Bill Evans Teacher Certification (August 2007). One-week teacher training. Participants: Professional dance educators from across the United States. Brockport, New York.
- Bill Evans Teacher Certification (August 2006). One-week teacher certification program. Participants: Professional dance educators from across the United States. Port Townsend, Washington.
- Bill Evans Teacher Certification (August 2004). One-week teacher certification program. Participants: Professional dance educators from across the United States. Port Townsend, Washington.

Special Teaching Activities

- NMSU Children’s Village (February, April, 2010). *Movement Development*
- Las Cruces Public Schools (June 2009). Summer Physical Education Course for high school students-Guest Dance Instructor.
- Las Cruces Public Schools (April 2004). Sierra Middle School 6th and 7th grade classes-Guest Instructor. *Movement Exploration*.
- NMSU College of Education (January 2004). EMD 101-Guest presenter. *Kinesthetic Learning Activities*.
- West Chester University, (March, 2003). *Arts Integration in the Elementary School*. West Chester, PA.
- West Chester University (March, 2003). *Creative Movement to Promote Physical Fitness in Elementary School Students*. West Chester University, West Chester, PA
- West Chester University (March, 2003). *Modern Dance Technique: Improving Performance*. West Chester University, West Chester, PA.
- NMSU College of Arts and Sciences (October 2002). ART 210 - Guest presenter. *Disco Era, The Dance Revolution*.
- Las Cruces Public Schools (March 2002). Sierra Middle School Dance Magnet-Guest Instructor. *Creative Expression*.
- NMSU College of Education (February 2002). EDUC 481 & EDUC 509-Guest presenter. *Kinesthetic Learners and Academics*.
- NMSU College of Education (January 2002). EMD 101-Guest presenter. *Kinesthetic Learning Activities*.
- NMSU College of Education (October 2001). EDUC 481 & EDUC 509-Guest presenter. *Kinesthetic Learners and Academics*.
- Garfield Elementary School (December 2001). First Grade classroom. *Syllables and Sequencing*. Garfield, New Mexico.

Mentoring Activities

Advising (majors and minors)

2010-11	33 Advisees
2009-10	27 Advisees
2008-09	27 Advisees
2007-08	25 Advisees
2006-07	25 Advisees
2005-06	52 Advisees
2004-05	57 Advisees
2003-04	62 Advisees
2002-03	54 Advisees
2001-02	19 Advisees

Field Experience:

Practicum Teaching Experiences

2010-11	5 practicum students
2009-10	3 practicum students
2008-09	1 practicum student
2007-08	5 practicum students
2006-07	4 practicum students
2005-06	13 practicum students
2004-05	20 practicum students
2003-04	9 practicum students
2002-03	11 practicum students
2001-02	3 practicum students

Performance Experiences

2010-11	44 performing students each semester
2009-10	49 performing students each semester
2008-09	45 performing students each semester
2007-08	43 performing students each semester
2006-07	35 performing students each semester
2005-06	39 performing students each semester
2004-05	34 performing students each semester
2003-04	28 performing students each semester
2002-03	24 performing students each semester
2001-02	17 performing students each semester

SCHOLARLY ACTIVITIES

Publications

Book Chapters

- Knapp, Debra (2011). The Dance Experience. Chapter to appear in *Learning for a Lifetime: Effective Secondary Physical Education Programs*. Beijing, China: People's Education Press.
- Knapp, Debra (2010). Contributing author, *Sample Learning Experiences*. In F.A. Meyer (Ed.). *Implementing the National Dance Standards*. Human Kinetics Publisher.
- Knapp, Debra (accepted). Letting the work guide you. *JOPERD*.

Refereed

- Knapp, Debra (2005). Planning and Using Peer Tutoring. *New Mexico AHPERD Journal*, 12(1).
- Knapp, Debra (2003). Dance Activities from the PE Closet. *Teaching Elementary Physical Education*, 14(5).

Non-Refereed

Knapp, Debra (2002). Teaching Through the Multiple Intelligences. *Vida Encantada*, Newsletter of the New Mexico State Association for Health, Physical Education, Recreation and Dance, 8(3).

Artistic Creation

Adjudicated/Refereed Choreography – National

- WALK WITH ME (April, 2011). AAHPERD Convention Gala Performance. San Diego, CA.
- TOUCH (June, 2008). American College Dance Festival national conference, New York city. One of 30 dances chosen from a pool of 425. Miller Theater, NYC.
- TOUCH (March, 2008). American College Dance Festival conference, Wichita, Kansas. Chosen from 26 dances to be in gala concert. Chosen from the gala concert to represent central district at the national conference in NY City.
- TOUCH (April, 2008). National Dance Association Gala Concert at AAHPERD National Convention, Ft. Worth, Texas.
- DESERT ICE (April, 2008). National Dance Association *Dance on the Spot* Concert at AAHPERD National Convention, Ft. Worth, Texas.
- JOINING FORCES (October, 2004). National Dance Education Organization: National Conference. East Lansing, MI. One of eight dances chosen from a pool of 30 dances from U.S. universities.
- IN A CONSTANT STATE OF CONFUSION (April, 2003). National Dance Association Gala Concert at AAHPERD National Convention, Philadelphia, PA. One of ten dances chosen from a pool of 32 dances from U.S. universities and dance companies.

Non-Adjudicated/Refereed Choreography – National

- A WORK IN PROGRESS (July, 2011). SUNY Brockport, Brockport, New York.
- ON BROADWAY (April, 2006). National Dance Association Gala Concert at AAHPERD National Convention, Salt Lake City, Utah.

Commissioned Choreography – National

- A CENTER OF BALANCE (2009) commissioned choreography by Henderson State University for their annual dance season. Arkadelphia, Arkansas.
- TANGLED UP INSIDE MYSELF (2009) commissioned choreography by Cor Ignis Dance Company for their annual 2009-10 dance season. El Paso, Texas.
- WALK WITH ME (2009) commissioned choreography by Cor Ignis Dance Company for their annual 2009-10 dance season. El Paso, Texas.
- WHISPERS (2008/09) commissioned choreography for Ascential Dance Company for their 2008-09 dance season. Denver, Colorado
- A CENTER OF BALANCE (2008/09) commissioned choreography by Henderson State University for their annual 2008-09 dance season. Arkadelphia, Arkansas
- WALK WITH ME (2008) commissioned choreography by Cor Ignis dance company, El Paso, Texas.
- TOO BUSY TO NOTICE (2007) presented at the Bill Evans Dance Institute, Brockport, New York.
- TOO BUSY TO NOTICE (2007) commissioned choreography by the Mackenzie Rosales Dance Company, El Paso, Texas.
- CHOSING COMMON GROUND (2005) commissioned choreography by University of Central Oklahoma, for 2005 dance season, Edmond, Oklahoma.
- JOINING FORCES (2005) commissioned choreography by Indiana University for their annual 2005 dance season. Bloomington, Indiana.

- GROUPINGS (2004) commissioned choreography by the California Association of Health, Physical Education and Dance for the summer performance.
- A WALK ALONG THE RIO GRANDE (2002/03) commissioned by InMotion Dance Company for their 2002-2003 season, Indianapolis, Indiana.
- IN A CONSTANT STATE OF CONFUSION (2002/03) commissioned by Perpetual Motion Dance Company for the 2002-2003 season, Oklahoma City, Oklahoma.
- WITHIN THE CLAMOR THERE IS A WHISPER (2001) commissioned by the University of Central Oklahoma, for their 2001 season, Edmond, Oklahoma.

Commissioned Choreography – State

- EMERGENCE (November, 2007). Commissioned choreography for FIVE STONY PIECES, a collaborative evening of original dance, poetry, sculpture, and music by No Strings Theater Company, Las Cruces, New Mexico.
- DESERT ICE (November, 2007). Commissioned choreography for FIVE STONY PIECES, a collaborative evening of original dance, poetry, sculpture, and music by No Strings Theater Company, Las Cruces, New Mexico.
- VORTEX (November, 2007). Commissioned choreography for FIVE STONY PIECES, a collaborative evening of original dance, poetry, sculpture, and music by No Strings Theater Company, Las Cruces, New Mexico.
- FLOWER ON FIRE (November, 2007). Commissioned choreography for FIVE STONY PIECES, a collaborative evening of original dance, poetry, sculpture, and music by No Strings Theater Company, Las Cruces, New Mexico.
- BIG LOVE (April, 2007). Commissioned by No Strings Theater Company, Las Cruces, New Mexico.
- LEADER OF THE PACK (October-November, 2004). Musical production, directed and choreographed by Debra Knapp. Produced by No Strings Theatre Company, Las Cruces, New Mexico.
- STOP THE WORLD (April, 2003). Commissioned by No Strings Theater Company, Las Cruces, New Mexico.
- BROADWAY BOUND (November, 2002). Commissioned by No Strings Theater Company, Las Cruces, New Mexico.
- ALIEN BOY (March, 2002). Commissioned for the Las Cruces Community Theater's One-Act Play Festival, Las Cruces, New Mexico.
- TANGLED JOURNEY (February, 2002). Solo concert choreographed and performed by Debra Knapp. Produced by No Strings Theater Company, Las Cruces, New Mexico.
- SATURDAY SOLILOQUIES (January, 2002). Commissioned by No Strings Theater Company, Las Cruces, New Mexico.
- WHISPERS (September, 2001). Commissioned by The New Mexico Contemporary Dance Alliance, Santa Fe, New Mexico.

Commissioned Choreography –NMSU Inter-departmental Collaborations

- WE ARE ENRON (February, 2008). Commissioned choreography for original musical by Dona Ana Lyric Opera, Las Cruces, New Mexico.
- EXTINCTION (October, 2007). Commissioned choreography for original musical by Dona Ana Lyric Opera, Las Cruces, New Mexico.
- LOOKING BACK, LOVE SONG FOR MOM (April, 2007). Choreography for *Celebrating Women's Achievements*, hosted by NMSU Women's Studies program.
- PHASES (January, 2007). Choreography for Dr. Fred Bugbee's percussion recital.
- WALK IN THE DESERT (October, 2006). Original play, music, and choreography from the NMSU Theater and Music Departments and the Dance Program. Funded through grants from the Stocker Foundation and the New Mexico Arts Division.
- SHE LOVES ME (November, 2003). Commissioned by New Mexico State University Theater Department at the Hersel-Zohn Theater, Las Cruces, New Mexico.
- INNER VOICES, (November, 2002). Produced by the New Mexico State University Art Gallery, Las Cruces, New Mexico.

Non-adjudicated Choreography: New Mexico State University Dance Program

- TAKING A CHANCE WITH CAGE (February, 2011). Choreography for NMSU's Contemporary Music Festival.
- PASSING IT ON (November, 2010). Choreography for *Family Matters* production.
- FESTEJANDO EN LA PLAZA (April, 2010). Choreography for *Rhythm Nights* production.
- THE PLAYING GROUND (October, 2009) Choreography for PADI regional concert in El Paso, TX.
- PALOMA BLANCA (May, 2009; October, 2009; December 2009). Choreography for PADI.
- WHEN WE FALL (March 2009). Choreography for *Danza sin Fronteras* production.
- FINDING PEACE (December, 2008). Choreography for *'Tis the Season* production
- HOW MANY MORE DAYS LEFT (December, 2008). Choreography for NMSU's *'Tis the Season* production
- PHASES (February, 2007). Choreography for *Danza sin Fronteras* production.
- BREAKING AWAY (February, 2007). Choreography for *Danza sin Fronteras* production.
- CLIMB TO THE TOP (February, 2007). Choreography for *Danza sin Fronteras* production.
- THE REUNION (February, 2007). Choreography for *Danza sin Fronteras* production.

- COMING TOGETHER (February, 2007). Collaborative Choreography by Ashwini Ayanam for *Danza sin Fronteras* production.
- LOOKING BACK, LOVE SONG FOR MOM (February, 2007). Choreography for *Danza sin Fronteras* production.
- LOVE SONGS (February, 2006). Choreography for *Love Songs* production.
- BOLERO (February, 2006). Choreography for *Love Songs* production.
- ON BROADWAY (February, 2006). Choreography for *Love Songs* production.
- TRAVELING (January, 2005). Choreography for *Dance Encounters* production with UTEP dance program.
- LINKED BY MORE THAN JUST CONTACT (January, 2005). Choreography for *Dance Encounters* production with UTEP dance program.
- WHISPERS (January, 2005). Choreography for *Dance Encounters* production with UTEP dance program.
- SERENGETI (January, 2005). Choreography for *Dance Encounters* production with UTEP dance program.
- WHERE THE WIND BLOWS FAR FROM THE BEACHES (January, 2005). Choreography for *Dance Encounters* production with UTEP dance program.
- JOINING FORCES (October, 2004). Choreography for *Harvest of Dances* production.
- SOMEWHERE (January, 2004). Choreography for *Gershwin, Kelly and More* production.
- GATHERING IN THE PLAZA (January, 2004). Choreography for *Gershwin, Kelly and More* production.
- UNDER THE MOON BY THE RIVER (September, 2003). Choreography for *Dancers in the Sunset* production.
- SWEET RAY, SUITE RAY (March, 2003). Choreography for *Movement of the Sole* production.
- NEWSPAPER (October, 2002). Choreography for *Chatter* production.
- IN A CONSTANT STATE OF CONFUSION (October, 2002). Choreography for *Chatter* production.
- CHATTER (October, 2002). Choreography for *Chatter* production.
- MORNING CONVERSATIONS (October, 2002). Choreography for *Chatter* production.
- SILHOUETTE (September, 2002). Choreography for *We Remember, a Celebration of Unity* production.
- EARTH RHYTHMS (April, 2002). Choreography for *Spring Collections* production
- CONTRASTS (April, 2002). Choreography for *Spring Collections* production

Artistic Performances

Commissioned Solo Performances – National

- LOOKING BACK, LOVE SONG FOR MOM (November, 2006). Solo commissioned by Pennsylvania AHPERD. Silver Springs, Pennsylvania.
- LOOKING BACK, LOVE SONG FOR MOM (August, 2006). Solo commissioned by Centrum Performing Arts Series, Port Townsend, Washington.
- WHISPERS (April, 2006). Solo commissioned by the Indiana Dance Festival, Fort Wayne, Indiana.
- WHISPERS (August, 2005). Solo commissioned by Centrum Performing Arts Series, Port Townsend, Washington.
- UNDER THE MOON BY THE RIVER (August, 2004). Solo commissioned by Centrum Performing Arts Series, Port Townsend, Washington.
- TANGLED JOURNEY (July, 2003). Solo concert commissioned by University of California, Irvine – Dance Department in conjunction with the California Dance and Movement Workshop for Dance Educators, Irvine, California.
- TANGLED JOURNEY (December, 2002). Solo concert commissioned by Batesville Arts Council, Batesville, Arkansas.

Commissioned Solo Performances – State

- LOOKING BACK: LOVE SONG FOR MOM (January, 2010). National Dance Association Conference, Las Cruces, New Mexico.
- TANGLED JOURNEY (February, 2002). Solo concert commissioned by No Strings Theater Company, Las Cruces, New Mexico.
- WHISPERS, (September, 2001) Commissioned by The New Mexico Contemporary Dance Alliance, Plan B Theater, Santa Fe, New Mexico.

Commissioned Guest Performances – National

- CORRIDORS, (August, 2008). Performed at Centrum Performing Arts, Port Townsend, Washington.
- TRES TANGO, (August, 2004). Bill Evans Dance Company, Centrum Performing Arts Series, Port Townsend, Washington.

Commissioned Guest Performances – State

- COMING TOGETHER (April, 2007). Franklin High School, Chamizol Theater, El Paso, Texas.
- TRAVELING (April, 2007). Franklin High School, Chamizol Theater, El Paso, Texas.
- TRES TANGOS (February, 2004). Bill Evans Dance Company, South Broadway Cultural Center, Albuquerque, New Mexico.
- TRES TANGOS (February, 2004). Bill Evans Dance Company, Taos Center for the Arts, Taos, New Mexico.
- THE LEGACY (February, March, 2002). University of New Mexico Dance Department, Rodey Theater, Albuquerque, New Mexico.

- REVISITATIONS, DANCES FOR THE INNER CHILD, SUITE BEETHOVEN (January, 2001). Bill Evans Dance Company at the Kimo Theater, Albuquerque, New Mexico.

Media Performances

- INNER VOICES, KRWG, PBS special: “Breast Cancer: Knowledge is Power”, (October 23, 2002). Concluded documentary, a solo about the courage of women who have survived great loss or tragedy in their lives.

Performance Productions - International: Debra Knapp Producer

- FOLKLORICO EXTRAVAGANZA (July, 2007). A performance of folklorico dance companies from USA and Mexico at the Pan American Center, Las Cruces, New Mexico.
- VIVA LA DANZA (July, 2007). A performance of the Rarajipame Dance Company from Chihuahua, Mexico at the Pan American Center, Las Cruces, New Mexico.
- A WIMMICK’S TALE (January, 2007). NMSU Dance Ensemble collaboration with the Emmanuel Children’s Home, Ciudad Juarez, Mexico and Ballet de Court, El Paso, Texas.
- THE CHILDREN AND THE KING (December 2005, January 2006). NMSU Dance Ensemble collaboration with the Emmanuel Children’s Home, Ciudad Juarez, Mexico and Ballet de Court, El Paso, Texas.
- THE NUTCRACKER (December, 2004). NMSU Dance Ensemble collaboration with the Emmanuel Children’s Home, Ciudad Juarez, Mexico.
- THE NUTCRACKER (December, 2003). NMSU Dance Ensemble collaboration with the Emmanuel Children’s Home, Ciudad Juarez, Mexico.

Performance Collaborations

- DANZA SIN FRONTERAS (October, 2009) New Mexico State University Dance program performance in conjunction with Pan American Dance Institute, Bowie High School Dance Ensemble (El Paso, TX), Cor Ignis Dance Company (El Paso, TX), Sole Creations (Las Cruces, NM), The Dancers Studio (Ciudad Juarez, Mexico).
- DANZA SIN FRONTERAS (March 2009). New Mexico State University Dance program performance in conjunction with the Hispanic Caucus, Las Cruces, New Mexico.
- CINCO DE MAYO (May 2008). New Mexico State University Dance program performance in conjunction with the Dona Ana Community College, Las Cruces, New Mexico.
- CINCO DE MAYO (May 2007). New Mexico State University Dance program performance in conjunction with the Dona Ana Community College, Las Cruces, New Mexico.
- CINCO DE MAYO (May 2006). New Mexico State University Dance program performance in conjunction with the Dona Ana Community College, Las Cruces, New Mexico.
- WALK IN THE DESERT (October, 2006). New Mexico State University Dance program, Theater department, and music department. Las Cruces, New Mexico.
- SWEEP AND SWING (October, 2005). New Mexico State University Dance program and the Dona Ana Lyric Opera, Las Cruces, New Mexico.
- LATIN SENSATIONS (October, 2005). New Mexico State University Dance program performance in conjunction with the Dona Ana Community College, Las Cruces, New Mexico.
- DANCE ENCOUNTERS (January, 2005). New Mexico State University and University of Texas El Paso dance programs’ collaborative dance concert in Las Cruces, New Mexico and in El Paso, Texas.
- IRISH INTERPRETATIONS THROUGH DANCE, (March, 2005). New Mexico State University Dance program performance in conjunction with the Dona Ana Community College, Las Cruces, New Mexico.
- CELEBRATION OF THE SOUL and CELEBRATION OF THE SPIRIT, (December 6 & 9, 2004). New Mexico State University Dance program performance in conjunction with the NMSU Academy for Learning in Retirement, Good Samaritan Center, Las Cruces, New Mexico.
- NEW MEXICO TAP DANCE JAM, (April, 2004). New Mexico State University Dance program joins state and national tap performers. Outpost Productions, Albuquerque, New Mexico.
- WORLD DANCE (March, 2004). New Mexico State University Dance program performance in conjunction with the Dona Ana Community College, Las Cruces, New Mexico.
- BIO-LIQUID-RHYTHM (February-April), 2004). New Mexico State University Dance program performance in conjunction with the Amy M. Lam Wai Man painting exhibit. The Museum of Fine Arts, Las Cruces, New Mexico.
- RENAISSANCE CRAFTFAIRE (November, 2002, 2003, 2004, 2005, 2006). NMSU Dance program performance in conjunction with the Dona Ana Arts Council, Las Cruces, New Mexico.

Performance Productions - State: Debra Knapp Director and Producer

- NOCHE FLAMENCA (October, 2003). Hispanic Heritage month Concert, New Mexico State University Corbett Auditorium, Las Cruces, New Mexico.
- FUEGO FLAMENCO (January, 2003). Court Youth Center, Las Cruces, New Mexico.

Performance Productions - New Mexico State University: Debra Knapp Director and Producer

- FAMILY MATTERS (November, 2010). Rio Grande Theater, Las Cruces, New Mexico.
- RHYTHM NIGHTS (April, 2010). Performing Arts Center, Las Cruces, New Mexico.
- 'TIS THE SEASON (December, 2009), Performing Arts Center, Las Cruces, New Mexico.
- DANZA SIN FRONTERAS (October, 2009). Bowie High School Auditorium, El Paso, Texas.
- RED AND BLACK BALL (May, 2009). Farm and Heritage Ranch Museum, Las Cruces, New Mexico.
- RHYTHM NIGHTS (April, 2009), Rio Grande Theater, Las Cruces, New Mexico.
- DANZA SIN FRONTERAS (March, 2009). Rio Grande Theater, Las Cruces, New Mexico.
- DANCE FOR HOPE (February, 2009). Farm and Heritage Ranch Museum, Las Cruces, New Mexico.
- TIS THE SEASON (December, 2008). Rio Grande Theater, Las Cruces, New Mexico.
- DANCE WORKS (November, 2008). Rio Grande Theater, Las Cruces, New Mexico.
- POINTS OF VIEW (December, 2007). Farm and Heritage Ranch Museum, Las Cruces, New Mexico.
- MINDS OF MOVEMENT (May, 2007). Farm and Heritage Ranch Museum, Las Cruces, New Mexico.
- RHYTHM NIGHTS (April, 2007). Court Youth Center, Las Cruces, New Mexico.
- NOCHE DE ESPANA (March, 2007). Rio Grande Theatre, Las Cruces, New Mexico.
- DANZA SIN FRONTERAS (February, 2007). Court Youth Center, Las Cruces, New Mexico.
- RECRUDESCENCE (November, 2006). Court Youth Center, Las Cruces, New Mexico.
- RHYTHM NIGHTS (April, 2006). Farm and Heritage Ranch Museum, Las Cruces, New Mexico.
- LOVE SONGS (February, 2006). Farm and Heritage Ranch Museum, Las Cruces, New Mexico.
- CONFESSION EXPRESSIONS (December, 2005). Farm and Heritage Ranch Museum, Las Cruces, New Mexico.
- SOL Y ARENA (September, 2005). Farm and Heritage Ranch Museum, Las Cruces, New Mexico.
- VIVA LA DANZA (June, 2005). Farm and Heritage Ranch Museum, Las Cruces, New Mexico.
- RHYTHM NIGHTS (April, 2005). Farm and Heritage Ranch Museum, Las Cruces, New Mexico.
- DANCE ENCOUNTERS (January, 2005). New Mexico State University and University Texas El Paso collaborative concert, Farm and Heritage Ranch Museum, Las Cruces, New Mexico and Shandu Studio, El Paso, Texas.
- IMAGINATION, (December, 2004). Farm and Heritage Ranch Museum, Las Cruces, New Mexico.
- HARVEST OF DANCES, (October, 2004). Court Youth Center, Las Cruces, New Mexico.
- AND THE BEAT GOES ON (April, 2004). New Mexico State University Corbett Auditorium, Las Cruces, New Mexico
- GERSHWIN, KELLY AND MORE... (January 2004). Court Youth Center, Las Cruces, New Mexico.
- DANCE EXCURSIONS (December, 2003). Black Box Theater, Las Cruces, New Mexico.
- AESOPS FABLES (October, 2003). Convocation series, Las Cruces Public Schools: grades 1-2. New Mexico State University Corbett Auditorium, Las Cruces, New Mexico.
- DANCERS IN THE SUNSET (September, 2003). Court Youth Center, Las Cruces, New Mexico.
- FEELING THE BEAT (April, 2003). New Mexico State University Corbett Auditorium, Las Cruces, New Mexico.
- MOVEMENT OF THE SOLE (March, 2003). Court Youth Center, Las Cruces, New Mexico
- AESOPS FABLES (February, 2003). Black Box Theater, Las Cruces, New Mexico
- DANCE EXPRESSION (November, 2002). Black Box Theater, Las Cruces, New Mexico
- SURVIVING FROM THE HEART (November, 2002). New Mexico State University Art Gallery, Las Cruces, New Mexico
- CELEBRATION OF CREATION (October, 2002). NMSU Corbett Auditorium, Las Cruces, New Mexico
- RHYME AND RHYTHM (October, 2002). New Mexico State University Dove Learning Center, Las Cruces, New Mexico
- CHATTER (October, 2002). Court Youth Center, Las Cruces, New Mexico
- MOTION, WORDS AND IMAGES (April, May, 2002). Black Box Theater, Las Cruces, New Mexico
- SPRING COLLECTIONS (April, 2002). Court Youth Center, Las Cruces, New Mexico
- MIXED BAG (March, 2002). Black Box Theater, Las Cruces, New Mexico
- TASTE OF DANCE (December, 2001). New Mexico State University Rentfrow Gym, Las Cruces, New Mexico

Presentations

Invited Keynote Speaker

- Knapp, Debra. (January, 2009). *Creating a Learner Centered Environment in the Dance Studio/Classroom*. Tennessee Association of Dance Professionals' Summit 2009, Nashville, Tennessee.
- Knapp, Debra. (January, 2009). *Engaging the Whole Person in Jazz Class*. Tennessee Association of Dance Professionals' Summit 2009, Nashville, Tennessee.
- Knapp, Debra. (January, 2009). *Exploring Alignment and Core Support in the Jazz Studio*. Tennessee Association of Dance Professionals' Summit 2009, Nashville, Tennessee.
- Knapp, Debra. (January, 2009). *Developing a Jazz Dance Curriculum*. Tennessee Association of Dance Professionals' Summit 2009, Nashville, Tennessee.
- Knapp, Debra. (January, 2009). *Exploring Anatomically Sound, Functional Turnout in the Modern and Jazz Studios*. Tennessee Association of Dance Professionals' Summit 2009, Nashville, Tennessee.

- Knapp, Debra (June, 2006). *Making Meaning Through Leadership*. CeBIEL/PED Leadership Academies, Albuquerque, New Mexico.
- Knapp, Debra (June, 2006). *Making Meaning Through Leadership*. CeBIEL/PED Leadership Academies, Ruidoso, New Mexico.
- Knapp, Debra (March, 2006). *The Art of Collaboration*. Indiana Dance Festival, Fort Wayne, Indiana.

Invited Speaker– International

- Knapp, Debra. (May, 2006). *Developmental Movement Patterns*. X Congreso Internacional de Educacion Fisica. Ciudad Chihuahua, Mexico.
- Knapp, Debra, Pederson, Scott. (May 2006). *Moving to Learn*. X Congreso Internacional de Educacion Fisica. Ciudad Chihuahua, Mexico.

Invited Speaker – National

- Knapp, Debra (March, 2009). *Leadership in Dance*, American Association of Health, Physical Education, Recreation and Dance National Conference. Tampa, Florida.
- Knapp, Debra, (March, 2007). Research Symposium: Phenomenological Choreographic: Composing Stories. American Association of Health, Physical Education, Recreation and Dance National Conference. Baltimore, Maryland.
- Knapp, Debra (February, 2007). *Collaborative Experiences in a Modern Dance Technique Class*, American College Dance Festival. Fort Worth, Texas.
- Knapp, Debra (June, 2005). *Dance in the Classroom: An Arts-in-Education Approach*. University of Central Oklahoma, Oklahoma Department of Education A+ Schools. Edmond, Oklahoma.
- Knapp, Debra (May, 2004). *Valuing Movement in the Development of a Human Being*. Southside School Corporation, Batesville, Arkansas.
- Knapp, Debra (March, 2003). *Arts Integration in the Elementary School*. West Chester University, West Chester, Pennsylvania.
- Knapp, Debra (March, 2003). *Creative Movement to Promote Physical Fitness in Elementary School Students*. West Chester University, West Chester, Pennsylvania.
- Knapp, Debra. (March, 2003). *Modern Dance Technique: Improving Performance*. West Chester University, West Chester, Pennsylvania.
- Knapp, Debra. (July-August, 2003). *Modern Dance and Arts-in-Education*. University of California, Irvine-Dance Department: California Dance and Movement Workshop for Educators. Irvine, California.

Invited Speaker - State

- Knapp, Debra (November, 2006). *Exploring the Articulate and Expressive Body*. 2006 PSAHPERD Convention. Champion, Pennsylvania.
- Knapp, Debra (November, 2006). *Modern Dance Technique*. 2006 PSAHPERD Convention. Champion, Pennsylvania.
- Knapp, Debra (June, 2006). *The Health of a Leader*. CeBIEL and PED Leadership Academies. Albuquerque, New Mexico & Mescalero, New Mexico
- Knapp, Debra (June, 2006). *Reframing Leadership*. CeBIEL and PED Leadership Academies. Albuquerque, New Mexico & Mescalero, New Mexico
- Knapp, Debra (January, 2005). *Learning to Move, Moving to Learn*. Las Cruces Public Schools: Professional Development. Las Cruces, New Mexico.
- Knapp, Debra (July, 2004). *An educational model: Using movement to prepare learners*. Alma deArte, Charter School for the Visual, Performing, and Culinary Arts. Las Cruces, New Mexico.
- Knapp, Debra (November, 2002). *Moving Into the Learning Environment*, National Educators Association annual conference. Las Cruces, New Mexico.

Refereed - National

- Knapp, Debra. (March, 2010). *Jazzin' Up Musical Theater*. American Association of Health, Physical Education, Recreation and Dance National Conference. Indianapolis, Indiana.
- Knapp, Debra. (March, 2010). *Choreography and Photography*. American Association of Health, Physical Education, Recreation and Dance National Conference. Indianapolis, Indiana.
- Knapp, Debra. (January, 2010). *Acupressure for Dancers*. National Dance Association, Pedagogy Conference, Las Cruces, New Mexico.
- Knapp, Debra. (January, 2010). *The Breathing Body*. National Dance Association, Pedagogy Conference, Las Cruces, New Mexico.
- Knapp, Debra. (January, 2010). Panelist, *Tending the Hearth Together*. National Dance Association, Pedagogy Conference, Las Cruces, New Mexico.
- Knapp, Debra. (January, 2010). *Rejuvenating Integrative Movement*. National Dance Association, Pedagogy Conference, Las Cruces, New Mexico.

- Knapp, Debra. (April, 2009). Poster: *Administrative Skills and Attributes of University Dance Administrators*. American Association of Health, Physical Education, Recreation and Dance National Conference. Tampa, Florida.
- Knapp, Debra. (March, 2009). *Jazz Dance: Film and Musicals*. American College Dance Festival, College Station, Texas.
- Knapp, Debra. (March, 2009). *Choreography: Making Meaning*. American College Dance Festival, College Station, Texas.
- Knapp, Debra. (June, 2008). *Site-Specific Dance Choreography*. Southwest District Association of Health, Physical Education, Recreation and Dance Conference. Kona, Hawaii.
- Knapp, Debra. (June, 2008). *Sport Dance*. Southwest District Association of Health, Physical Education, Recreation and Dance Conference. Kona, Hawaii.
- Knapp, Debra. (April, 2008). *Dance Leadership*. American Association of Health, Physical Education, Recreation and Dance National Conference. Ft. Worth, Texas
- Knapp, Debra. (March, 2008). *Modern Dance: Finding the Expressive Artist*. American College Dance Festival Conference, Wichita, Kansas.
- Knapp, Debra. (May, 2007). *Resistance Training*. XI Congreso Internacional de Educacion Fisica. Ciudad Chihuahua, Mexico.
- Knapp, Debra (February, 2007). Paper: *Dance Leadership*, American College Dance Festival. Fort Worth, Texas.
- Knapp, Debra. (October, 2006). *Master Artists: Collaboration Performance*. National Dance Education Organization: National Conference. Long Beach, California.
- Knapp, Debra. (October, 2006). *Focus Group: Needs Assessment for the Development of University Preparation Programs for Dance Administrators*. National Dance Education Organization: National Conference. Long Beach, California.
- Knapp, Debra. (October, 2006). *Collaboration: Building a world of shared experiences*. National Dance Education Organization: National Conference. Long Beach, California.
- Knapp, Debra. (April, 2006). *Jazz Dance: Creating Combinations for the Brain and Spirit*. American Association of Health, Physical Education, Recreation and Dance National Conference. Salt Lake City, Utah.
- Knapp, Debra. (April, 2005). *Jazz Dance, Moving from your Emotional Center*. American Association of Health, Physical Education, Recreation and Dance National Conference. Chicago, Illinois.
- Knapp, Debra. (March, 2005). *Advanced Modern Dance, Inner Connectivity for Outer Expressivity*. American College Dance Festival, Buffalo, New York.
- Knapp, Debra. (March, 2005). *Advanced Jazz Dance, Emotions that Feed the Dancer*. American College Dance Festival, Buffalo, New York.
- Knapp, Debra. (October, 2004). *Healing the Dancer from Within*. National Dance Education Organization: National Conference. East Lansing, Michigan.
- Knapp, Debra. (April 2004) *Jazz Dance Technique: Bringing Broadway to Your Classroom*. American Association of Health, Physical Education, Recreation and Dance National Conference. New Orleans, Louisiana.
- Knapp, Debra. (2004, March). *Singing with the Body, Dancing with the Voice*. American College Dance Festival. Scottsdale, Arizona.
- Knapp, Debra. (2004, March). *Dancing into the Curriculum: Dance in K-12*. American College Dance Festival. Scottsdale, Arizona.
- Knapp, Debra. (October 2003). *Exploring the Articulate Body*. National Dance Education Organization: National Conference. Albuquerque, New Mexico.
- Knapp, Debra (April 2003). *PLUG IT IN: 7 Movement Methods for Integration into the Academic Curriculum*. American Association of Health, Physical Education, Recreation and Dance National Conference, Philadelphia, Pennsylvania.
- Knapp, Debra (April 2003). *Progressive Inclusion: Teaching Sport Skills Through Dance*. American Association of Health, Physical Education, Recreation and Dance National Conference, Philadelphia, Pennsylvania.
- Knapp, Debra (April 2003). *Teaching Modern Dance Technique through Peer-touring and Reflection*. American Association of Health, Physical Education, Recreation and Dance National Conference, Philadelphia, Pennsylvania.
- Knapp, Debra (November 2002). *The Kinesthetic Learner*. National Educators Association of Early Childhood Education Conference, Las Cruces, New Mexico.
- Knapp, Debra (March 2002). *The Art of Jazz Dance-Intermediate/Advanced level*. American College Dance Festival Conference, Arizona State University, Tempe, Arizona.
- Knapp, Debra (November 2001). *Moving into the Learning Environment*. National Educators Association of Early Childhood Conference, Las Cruces, New Mexico.

Refereed - Regional and State

- Knapp, Debra. (February, 2010). *Jazz Dance: Exploring the World of Musical Theater*. Southwest District Association of Health, Physical Education, Recreation and Dance with Arizona AHPERD Conference. Santa Fe, New Mexico.
- Knapp, Debra. (February, 2010). *Great Balls of Fire*. Southwest District Association of Health, Physical Education, Recreation and Dance with Arizona AHPERD Conference. Santa Fe, New Mexico.
- Knapp, Debra. (October, 2009). *Resistance Training*. New Mexico Association of Health, Physical Education, Recreation and Dance Conference, Albuquerque, New Mexico.

- Knapp, Debra. (October, 2009). *The Dance Exchange*. New Mexico Association of Health, Physical Education, Recreation and Dance Conference, Albuquerque, New Mexico.
- Knapp, Debra. (January, 2009). *Warm-up and Get Going*. Southwest District Association of Health, Physical Education, Recreation and Dance with Arizona AHPERD Conference. Phoenix, Arizona.
- Knapp, Debra. (February 2004). *Beginning Modern Dance & Jazz: Pedagogical Techniques for Fun and Success*. Southwest District Alliance for Health, Physical Education, Recreation and Dance Convention, Santa Ana, New Mexico.
- Knapp, Debra. (February 2004). *Resistance Training: A Workout Gym that you can hold in your Hand*. Southwest District Alliance for Health, Physical Education, Recreation and Dance Convention, February 6, 2004. Santa Ana, New Mexico.
- Knapp, Debra. (February 2004). *Dance: Developing Movement Skill Games*, Southwest District Alliance for Health, Physical Education, Recreation and Dance Convention, Santa Ana, New Mexico.
- Knapp, Debra. November 2003. *Moving with the Masters*, New Mexico Art Education Association. Santa Fe, New Mexico.
- Knapp, Debra. (September 2002). *Teaching Through the Multiple Intelligence*. New Mexico Association of Health, Physical Education, Recreation and Dance Conference, Albuquerque, New Mexico.
- Knapp, Debra. (September 2002). *Creative Movement Games for Elementary Physical Education*. New Mexico Association of Health, Physical Education, Recreation and Dance Conference, Albuquerque, New Mexico.
- Knapp, Debra. (October 2001). *Developmental Movement Patterns through Dance: Warm-up Exercises*. New Mexico Association of Health, Physical Education, Recreation and Dance Conference - PE4Life, Las Cruces, New Mexico.

Grants

Grants Awarded

- Stocker Foundation (2011). \$25,000 grant for *Literacy Through Movement*. An interactive program for elementary schools and in-service training for teachers.
- New Mexico Arts (2011). \$8,750 grant for *Literacy Through Movement*. An interactive program for elementary schools and in-service training for teachers.
- Stocker Foundation (2010). \$23,000 grant for *Literacy Through Movement*. An after school program for elementary schools.
- 21st century Grant, NM PED (2010). \$109,000 for *Dance Alive*. An after school program for Gadsden Independent elementary schools.
- Sam's Club (2009). \$1,000 grant for *Dancing after School*. An after school program for elementary schools.
- 21st century Grant, NM PED (2009). \$64,000 for *Dance Alive*. An after school program for Gadsden Independent elementary schools.
- Stocker Foundation (2009). \$10,000 grant for *Dancing after School*. An after school program for elementary schools.
- Sam's Club (2008). \$1,000 grant for *Dancing after School*. An after school program for elementary schools.
- Stocker Foundation (2007). \$15,000 grant for *Dancing after School*. An after school program for elementary schools.
- Target Foundation (2007). \$3,000 grant for *Dancing after School*. An after school program for elementary schools.
- Sam's Club (2007). \$1,000 grant for *Dancing after School*. An after school program for elementary schools.
- New Mexico Arts (2007). \$6,700 grant for *El Viaje del Arte: A Cultural Journey of Spanish Dance*. A touring program for elementary public schools in collaboration with Las Cruces Public Schools and Gadsden School District
- Stocker Foundation (2005-06). \$15,000 grant for *A Walk in the Desert*. A joint collaboration with the NMSU Theater and Music Departments.
- Target Foundation (2006). \$3,000 grant for *El Viaje Del Arte: A Cultural Journey of Spanish Dance*, a touring program for elementary schools.
- Stocker Foundation (2005). \$10,000 grant for *Viva La Danza*, Summer Dance Festival. Director of grant.
- Target Foundation (2005). \$3,000 grant for *El Viaje Del Arte: A Cultural Journey of Spanish Dance*, a touring program for elementary schools.
- Dona Ana Arts Council (2004). \$250 mini-grant for *Flamenco Fiesta*, seminars on Flamenco dance. Director of grant.
- Anchor Blue, Inc., (2003 and 2002). \$500 awarded for Dance Performer Sponsorship.
- Wells Fargo Bank, Albuquerque, New Mexico, (2002). \$2,500 grant for Summer Youth Dance Program, scholarships for low-income families. Director of grant.
- Arts Council of Indianapolis, Indiana (2001-2002). \$7,500 grant for Creative Renewal Arts Fellowship.

SERVICE ACTIVITIES

ADMINISTRATION

Director of NMSU Dance Program

Curriculum Review: 2001-02 Revised BA of Dance course requirements, added courses to degree plan, rewrote course Descriptions, changed the credit hours of courses offered; 2002-03 added courses to degree plan; 2004-05 added courses to degree plan; 2005-06 developed a dance education track and a dance performance track for the BA degree; 2010 developed a graduate dance minor.

Semester Schedule: Responsible for semester course offerings, days/times of courses, content of courses, faculty selection

Dance Faculty: Adjunct faculty selection, supervision and evaluation of faculty

Administrator and Supervisor for the NMSU Summer Dance Programs:

Viva la Danza, June 5-11, July 21-23, July 25-30, 2006. (Modern Dance, Flamenco, Classical Spanish, Ballroom)

Viva la Danza, June 23-28, 2005. (Flamenco, Classical Spanish, Argentine Tango, Ballet Folklorico)

Summer Dance Intensive. June 1-July 2, 2004. (Modern Dance)

Pre-Professional Dance Workshop. July 5-16, 2004. (Modern Dance, Ballet, Jazz)

Youth Dance Workshop. July 19-23, 2004. (Ballet, Modern Dance, Jazz, Flamenco, Tap)

Summer Dance and Choreography Program. May 22-June 28, 2003. (Modern Dance, Choreography, Improvisation, Repertory)

Bill Evans Summer Institute of Dance. June 11-16, 2002. (Modern Dance, Creative Process, Repertory)

Summer Youth Dance Program. June 17-28, 2002. (Ballet, Modern Dance, Jazz, Tap, Creative Process)

Summer Choreography Seminars. June 9-August 6, 2002. (Modern Dance)

Summer Dance 2003. May 20-June 26, 2003. (Modern Dance, Creative Process, Repertory)

Summer Choreography Seminars. May 20-June 26, 2002. (Modern Dance)

Administrator and Supervisor for the NMSU Community Dance Programs for adults and children

2003-2008: classes in Yoga, Pilates, Stretch-n-Strength, Clogging, Hip-Hop, Flamenco, Middle Eastern Dance, and Creative Movement

Design and distribution of:

NMSU Dance Program's Newsletter-FOOTNOTES, the NMSU Dance Magazine, and General Dance Program Brochure: Write, edit, design and distribute promotional and marketing materials.

Develop and Direct HIGH SCHOOL DANCE DAY: Each year since 2002. Offer a full day of dance classes and an informal performance of the NMSU dance companies and high school dance companies.

Producer, director and promoter of all NMSU Dance Concerts, Workshops.

Administrator of Annual Fundraising Campaign, fundraising event and all grant writing.

Chair of Dance Student Handbook Committee: Policies, procedures, responsibilities, and general information

Scholarly/Creative Review

- American College Dance Festival Regional Conference (March, 2005). Adjudicator: Reviewed thirty-five dances submitted by twenty-two college and university dance programs from the Northeast ACDF region, University of Buffalo, Buffalo, New York.
- American College Dance Festival Regional Conference (March, 2001). Adjudicator: Reviewed fifty-two dances submitted by thirty college and university dance programs from the Southwest ACDF region, University of New Mexico, Albuquerque, New Mexico.
- Ohio Dance Alliance (June, 2001). Reviewed twenty-seven dances submitted by professional dance companies, and colleges and university dance programs from Ohio, Ohio State University, Columbus, Ohio.

Faculty evaluation for Promotion and Tenure:

External Reviewer

- University of Nevada-Reno, Reno, NV (2011). Promotion and Tenure review for Cari Cunningham.
- University of Houston, Houston, TX (2010). Promotion and Tenure review for Teresa Chapman.
- University of Auburn, Auburn, AL (2010). Promotion and Tenure review for Adrienne Wilson.
- University of Nebraska, Lincoln, NE (2010). Promotion and Tenure review for Susan Levine.
- Hobart and William Smith Colleges, Geneva, NY (2010). Promotion and Tenure review for Michele Iklé.
- Indiana University, Bloomington, IN (2004). Promotion and Tenure review for Elizabeth Shea.

Choreographic Reviewer

- Indiana University, Bloomington, IN (2004). Critique of Gwen Hamm's Choreography from videotape.
- Indiana University, Bloomington, IN (2004). Critique of Laura Poole's Choreography from videotape.
- Indiana University, Bloomington, IN (2004). Critique of Elizabeth Shea's Choreography from videotape.

Consultations

- Las Cruces Public Schools (May, 2006). Counselors and Social workers - K-12: *Moving to Learn*. Las Cruces, New Mexico.
- Las Cruces Public Schools (April, 2006). Head Start Program: *Movement is the first teacher*. Las Cruces, New Mexico.

- Southside School District (May 2004). K-5 teachers: *Pedagogy: The Kinesthetic Learner*. Southside, Arkansas.
- Batesville School District (December, 2002). K-5 teachers: *Brain Gym and Methods for Moving the Classroom.*: Batesville, AR.
- Garfield Elementary School (December, 2001). K-4 teachers: *Kinesthetic Learners*. Garfield, New Mexico.

Student Organizations

Advisor of NMSU Dance Society, NMSU DanceSport, Aggie DanceSport - student clubs.

- ASNMSU, (2011). \$1,900 awarded for the American Alliance of Health, Physical Education, Recreation and Dance Conference: support for 4 dancers to attend and perform at the conference.
- ASNMSU, (2010). \$4,500 awarded for the American College Dance Festival Conference: support for 21 dancers to attend and perform at the conference;
- ASNMSU, (2010). \$7,000 awarded for the DAVIDA Dance Classic: support for 18 dancers to attend and compete at the competition.
- ASNMSU, (2010). \$5,500 awarded for the Stanford Cardinal Classic: support for 24 dancers to attend and compete at the competition.
- ASNMSU, (2009). \$6,500 awarded for the American College Dance Festival Conference: support for 21 dancers to attend and perform at the conference;
- ASNMSU, (2019). \$5,500 awarded for the Stanford Cardinal Classic: support for 24 dancers to attend and compete at the competition.
- ASNMSU, (2008). \$5,900 awarded for the American College Dance Festival Conference: support for 21 dancers to attend and perform at the conference;
- ASNMSU, (2008). \$5,500 awarded for the Stanford Cardinal Classic: support for 24 dancers to attend and compete at the competition.
- ASNMSU, (2007). \$6,200 awarded for the American College Dance Festival Conference: support for 19 dancers to attend and perform at the conference;
- \$5,500 awarded for the Stanford Cardinal Classic: support for 24 dancers to attend and compete at the conference
- ASNMSU, (2006). \$1,300 awarded for the National Dance Education Organization Conference: support for 8 dancers to attend conference;
- ASNMSU, (2006). \$5,300 awarded for the American College Dance Festival: support for 22 dancers to attend and perform at the conference;
- ASNMSU, (2006). \$5,200 awarded for Ballroom Collegiate Competition at University of California San Diego: support for 24 dancers to attend the competition.
- ASNMSU, (2005). \$5,100 awarded for The American College Dance Festival: support for 18 dancers to attend and perform at the conference;
- ASNMSU, (2005). \$5,100 awarded for Ballroom Collegiate Competition at University of California San Diego: support for 22 dancers to attend the competition.
- ASNMSU, (2004). \$4,500 awarded for The American College Dance Festival: support for 21 dancers to attend and perform at the conference;
- ASNMSU, (2004). \$4,800 awarded for Ballroom Collegiate Competition at UNLV: support for 24 dancers to attend and compete;
- \$5,000 awarded for Ballroom Collegiate Competition at Stanford University, CA: support for 20 dancers to attend the competition.
- ASNMSU, (2004). \$3,500 awarded for the National Dance Education Organization Conference: support for 11 dancers to attend conference;
- ASNMSU, (2004). \$3,500 awarded for Dance Costumes;
- ASNMSU, (2004). \$3,100 awarded for The American College Dance Festival: support for 21 dancers to attend and perform at the conference.
- ASNMSU, (2003). \$4,700 awarded for Ballroom Collegiate Competition at University of California San Diego: support for 18 dancers to attend the competition.
- ASNMSU, (2003). \$5,100 awarded for Ballroom Collegiate Competition at UNLV: support for 18 dancers to attend and compete.
- ASNMSU, (2003). \$5,700 awarded for *Flamenco Fiesta*.
- ASNMSU, (2002). \$1,700 awarded for The American College Dance Festival: support for 15 dancers to attend and perform at the conference;
- ASNMSU, (2002). \$5,100 awarded for Ballroom Collegiate Competition at UNLV: support for 18 dancers to attend the competition.
- ASNMSU, (2002). \$4,700 awarded for Ballroom Collegiate Competition at University of California San Diego: support for 18 dancers to attend the competition.
- ASNMSU, (2002). \$2,100 awarded for Choreography Residency: Four National Choreographer.

Volunteer

- NMSU College of Education /Special Education/Communication Disorders: EDUC 481 & EDUC 509 “Guest presenter, “Kinesthetic Learners and Academics”
- Rivers Academy School (k-12): Professional Development, “Dance Inclusion”
- No Strings Theater Company: Choreographer
- Family and Youth, Inc., Las Cruces, New Mexico: Mentoring At-Risk Student for the Youth Employment Success Program.
- Sierra Middle School Dance Magnet, Las Cruces, New Mexico: Guest Instructor.
- Sierra Middle School 6th and 7th grade classes, Las Cruces, New Mexico: Guest Instructor.

Technical/Advisory Support

- Las Cruces Public Schools: Kennedy Center Partner Artist for dance/movement integration and inclusion in the classroom.
- Dona Ana Arts Council: Rio Grande Theater advisory
- No String Theater Company: Choreographer and Production advisory

Committees

University:

General Education College Council Committee 2007-present

Faculty Senate 2002-2007

-Faculty Affairs 2006-07

- Scholastic Affairs Committee 2005-06

- University Affairs Committee 2004-05

- Long Range Planning Committee 2001-04

Arts Complex Committee

Pierce and Barbara Hubbard Scholarship Committee 2002.

College of Education:

Strategic Planning Committee 2008-2010

Faculty Affairs 2007-2011

Education Council 2004-06

Budget Committee 2003-04

Leadership Council 2002-2010

Restructuring Committee 2001-2002

Department of Physical Education, Recreation, and Dance

Academic Programs 2001-present

Search and Screen (Department Head, Assistant Professor of Physical Education, ATEP Clinical Coordinator) 2001-present

Department Review 2001-2003

Sports Camp 2002-2008

Public Relations, Chair, 2002-present

James B. and Peggy Delameter Scholarship Committee, 2001-2004, 2008

Shirley Gore State Scholarship Committee, 2001-present

Marguerite Loya Pearson Scholarship Committee, 2002-present

No Strings Theater Company Scholarship Committee, 2007-present

Jose Tena Scholarship Committee, 2009-present

Rá Williams Scholarship Committee, 2009-present

Professional Associations

National

American Alliance for Health, Physical Education, Recreation and Dance: Member

- Strategic Planning Committee, 2010-2013.
- Assembly delegate, 2008, 2009.

National Dance Association: Member

- Pedagogy Conference, Coordinator/host, 2010.
- University Dance Teacher of the Year, Committee Chair, 2007-20011
- Fundraising project coordinator, 2007
- Dance Gala Coordinator for national conference, 2006
- National Dance Educator of the Year (University) committee member, 2006

National Dance Educational Organization: Member

American College Dance Festival Association

- Board Member, 2010-2013
- ACDEFA regional host: Coordinator, 2011

Regional

Southwest District Alliance for Health, Physical Education, Recreation and Dance.

- Vice-President for Dance 2005-06,
 - Reviewed conference proposals
 - Nomination committee
- Vice-President Elect for Dance 2007-08 & 2004-05
 - Contributor for *Highlights*, electronic newsletter
 - Dance Gala Coordinator for regional conference, 2009
- Vice-President Elect for Dance 2004-05
 - Reviewed conference proposals

State

New Mexico Association for Health, Physical Education, Recreation and Dance.

- Vice-President for Dance 2008-09, 2007-08 & 2005-06
- Vice-President for the Division of Active Lifestyles & Fitness 2003-04

MIKAELA BOHAM

New Mexico State University
Department of Human Performance, Dance and Recreation and the College of Education
Stan Fulton Athletics Center
Box 30001, MSC 3FAC
Las Cruces, NM 88003
Telephone: 575-646-7182
Fax: 575-646-3564
Email: mboham@nmsu.edu

PROFESSIONAL GOAL

To educate, provide service and research probing questions in the efforts of improving the quality of the information available to the athletic training community.

EDUCATION

BOISE STATE UNIVERSITY - 1910 University Drive, Boise, ID 83725 - (208) 426-1000

Doctorate of Education – Curriculum & Instruction, Athletic Training Education (Kinesiology)
Emphasis, 2009
Boise State University; Boise, ID
Dissertation Title: *The Effects of Gender on the Biomechanics of the Hip during Athletic Maneuvers*

BOISE STATE UNIVERSITY - 1910 University Drive, Boise, ID 83725 - (208) 426-1000

Master of Science – Exercise and Sports Studies, Biophysical Emphasis, 2007
Boise State University; Boise, ID
Thesis Title: *The Effects of Functional Fatigue on Ground Reaction Forces of a Jump, Land, and Cutting Task in Female Collegiate Soccer Athletes*

UNIVERSITY OF NEVADA, LAS VEGAS - 4505 S. Maryland Pkwy, Las Vegas, NV 89154 –
(702) 895-3011

Bachelor of Science – Athletic Training, 2005
University of Nevada, Las Vegas; Las Vegas, NV

ADMINISTRATION & LEADERSHIP

New Mexico State University, Las Cruces, NM

Assistant Professor	2009 – Present
Co-Program Director: Athletic Training Education Program	2009 – 2010
Program Director: Athletic Training Education Program	2009 – Present
Budget & Technology Representative for HPDR	2009 – Present
Academic Advisor	2009 – Present

MIKAELA BOHAM

NMSU ATEP American Red Cross: CPR/AED/1st Aide Instructor 2009 – Present
Certified Athletic Trainer: NMSU College Rodeo 2009 – Present
Faculty Senate Representative for College of Education 2010 – Present
Certified Athletic Trainer: Justin Sportsmedicine, Turquoise Circuit 2010 – Present

Boise State University, Boise, ID

Assistant Program Director: Athletic Training Education Program 2007 – 2009
Academic Advisor 2007 – 2009

TEACHING EXPERIENCE

New Mexico State University, Las Cruces, NM 2009 – Present

SPM 272 Athletic Training Clinical Practicum I (1 Term) – Course Development
SPM 309 Anatomical Kinesiology (2 Terms)
SPM 305 Biomechanics (1 Term) – Course Development
SPM 423 Athletic Training Clinical Practicum VI (2 Terms)
SPM 424 Athletic Training Clinical Practicum VII (1 Term) – Course Development
SPM 425 Management Strategies in Athletic Training (Fall 2011) – Course Development

Boise State University, Boise, ID

2005 – 2009

KINES 120 Athletic Training Procedures (6 Terms)
KINES 321 Athletic Training Clinical Instruction I (2 Terms)
KINES 322 Athletic Training Clinical Instruction II (2 Terms)
KINES 112 Fitness Foundations (6 Terms)

STATEMENT OF RESEARCH INTERESTS

Over the past five years of my educational and professional experience in athletic training, my goal has been to develop a further understanding of the physiological response to athletic injury and rehabilitation techniques. My drive is to develop and facilitate a better understanding of the ways injuries occur and the factors possibly predisposing athletes to injury in the hope of reducing the number of injuries which occur.

SCHOLARSHIP

Publications

Keating, M., Boham, M., & Ransdell, L. (2007). Consulting in health education/promotion: Everything you've always wanted to know but were afraid to ask. *California Journal of Health Promotion*, 5(3): 92-99.

Abstracts

Boham, M.; Harris, C.; Pfeiffer, R.; DeBeliso, M.; & Kuhlman, S. (2009). Effects of fatigue on ground reaction forces during land and cut tasks in female athletes. *Medicine & Science in Sports & Exercise*, 40(5), Supplement 1, S221.

Boham, M.; Harris, C.; Pfeiffer, R.; DeBeliso, M.; & Kuhlman, S. (2008). Effects of fatigue on ground reaction forces during land and cut tasks in female athletes. Podium presentation on June 5, 2009 by Mikaela Boham at

MIKAELA BOHAM

the Northwest American Society of Biomechanics Conference in Pullman, Washington. (Previously presented data).

Papers Under Review

Boham, M. (Submitted-Rejected). The games we play: Examining the current state and future of doctoral education in the United States of America: A review of The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century. Submitted to Higher Education Quarterly.

Nadelson, L. S.; **Boham, M. D.**; Conlon-Khan, L.; Fuentealba, M. J.; Hall, C. J.; Hoetker, G. A.; et al. (2009/2010 Accepted). A shifting paradigm: Preservice teachers' multicultural attitudes and efficacy. Submitted to Urban Education.

Boham, M. (Submitted). The games we play: Examining the current state and future of doctoral education in the United States of America: A review of The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century. Submitted to The Review of Higher Education on October 13, 2010.

Research Presentations

Boham, M. & O'Connell – Brock. (2010). Behind the chutes: Bareback, burst fracture, and back. Research presentation on December 6 at the Rodeo Sports Medicine Conference in Las Vegas, NV. (Original research).

Boham, M. & O'Connell – Brock. (2010). Behind the chutes: Bareback, burst fracture, and back. Poster presented on October 1, 2010 at the 10th Annual URC Research and Creative Activities Fair in Las Cruces, NM. (Original research).

Boham, M. & O'Connell – Brock. (2010). How to interview well in the 21st century presented on April 6, 2010 at the Rocky Mountain Athletic Trainer's Association Conference in Denver, CO. (Original presentation).

Boham, M.; Harris, C.; Pfeiffer, R.; DeBeliso, M.; & Kuhlman, S. (2008). Effects of fatigue on ground reaction forces during land and cut tasks in female athletes. Poster presented on May 28, 2008 by Chad Harris at the American College of Sports Medicine Conference.

Boham, M.; Harris, C.; Pfeiffer, R.; DeBeliso, M.; & Kuhlman, S. (2008). Effects of fatigue on ground reaction forces during land and cut tasks in female athletes. Podium presentation on June 5, 2009 by Mikaela Boham at the Northwest American Society of Biomechanics Conference in Pullman, Washington. (Previously presented data).

Boham, M.; Harris, C.; Pfeiffer, R.; DeBeliso, M.; & Kuhlman, S. (2009). Effects of fatigue on ground reaction forces during land and cut tasks in female athletes. Poster presentation on October 2, 2009 by Mikaela Boham at the URC Research and Creative Activities Fair at NMSU in Las Cruces, NM. (Previously presented data).

PROFESSIONAL SERVICE

Faculty Senate – COE Representative	2010 – Present
Faculty Affairs Committee – Faculty Senate	2010 – Present
New Faculty Search Committee – HPDR	2010
Certified Athletic Trainer – Justin Sportsmedicine Team – Turquoise Circuit	2010 - Present
Academic Programming Committee – HPDR	2009 – Present

MIKAELA BOHAM

COE Budget & Technology Committee – COE	2009 – Present
Certified Athletic Trainer – NMSU College Rodeo	2009 - Present
COE Leadership Program - COE	2009 – 2010
New Faculty Search Committee – HPDR	2009

CONFERENCES ATTENDED

Rocky Mountain Athletic Trainer’s Association, Denver, CO	4/8/2010-4/11/2010
New Mexico Athletic Trainers Association, Las Cruces, NM	6/4/2010-6/6/2010
Principal Investigator Training, Las Cruces, NM	9/15/2010
National Institutes of Health Symposium, Las Cruces, NM	9/10/2010
Rodeo Sports Medicine Conference, Las Vegas, NV	12/5/2010-12/6/2010

LICENSES & CERTIFICATIONS

CPR, AED, and 1st Aid Instructor
New Mexico Athletic Training Licenses
BOC Certification
NATA Member
Principal Investigator Certification

CURRICULUM VITA
Phillip G. Post, Ph.D.

Contact Information

New Mexico State University
Department of Human Performance, Dance, & Recreation
1600 Stewart St., 215 HPDR
Las Cruces, NM 88003
Phone: 575-646-4075
Fax: 575-646-4065
Email: ppost@nmsu.edu

EDUCATION & EXPERIENCE

Education:

Ph.D., Exercise and Sport Sciences, The University of Tennessee, May 2010.

Emphasis: Sport Psychology

Dissertation: *A phenomenological investigation of gymnasts lived experiences of imagery.*

Advisor: Dr. Craig A. Wrisberg

M.S., Kinesiology, California State University, Fullerton, June 2005.

Emphasis: Sport Psychology

Thesis: *The effects of mastery imagery and balance training on balance and mobility among older adults.* Advisor: Dr. Debbie Rose

B.A., Psychology, University of California, Santa Cruz, June 2002.

Thesis: *Attentional and emotional patterns in conversations of introverted and extroverted friends.* Advisor: Dr. Avril Thorn

Professional Experience:

New Mexico State University

Present

Position: Assistant Professor of Human Performance

Duties: Teaching (Sport Psychology, Health and Exercise Psychology, Motor Learning, and Motor Development), Research, and Service.

The University of Tennessee

August 2008-2010

Position: Sport Psychology Graduate Assistantship Men's Athletic Department

Duties: Taught performance enhancement skills to intercollegiate athletes and coaching staffs. Assisted with the development of the monthly mental training newsletter distributed to the University of Tennessee Athletic Department.

The University of Tennessee

August 2007-August 2008

Position: Graduate Student Teaching Assistantship in the Physical Activity Program

Duties: Taught courses in the Department of Physical Education Activity Program.

California State University, Fullerton

January 2004-May 2005

Position: Graduate Student Teaching Assistantship in Kinesiology

Duties: Taught physical activity courses in the Kinesiology department.

CURRICULUM VITA

Phillip G. Post, Ph.D.

Department of Veterans Affairs (Menlo Park, CA) August 2002- July 2003

Position: Research Assistant in the Health Economics Resource Center (HERC)

Duties: Facilitated liaison with affiliated research, evaluation, and clinical programs. Provided constructive comments and contributions that improved the quality of research reports.

University of California at Santa Cruz September 2001-June 2002

Position: Student Research Assistant in the Department of Psychology

Duties: Served as research manager of friendship study investigating the conversations between introverts and extroverts.

RESEARCH & SCHOLARSHIP

Publications

Post, P. G., Wrisberg, C. A., & Mullins, S. (2010). A field test of the influence of pre-game imagery on basketball free throw shooting. *Journal of Imagery Research in Sport and Physical Activity*, 5, Article 2.

Post, P. G., Fairbrother, J. T., & Barros, J. A. (In Press) Self-controlled amount of practice benefits the learning of a motor skill, *Research Quarterly for Exercise and Sport*.

Post, P. G., Barros, J. A., & Wrisberg, C. A. (In Press) Evidence of non-compliance with instructions in attentional focus research. *Brazilian Journal of Motor Behavior*.

Post, P. G., & Wrisberg, C. A. A phenomenological investigation of gymnasts' lived experience of imagery (In Press). *The Sport Psychologist*.

Manuscripts in Preparation

Post, P. G., Muncie, S., & Simpson, D. The influence of imagery training on swimming performance: An applied investigation. (Manuscript submitted to the *Journal of Applied Sport Psychology*).

Fairbrother, J. T., Barros, J. A., & **Post, P. G.** The effects of blocked, random, and self-controlled practice schedules on motor learning (This manuscript is in progress).

Fairbrother, J. T., **Post, P. G.,** Barros, J. A., & Whalen, S. J. Attentional focus strategies in advanced horseshoe pitchers (The manuscript is in progress).

Fairbrother, J. T., **Post, P. G.,** & Laughlin, D. The effects of self-controlled feedback on motivation and learning of a motor skill. (This manuscript is in progress).

Post, P. G., & Fairbrother, J. Imagery research: Where to now? (This manuscript is in progress).

In Progress

Post, P. G., Barros, J. A., & Fairbrother, J. T. The effects of self-controlled practice on the learning of motor skill. (Data analysis in progress).

Barros, J.A. & **Post, P.G.** Enhancing self-control benefits through self-regulation training. (Data analysis in progress).

Fairbrother, J. T., Jensen, P., Meisterjahn, R., **Post, P. G.,** & Laughlin, D. The effects of self controlled feedback and error estimation on the learning of a simple motor skill. (Data collection in progress).

Simpson, D., & **Post, P. G.** A phenomenological investigation of watertribe athlete's experience of competition. (Data analysis in progress).

CURRICULUM VITA

Phillip G. Post, Ph.D.

- Simpson, D., Jensen, P., & **Post, G.** A phenomenological investigation of athletes' experience of competing in an ultra marathon.
- Post, P. G.**, Laughlin, D. & Aiken, C. The effects of self-controlled self/expert model on the learning of a novel motor skill. (IRB submitted).
- Post, P. G.**, & Simpson, D. A phenomenological investigation of divers' lived experience of imagery (IRB submitted).

Refereed Research Presentations (National and International):

- Fairbrother, J. T., Laughlin, D. D., Alami, A., & **Post, P.** (2011, June). The effects of self-controlled feedback and advanced information on motor skill learning. *North American Society for the Psychology of Sport and Physical Activity Annual Conferences*, Burlington, VT.
- Laughlin, D. D., Fairbrother, J. T., Alami, A., & **Post, P.** (2011, June). The effects of self-controlled feedback compared to yoked and reduced frequency schedules. *North American Society for the Psychology of Sport and Physical Activity Annual Conferences*, Burlington, VT.
- Post, P. G.** (2010, October). A phenomenological investigation of gymnasts' experience of imagery. *Association for Applied Sport Psychology Annual Conference*, Providence, RI.
- Post, P. G.**, Laughlin, D., & Fairbrother, (2010, June). The effects of self-controlled feedback on participant motivation and motor skill learning. *North American Society for the Psychology of Sport and Physical Activity Annual Conferences*, Tucson, AZ.
- Barros, J. A.; **Post, P. G.**, Whalen, S. J., & Wrisberg, C. A., (2009, June). Evidence of non-compliance with instructions in attentional focus research. Poster presentation at the annual meeting of the *North American Society for the Psychology of Sport and Physical Activity Annual Conferences*, Austin, TX.
- Fairbrother, J., Barros, J. A., & **Post, P. G.** (2009, June). The effects of blocked, random, and self-controlled practice schedules on motor learning. Paper presented at the annual meeting of the *North American Society for the Psychology of Sport and Physical Activity Annual Conferences*, Austin, TX.
- Post, P. G.**, Houchin, G., & Barros, J. A., & Fairbrother, J. (2009, June). Self-controlled amount of practice benefits motor learning. Paper presented at the annual meeting of the *North American Society for the Psychology of Sport and Physical Activity Annual Conferences*, Austin, TX.
- Post, P. G.**, Wrisberg, C. A., & Mullins, S. (2009, September). One coach's use of imagery as a pre-game intervention. Paper presented at the annual meeting of the *Association for Applied Sport Psychology Annual Conference*, Salt Lake City, UT.

Professional Presentations (National & International):

- Simpson, D., **Post, P. G.** (2011, September). Using Technology to Increase Classroom Learning and Enhance Sport Psychology Services. Workshop conducted at the Association for Applied Sport Psychology Annual Conference, Honolulu, HI.

CURRICULUM VITA

Phillip G. Post, Ph.D.

- Post, P. G.**, Balague, G., Ravizza, K., & Wrisberg, C. A. (2008, October). Mistakes made when working with athletes. Presentation given at the *Association for Applied Sport Psychology Annual Conference*, St. Louis, MO.
- Whalen, S. J., **Post, P. G.**, & Gonzalez, S. P. (2008, October). Utilizing popular media as a tool to teach sport psychology concepts. Workshop conducted at the *Association for Applied Sport Psychology Annual Conference*, St. Louis, MO.

Professional Presentations (Local & Regional):

- Post, P. G.**, Fairbrother, J., & Barros, J. (2010, October). Self-controlled amount of practice benefits motor learning. *Poster presented NMSU 10 Annual URC Research and Creativity Fair*. (Paper previously presented at the *North American Society for the Psychology of Sport and Physical Activity Annual Conferences*, Austin, TX.)
- Post, P. G.** (2009, August). Mental tools for excellence. Invited presentation at the *Annual Knoxville Amateur Hockey Association Camp*, Knoxville, TN.
- Post, P. G.**, & Wrisberg, C. A. (2009, March). An ex-post facto examination of an imagery intervention on the basketball free throw. Invited presentation to Research Seminar in Exercise Science/Sport Studies (ES 601/SS 601), Department of Exercise, Sport, & Leisure Studies, College of Education, Health, and Human Sciences, University of Tennessee Knoxville, TN. (This research paper was subsequently presented at a professional conference).
- Post, P. G.** (2008, July). How to use goal setting in and out of the classroom. Invited presentation at the *Tennessee School for the Deaf*, Knoxville, TN.
- Post, P. G.** (2004, April). Gaining Entry: Observations of a Season Long Internship. Lecture session presented at the western regional meeting of the *Association for the Advancement of Applied Sport Psychology*, Fresno, CA.

GRANTS & FUNDING

Funded Research

- Awarded College of Education Research Grant 2,000
Project: The effects of self-controlled practice on the learning of a novel motor skill

TEACHING & ADVISING

Courses Taught:

- Assistant Professor at New Mexico State University (present)
2 section of *Psychology of Sport* (average enrollment 50 students)
2 sections of *Motor Learning* (average enrollment 40 students)
1 section of *Motor Development* (average enrollment 20 students)

- Graduate Teaching Assistant, Physical Education Activity Program, University of Tennessee (August 2007- August 2008).
2 sections of *Stress Management* (average enrollment 40 students)
4 sections of *Bowling* (average enrollment 25 students)

CURRICULUM VITA

Phillip G. Post, Ph.D.

Graduate Teaching Assistant, Department of Kinesiology, University of California, Fullerton
(January 2004-May 2005)

6 sections of Bowling (average enrollment 30 students)

2 sections of Softball (average enrollment 40 students)

Courses Co-Taught at the University of Tennessee (2008-2009)

1 section of Creative Coaching (enrollment 35 students) (Co-Taught with Dr. Wrisberg)

1 section of Sport and Exercise Psychology (enrollment 32 students) (Co-Taught with Dr. Fisher)

Advising:

Assistant Professor at New Mexico State University August 2010-Present

Supervised undergraduate independent study PEP 499 (Fall 2011)

Committee member, master thesis Department of Psychology (Fall 2010-Fall 2011)

Supervised undergraduate independent study PEP 499 (Spring 2011)

Supervised graduate student independent study SPM 599 (Fall 2010)

SERVICE

Professional Affiliations:

Association for the Advancement of Applied Sport Psychology (AASP) 2002 - present

North American Society for the Psychology of Sport and
Physical Activity (NASPSA) 2008 - present

Service to Profession

Association for Applied Sport Psychology:

Initiative Director, Internship Database Initiative 2007-2009

Regional-Representative, South Eastern United States 2007-2010

Committee Member, Student Development Committee 2008-present

Research Quarterly for Exercise and Sport:

Served as quest reviewer of an article submission 2010-2011

Service to College:

Committee Member, College of Education Research Committee 2010-present

Committee Member, College of Education Sustainability Committee 2011-present

Service to Department:

Committee Member, HPDR Tenure Faculty Hiring Committee 2010-2011

Committee Member, HPDR Budget and Technology 2010-2012

CURRICULUM VITA
Phillip G. Post, Ph.D.

Professional Development

University of Tennessee

Best Practices in Teaching (Fall 2009)

New Mexico State University

PowerPoint Teaching Academy, (March 11, 2011)

NMSU College of Education Going Mobile Workshop, (July 25-29, 2011)

APPLIED SPORT PSYCHOLOGY EXPERIENCES

University of Tennessee Men's Athletic Department, 2007-2010 (supervised by Craig A. Wrisberg, Ph.D., AASP-CC)

University of Tennessee Lady Volunteer Soccer Team, 2007-2010 (supervised by Craig A. Wrisberg, Ph.D., AASP-CC)

Magnolia High School, Anaheim, Men's Baseball team, 2005 (supervised by Kenneth H. Ravizza, Ph.D., AASP-CC)

California State University, Fullerton Women's Volleyball team, 2003-2005 (supervised by Kenneth H. Ravizza Ph.D., AASP-CC)

Los Amigos High School, Fountain Valley, Men's Baseball team, 2004 (supervised by Kenneth H. Ravizza, Ph.D., AASP-CC)

California State University, Fullerton Men's Baseball team, 2003-2004 (supervised by Kenneth H. Ravizza Ph.D., AASP-CC)

New Mexico State University Equestrian Team, 2010

Las Cruces Aquatic Team (LCAT), 2010-2011

PROFESSIONAL & ACADEMIC RECOGNITION

Awarded Edward A. Capen Award in the Department of Exercise, Sport, and Leisure Studies, University of Tennessee, 2010

Chancellor's Citation for Extraordinary Professional Promise, University of Tennessee, 2010

Leadership and Service Recognition as a Student Regional Representative, AASP, 2009

Awarded Graduate Research Travel Award, University of Tennessee, 2009

Membership to the Honor Society of Phi Kappa Phi, California State University Fullerton, 2005

Awarded Graduate Equity Fellowship, California State University Fullerton, 2004

Awarded Highest Honors in Psychology, University of California, Santa Cruz, 2002

CURRICULUM VITAE

David W. Keeley, PhD Candidate (ABD)

2504 Sweetbriar, Fayetteville, AR. 72703
ph: 903-513-0171 email: dwk0611@msn.com
website: <http://hkrd.uark.edu/biomechanics/index.html>

PROFESSIONAL PROFILE

I am a lifelong student with nine years of teaching experience at various instructional levels, including the collegiate level. I am an excellent teacher with strong commitments to my professional community and institutional family. I have extensive experience as a scientific researcher as demonstrated by my publication record. I also have experience securing research funding for various projects. My passion in teaching is preparing future generations of exercise science professionals for the challenges they will face. My passion in science is centered on investigating and advocating injury prevention in people of all ages.

ADDRESSES

Residence 2504 Sweetbriar Drive
Fayetteville, AR 72703
Phone: 903.513.0171 / 903.217.7338
Email: dwk0611@msn.com

University Department of Health Science, Kinesiology, Recreation, and Dance
1 Stadium Drive
Fayetteville, AR 72701
Phone: 479.575.4670
Email: dwkeeley@uark.edu

EDUCATION

Doctor of Philosophy (2011) *Exercise Science* (Biomechanics Emphasis)
University of Arkansas, Fayetteville, AR

Graduate Certification (2010) *Educational Statistics and Research Methods*
University of Arkansas, Fayetteville, AR

Master of Science (2008) *Health and Human Performance* (Biomechanics Emphasis)
Texas A&M University-Commerce, Commerce, TX

Bachelor of Science (2001) *Health, Physical Education, Recreation, and Dance*
East Central University, Ada, OK

COLLEGIATE TEACHING EXPERIENCE

2010-2011 Taught upper level kinesiology courses in human movement and supervised graduating kinesiology student throughout their internship practicum course.

2009-2010 Taught single credit hour physical education activity courses in racquetball, weight training, and fitness concepts.

APPOINTMENTS and INTERNSHIPS

- 2009-2010 Co-President: University of Arkansas Health Science, Kinesiology, Recreation, and Dance Organization for Graduate Students, Fayetteville, AR.
- 2009-2010 Student Research Panel Member: Central States Chapter of the American College of Sports Medicine, Columbia, MO.
- Summer 2007 Biomechanics Research Laboratory: Dr. Mike Torry
Steadman ♦ Hawkins Sports Medicine Foundation, Vail,
CO.

JOURNAL PUBLICATIONS

- Oliver GD, **Keeley DW**. (2010). Pelvis and Torso Kinematics and Their Relationship to Shoulder Kinematics in High School Baseball Pitchers. *Journal of Strength and Conditioning Research*. doi: 10.1519/JSC.0b013e3181cc22de
- Oliver GD & **Keeley DW**. (2010). Gluteal muscle group activation and its relationship with pelvis and torso kinematics in high school baseball pitchers. *Journal of Strength and Conditioning Research*. doi: 10.1519/JSC.0b013e3181c865ce
- Keeley DW**, Wicke J, Alford EK, Oliver GD. (2010). Forearm kinematics and its effect on the two-seam and four-seam fastball pitches. *Journal of Strength and Conditioning Research*, 24, 2366-2371. doi:10.1519/JSC.0b013e3181aff3a6.
- Ramappa RJ, Po-Hau C, Hawkins RJ, Noonan T, Hackett T, Sabick MB, Decker MJ, **Keeley DW**, Torry MR. (2010). Anterior shoulder forces in professional and little league pitchers. *Journal of Pediatric Orthopedics*, 30; 1-7.
- Keeley DW**, Hackett T, Sabick MB, Keirns M, Torry MR. (2008). A biomechanical analysis of youth pitching mechanics. *Journal of Pediatric Orthopedics*, 28; 452-459.

SUBMISSIONS ACCEPTED for PUBLICATION

- Oliver GD, Plummer HP, **Keeley DW**. (In Press). Muscle Activation Patterns of the Upper and Lower Extremity During the Windmill Softball Pitch. *Journal of Strength and Conditioning Research*.
- Keeley DW**, Plummer HP, Oliver GD. (In Press). Predicting Lower Extremity Strength Deficits in College Aged Males and Females Using Common Horizontal and Vertical Power Field Tests: A Possible Screening Mechanism. *Journal of Strength and Conditioning Research*.

EXTRAMURAL FUNDING

- Principle Investigator, \$5,000 with the American College of Sports Medicine. Investigating fatigue in extended pitching performances. Keeley DW, Oliver GD. (Awarded June, 2010)
- Co-Investigator, \$8,500 with The Women's Giving Circle. Biomechanical and sEMG analysis of throwing mechanics in baseball and softball catchers. Oliver GD, Plummer H, Keeley DW. (Awarded May, 2010).
- Co-Investigator, \$70,000 with Arkansas Biosciences Institute. Impact of Tobacco Use on the Results of Rotator Cuff Repair. Oliver GD, Dwelly P, Keeley DW. (Awarded July, 2009).
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AD HOC REVIEWING EXPERIENCE

Journal of Strength and Conditioning Research

Journal of Sports Sciences

JOURNAL SUBMISSIONS in REVIEW

Keeley DW, Oliver GD, Dougherty C, Dougherty J. (In Review). Kinematic comparison of two delivery styles in high school baseball pitchers: The traditional leg kick versus the slide step. *Sports Biomechanics*.

Keeley DW, Wicke J, Oliver GD. (In Review). A meta-analysis comparing pitching kinematics across prepubescent and adult baseball pitchers. *Sports Biomechanics*.

Keeley DW, Torry MR, Decker MJ, Keirns M, Hackett T, Noonan T. (In Review). Regression model predicting velocity of the fastball pitch in youth baseball. *Journal of Sport Sciences*.

Keeley DW, Oliver GD, Hackett T, Torry MR. (In Review). Model predicting shoulder kinetics in high school baseball pitchers. *Journal of Elbow and Shoulder Surgery*.

Keeley DW, Oliver GD. (In Review). Predicting shoulder injury in high school baseball pitchers using anterior shear stress and distraction force. *Journal of Sport Sciences*.

PROCEEDING, SUPPLEMENT, and CONFERENCE ARCHIVE PUBLICATIONS

Keeley DW, Oliver GD, Hackett T, Torry MR. (2010). A model predicting anterior shear stress in the shoulder during the slide step delivery in high school baseball pitchers. Conference Archives of the American Society of Biomechanics, <http://www.asbweb.org/conferences/2010/2010.html#K>. Providence, RI.

Oliver GD, Stone AJ, Plummer H, **Keeley DW**. (2010). Quantitative examination of core muscle activation during isometric exercises. Conference Archives of the American Society of Biomechanics, <http://www.asbweb.org/conferences/2010/2010.html#O>. Providence, RI.

Plummer H, **Keeley DW**, Oliver GD. (2010). Windmill pitching kinetics: Injury implications in high school softball pitchers. Conference Archives of the American Society of Biomechanics, <http://www.asbweb.org/conferences/2010/2010.html#P>. Providence, RI.

Keeley DW, Barber K, Oliver GD. (2010). Comparison of pelvis kinematics during the baseball pitch: Fatigued and non fatigued conditions. The Scientific Proceedings of the XXVIII International Conference on Biomechanics in Sports Conference, <http://w4.ub.uni-konstanz.de/cpa/article/view/4598>. Marquette, MI.

Oliver GD, Abe M, and **Keeley DW**. (2010). Quantitative analysis of core musculature during two types of baseball pitches: Fastball and change-up. The Scientific Proceedings of the XXVIII International Conference on Biomechanics in Sports Conference, <http://w4.ub.uni-konstanz.de/cpa/article/view/4426>. Marquette, MI.

Keeley DW, Oliver GD. (2010). Kinematic comparison of two delivery styles in high school baseball pitchers. *Medicine and Science in Sports and Exercise*, 42, 34.
doi: 10.1249/01.MSS.0000384847.22691.7c

Plummer H, Oliver GD, **Keeley DW**. (2010). Comparison of Shoulder Kinetics Across Two Delivery Styles in High School Baseball Pitchers. *Medicine and Science in Sports and Exercise*, 42, 693-694.
doi: 10.1249/01.MSS.0000385935.19987.0b

- Keeley DW**, Oliver GD. (2010). Model predicting shoulder distraction force during baseball pitching. *International Journal of Exercise Science: Conference Abstract Submissions*, 4, Article 8; <http://digitalcommons.wku.edu/ijesab/vol4/iss1/8/>
- Plummer H, Oliver GD, **Keeley DW**. (2010). Quantative sEMG description of upper extremity muscle activation during baseball pitching: Pre fatigue and fatigue. *International Journal of Exercise Science*, 4, Article 10; <http://digitalcommons.wku.edu/ijesab/vol4/iss1/10/>
- Wicke J, **Keeley DW**. (2009). Influence of inertial estimates on elbow joint moments during pitching. *Conference Archives of the American Society of Biomechanics*. (<http://www.asbweb.org/conferences/2009/pdf/1142.pdf>). State College, PA.
- Keeley DW**, Oliver GD, Dwelly P, Hoffman H. (2009). A kinematic comparison of the youth pitching motion across prepubescent and pubescent pitchers. *The Scientific Proceedings of the XXVII International Conference on Biomechanics in Sports Conference* (p. 723-726; <http://www.ul.ie/isbs2009/ISBS2009Proceedings.pdf>). Limerick, Ireland.
- Keeley DW**, Oliver GD, Dwelly P, Hoffman H. (2009). A kinematic description of the post pubescent windmill softball pitching motion. *The Scientific Proceedings of the XXVII International Conference on Biomechanics in Sports Conference* (p. 538-541; <http://www.ul.ie/isbs2009/ISBS2009Proceedings.pdf>). Limerick, Ireland.
- Keeley DW**, Oliver GD, Dwelly P, Hoffman H, Dougherty CP. (2009). Relationships between hip and shoulder rotation during baseball pitching. *The Scientific Proceedings of the XXVII International Conference on Biomechanics in Sports Conference* (p. 585; <http://www.ul.ie/isbs2009/ISBS2009Proceedings.pdf>). Limerick, Ireland.
- Keeley DW**, Oliver GD. (2009). Kinematic differences in youth baseball pitchers: An investigation into the cocking and acceleration phases. *Medicine and Science in Sports and Exercise*, 41, 454. doi: 10.1249/01.MSS.0000355932.21331.7a
- Oliver GD, Dwelly P, **Keeley DW**, Hoffman H. (2009). Examination of gluteal muscle firing and kinetics of the lower extremity during the windmill softball pitch. *The Scientific Proceedings of the XXVII International Conference on Biomechanics in Sports Conference* (p 608-611; <http://www.ul.ie/isbs2009/ISBS2009Proceedings.pdf>). Limerick, Ireland.
- Oliver GD, Dwelly P, **Keeley DW**, Hoffman H. (2009). Upper extremity and core muscle firing patterns during the windmill softball pitch. *The Scientific Proceedings of the XXVII International Conference on Biomechanics in Sports Conference* (p. 767-770; <http://www.ul.ie/isbs2009/ISBS2009Proceedings.pdf>). Limerick, Ireland.
- Hoffman H, Oliver GD, **Keeley DW**, Barber K, Dwelly P. (2009). The relationship between gluteal activity and pelvic kinematics during the windmill softball pitch. *The Scientific Proceedings of the XXVII International Conference on Biomechanics in Sports Conference* (p. 574; <http://www.ul.ie/isbs2009/ISBS2009Proceedings.pdf>). Limerick, Ireland.
- Dwelly P, Oliver GD, Adams-Blair HR, **Keeley DW**, Hoffman H. (2009). Improved muscle activation in performing a functional lunge compared to the traditional squat. *The Scientific Proceedings of the XXVII International Conference on Biomechanics in Sports Conference* (p 745-748; <http://www.ul.ie/isbs2009/ISBS2009Proceedings.pdf>). Limerick, Ireland.
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INTERNATIONAL CONFERENCE PODIUM PRESENTATIONS

Keeley DW, Oliver GD, Wicke J. *Arm Deceleration Kinematics and Their Relation to Overuse Injury in Youth Pitchers of Various Ages*. Presented at the 2009 World Federation of Athletic Training and Therapy World Congress. San Antonio, TX.

NATIONAL CONFERENCE PODIUM PRESENTATIONS

Keeley DW, Oliver GD. *Kinematic comparison of two delivery styles in high school baseball pitchers*. Presented at the 2010 American College of Sports Medicine Annual Conference. Baltimore, MD.

REGIONAL CONFERENCE PODIUM PRESENTATIONS

Keeley DW, Oliver GD. *Model predicting shoulder distraction force in high school baseball pitchers*. Presented at the 2010 South Central Chapter of the American Society of Biomechanics Annual Conference. Denton, TX.

Keeley DW. *A UCL case study: Differences between intact and grade two pitcher during a fatiguing pitching performance*. Presented at the 2010 RAZOR Fitness Sports Medicine Symposium. Fayetteville, AR.

Keeley DW. *The role of the pelvis and trunk in baseball pitching*. Presented at the 2010 RAZOR Fitness Sports Medicine Symposium. Fayetteville, AR.

Keeley DW. *Injury prevention in youth baseball pitchers: Current and future biomechanical models*. Presented at the 2009 Central States Chapter of the American College of Sports Medicine Annual Conference. Columbia, MO.

Keeley DW, Dwelly P, Oliver, GD. *Throwing and injury biomechanics*. Presented at the 2009 RAZOR Fitness Sports Medicine Symposium. Fayetteville, AR.

Keeley DW, Wicke J, Alford EK. *Upper body pitching kinematics and their effect on the movement of two fastball pitches*. Presented at the 2008 Southern California Conference on Biomechanics. Thousand Oaks, CA.

INTERNATIONAL POSTER PRESENTATIONS

Keeley, DW, Barber K, Oliver GD. *Comparison of pelvis kinematics during the baseball pitch: Fatigued and non fatigued conditions*. Presented at the 2010 International Society of Biomechanics in Sport Annual Conference. Marquette, MI.

Oliver, GD, Abe M, **Keeley DW**. *Quantitative analysis of core musculature during two types of baseball pitches: Fastball and change-up*. Presented at the 2010 International Society of Biomechanics in Sport Annual Conference. Marquette, MI.

Keeley, DW, Oliver, GD, Dwelly, P. and Hoffman, HJ. *A comparison of youth pitching kinematics across prepubescent and pubescent pitchers*. Presented at the 2009 International Society of Biomechanics in Sport Annual Conference. Limerick, Ireland.

Keeley, DW, Oliver, GD, Dwelly, P, Hoffman, HJ. and Dougherty, CP. *Relationships between hip and shoulder rotation during baseball pitching*. Presented at the 2009 International Society of Biomechanics in Sport Annual Conference. Limerick, Ireland.

Keeley, DW. Oliver, GD. Dwelly, P. and Hoffman, HJ. *A kinematics description of the post pubescent windmill softball pitching motion.* Presented at the 2009 International Society of Biomechanics in Sport Annual Conference. Limerick, Ireland.

Oliver, GD. Dwelly, P. **Keeley, DW.** And Hoffman, HJ. *Upper extremity and core muscle firing patterns during the windmill softball pitch.* Presented at the 2009 International Society of Biomechanics in Sport Annual Conference. Limerick, Ireland.

Oliver, GD. Dwelly, P. **Keeley, DW.** And Hoffman, HJ. *Examination of gluteal muscle firing and kinetics of the lower extremity during the windmill softball pitch.* Presented at the 2009 International Society of Biomechanics in Sport Annual Conference. Limerick, Ireland.

Dwelly, P. Oliver, GD. Adams-Blair, H. **Keeley, DW.** and Hoffman, HJ. *The Improved muscle activation in performing a functional lunge compared to the traditional squat.* Presented at the 2009 International Society of Biomechanics in Sport Annual Conference. Limerick, Ireland.

Hoffman, HJ. Oliver, GD. **Keeley, DW.** Barber, K, and Dwelly, P. *The Relationship between gluteal activity and pelvic kinematics during the windmill softball pitch.* Presented at the 2009 International Society of Biomechanics in Sport Annual Conference. Limerick, Ireland.

Keeley DW. Oliver GD, Wicke J. *The kinematics of arm deceleration as they relate to overuse injury in youth pitchers of various ages.* Presented at the 2009 World Federation of Athletic Training and Therapy Annual Conference. San Antonio, TX.

NATIONAL POSTER PRESENTATIONS

Keeley DW. Oliver GD, Hackett T, Torry MR. *A model predicting anterior shear stress in the shoulder during the slide step delivery in high school baseball pitchers.* Presented at the 2010 American Society of Biomechanics Annual Conference. Providence, RI.

Keeley DW, Oliver GD. *Kinematic Comparison of Two Delivery Styles in High School Baseball Pitchers.* Presented at the 2010 American College of Sports Medicine Annual Meeting, Baltimore, MD.

Plummer H, Oliver GD, **Keeley D.** *Comparison of Shoulder Kinetics Across Two Delivery Styles in High School Baseball Pitchers.* Presented at the 2010 American College of Sports Medicine Annual Meeting, Baltimore, MD.

Wicke, J. and **Keeley, DW.** Influence of inertial estimates on elbow joint moments during pitching. Presented at the 2009 American Society of Biomechanics Annual Conference. State College, PA.

Keeley, DW. Oliver, GD. and Wicke, J. *Kinematic differences in youth baseball pitchers: An investigation into the cocking and acceleration phases.* Presented at the 2009 American College of Sports Medicine Annual Conference. Seattle, WA.

Keeley, DW. Hackett, T. Sabick, MB. Keirns, M. and Torry, MR. *Predictors of pitch velocity in youth and professional baseball pitchers.* Presented at the 2009 Orthopedic Research Society Annual Conference, Las Vegas, NV.

REGIONAL POSTER PRESENTATIONS

Keeley DW, Oliver GD. *Model Predicting Shoulder Compressive Force during Baseball Pitching.* Presented at the 2010 South Central Chapter of the American Society of Biomechanics Annual Conference. Denton, TX.

Plummer H, Oliver GD, **Keeley D.** *Quantative sEMG Description of Upper Extremity Muscle Activation during Baseball Pitching: Pre Fatigue and Fatigue.* Presented at the 2010 South Central Chapter of the American Society of Biomechanics Annual Conference. Denton, TX.

Keeley, DW. and Oliver, GD. *Predicting lower extremity strength deficits in college students using common field power tests.* Presented at the 2009 Central States Chapter of the American College of Sports Medicine Annual Conference. Columbia, MO.

Keeley, DW. Oliver, GD. and Wicke, J. *Stride phase kinematics in youth baseball pitchers and their relation to overuse injuries.* Presented at the 2008 Central States Chapter of the American College of Sports Medicine Annual Conference. Kansas City, MO.

PROFESSIONAL ORGANIZATION MEMBERSHIPS

American College of Sports Medicine
International Society of Biomechanics

American Society of Biomechanics

REFERENCES

Dr. Gretchen Oliver
University of Arkansas
HKRD Department
Fayetteville, AR 72701
475-575-4670
goliver@uark.edu

Dr. Michael Torry
Illinois State University
Kinesiology and Recreation Department
Normal, IL 61790-5120
309-438-8661
mtorry@ilstu.edu

Dr. Christopher Dougherty
Agility Center Orthopedics
Bentonville, AR 72712
cdd@cox.net

Dr. Dean Gorman
University of Arkansas
HKRD Department
Fayetteville, AR 72701
dgorman@uark.edu

CURRICULUM VITAE

Frank A. Gilpin, M.A.
(A.K.A. Paco Antonio)

Personal Data

Human Performance, Dance, & Recreation Department

Activity Center 220, Stewart Street

P.O. Box 30001 MSC-3M

New Mexico State University

Las Cruces, NM 88003

E-mail: pacton@nmsu.edu

Office: (575) 646-4068

Fax: (575) 646-4065

Birthplace: Tulsa, OK., U.S.A.

Citizenship: U.S.

Academic Degrees

Master of Art in Education, New Mexico State University; 2005

Bachelor of University Studies, (Dance emphasis), University of New Mexico; 1981

Certifications

NDI Certified Teacher, National Dance Institute; 2000

Certified Massage Therapist, New Mexico School of Therapeutics; 1981

Silver Certification (ballroom dance), Imperial Society of Teachers of Dance, London; 1978

Training

International, Spain

Curso Intensivo de Verano en Amor de Dios, Month long Master Classes in Flamenco & Spanish Dance at Amor de Dios studios in Madrid, Spain, July 2009

Flamenco dance with: Tomas de Madrid, El Guito and Ciro; 1996

Cante flamenco with Manolo"Manuel"Segura; 1996

Flamenco dance with: Antonio Canales, Angel Torres and Raul Martinez

Regional Spanish "Jota" with: Pedro Azorin

Escuela Bolera with: Pacita Tomas and Joaquin Villa

United States

Institute of Spanish Arts, Two Week Workshop of Master Classes in Flamenco & Spanish Classical, July 2005

Institute of Spanish Arts, Two Week Workshop of Master Classes in Flamenco & Spanish Classical, July 2004

Flamenco dance formation: Jose Greco II, Mario Maya, Antonio Canales,

“La Tati”, Manolete, Alejandro Granados, Pablo Rodarte, Teo Morca, Roberto Lorca, Manolo Rivera, Antonio Triana, Luisa Triana, Eva Encinias, among others
Modern dance with: Tim Wengerd, Bill Evans, Lorn MacDougal, Lee Connor, Jennifer Predock
Ballet with: Allan Baker, John Cristofori, Joetta Jercinovic, Judith Bennahum
Ballroom dance with: Roy Mavericks, Russ Pelatier, Benjamin Lindsay, Ellen Howard

Performing Experience

Cabaret Ole Chamizal Memorial Theatre November 2008
Red & Black Ball NMSU Pan American Dance Institute Celebration 4/5/08
Cabaret Ole Rio Grande Theatre March 2007
Diez y Seis de Septiembre 2005-09
Cinco de Mayo, Mesilla Plaza, 2005-09
DAABC Cinco de Mayo Festival, 2006,
Branigan Cultural Center’s Internacional Day of Dance, 2006-09
Sabor de Espana, Alma d’arte/Court Youth Center 2004, 2006, 2008 & 2009
NMSUs Love Songs, Farm and Ranch Museum, 2006
Viva la Danza, summer, 2005
Noche Flamenca, Chamizal National Memorial, July, 2005
Romanzas de Juarez, April 2004
El Cristo De Los Flamencos, National Hispanic Cultural Center, March, 2005
Evening of Flamenco for Dona Ana Historical Society, Jan. 2005
Las Cruces Welcome Committee, Best Western Mesilla, Spring 2004
Sabor de Espana, Court Youth Center, Feb. 28, 2004
DAABC Cinco de Mayo Festival, 2004
Noche Flamenca, NMSUs Corbett Auditorium Fall 2003
Fuego Flamenco, Court Youth Center, Jan. 2003
Santa Fe Opera, super numerary, summer, 2003
Fuego Iberico Tour with Dance Espana spring, 2003
Kentucky Opera, co-choreographer/featured dancer in *La Traviata*; 2002
Santa Fe Opera, featured dancer in *La Traviata* and *Eugene Onegin*, 2002
Special Guest Artist, for **Maria Benitez 2002 Teatro Flamenco Benefit Gala**
El Cristo de Los Flamencos, played Judas, Albuquerque, NM; 2002
Opera Columbus, co-choreographer/featured dancer in *La Traviata*, Ohio; 2000

“Cabaret Ole”, co-stared and co-choreographed, Santa Fe NM’s El Farol, and Sedona Arizona’s Casa Rincon; 2000
Yamaguchi International Arts Celebration, June 1999
“Carmen’s Tango Bar”, co-stared and co-choreographed; Kimo, Albq.1999
Suenos Gitanos, at El Farol, Santa Fe NM / Casa Rincon, Sedona AZ.; 1998-99
Cabaret Flamenco, at La Posada Hotel, Albuquerque; 1998
The Grand Opera Theatre, dance soloist in **“The Red Haired Carmen”**, Albuquerque; 1998
“Flamenco Vivo”, in Carlota Santana’s production of **“FEDERICO”** at Festival Flamenco Internacional, Albuquerque, NM 1998
“Festival Flamenco Internacional”, re-staging of **“Como corre el agua”** and soloist with Alma Flamenca; 1997
Pablo Rodarte’s Dance Espana, company member; 1991-96
Natividad Flamenca’s angel **“Gabriel”** in Dance Espana’s national tours; 93-95
Festival Flamenco Internacional, Albuquerque NM, in concert with; 1987-94
Laura Moya Company Flamenco Gala, guest artist / soloist, Phoenix AZ. 1990
Bill Evan’s Dance Company, guest artist, Albuquerque NM; 1989-90
Tim Wengerd & Company, guest artist Albuquerque NM; 1984-86
Ritmo Flamenco in concert with **“Roberto Lorca”**, soloist Albuquerque NM; 1984
Instituto Tecnológico de Chihuahua, Tour of Mexico, 1884
Morca Flamenco, guest soloist in tour of Canada; 1984
Ritmo Flamenco, entered as apprentice; 1979, principle soloist and assistant Director 1984-1997, co-creator of Imagenes de Garcia Lorca which received NMAD grants 1984-85, a WESTAF grant to tour the East Coast with final presentation in New York City; 1986
Department of Theatre and Dance, University of New Mexico Modern, Ballet, Flamenco and Ballroom Ensembles; 1974-83

Awards

Nominated for the Dean’s Excellence in Teaching Award 2009
Dona Ana Arts Council’s New Comers Award 2007

Teaching Experience

College Dance Faculty NMSU, 2005-2010
El Viaje del Arte, lec/dems in Dona Ana County elementary schools, spring 06 and spring 07
Rehearsal Director Sol y Arena, 2005-09
NMSUs Love Songs, Co-choreographer of **“Do I Ever Cross Your Mind** with Debra Kapp Feb. 2006
Lions Survivor Camp, dance instructor for hearing impaired children, July 2005
Harvest Nights, Choreography **“Bustin Loose”**, 2004
Flamenco Workshop for Emmanuel Home, Juarez, Mexico, 2004
NMSU Graduate Assistant, 2003-04 & 2004-5

Desert Moon Studios, Instructor and Choreographer, 2003-05
Lions Survivor Camp, dance instructor for hearing impaired children, Aug. 2004
NMSU, Choreographer for ensemble Palomas Oscuras, June 2003
NMSU, guest flamenco dance instructor, Jan. 2003
Santa Fe Opera, Dance Captain for chorus in Eugene Onegin, 2002
Santa Fe Community College, faculty in basic and intermediate flamenco and Basic modern dance and Jazz. Santa Fe NM; 2000-2001, 2001-2002
Institute for Spanish Arts Children's Spanish Dance Programs, faculty, Santa Fe, NM; 2000/2003
National Dance Institute (NDI), faculty, Santa Fe NM; 2000-2001
Yamaguchi Dance Studio, Guest faculty responsible for all levels of flamenco Dance instruction as well as coaching and choreography in Spanish style for Competitive ballroom dancers, Tokyo Japan; 1999
JETS: Japanese English Teaching School, taught English, 1999
International Business and Management Institute, Taught English Tokyo, Japan, 1999
Central School of Flamenco, principal faculty, Albuquerque NM; 1998
University of New Mexico, flamenco dance faculty, Albuquerque NM; 1986-98
Instituto Flamenco, faculty summer "kid's" workshop, Albuquerque NM; 1998
"Celebrate Youth", flamenco faculty at Bill Evan's summer youth program Albuquerque NM; 1998
"Alma Flamenca" (UNM's flamenco ensemble), assistant director; 1994-97
Private dance instructor in flamenco; 1986-present
Instituto Tecnológico de Chihuahua, Instructional Exchange, Chihuahua, Mexico, 1985
Fred Astaire Studio, dance instructor, Albuquerque NM; 1979-80

Courses Taught At NMSU

JAZZ I	DANC 124
FLAMENCO I	DANC 129
CLSCL SPANISH DANCE II	DANC 210
FLAMENCO II	DANC 229
FLAMENCO III	DANC 329
PERFORMANCE & PRODUCTION	DANC 202/303
DANCE PERFORMANCE ENSEMBLE I & II	DANC 205/305
IMPROVISATION I & II	DANC 280/380
THEORY & TECHNIQUE OF TEACHING DANCE FOR P.E. MAJORS PE P 393	
SPECIAL TOPICS	DANC 450
WORLD DANCE	DANC 451G
DANCE HISTORY	DANC 460
SR CULMINATING EXP	DANC 465
PROBLEMS	DANC 499

Courses taught at UNM

INTRODUCTION TO DANCE	DANC 101
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FLAMENCO I
FLAMENCO II
PERFORMANCE ENSEMBLE

DANC 151
DANC 251
DANC 269/369

Courses taught at Santa Fe Community College

FLAMENCO I & II
JAZZ I
MODERN I

Creative Activities and Community Service 2010-11 NMSU School Year

- Aug. 11, Met with Bob Wood and Kristian ? about creating network for study abroad 10-11am
Aug. 14, Helped lay floor from Eric Fierro's old studio in Dance Aerobics rm. 7:30am-2pm.
Aug. 15, Helped lay floor from Eric Fierro's old studio in Dance Aerobics rm. 9am-1pm.
Aug. 16, Co-Taught at Alma d'Arte Charter H.S. with Lucilene de Geus 9-12:30 networking for the NMSU Dance Program.
Aug. 17, Attended University Opening Convocation/Inauguration 9am-11am, ACDFA committee planning Meeting 11:30-12:30, Dance program semester organizational meeting 12:30-2:30, CoE opening program 2:30-5:30pm
Aug. 18, 8:30am-noon HPDR semester opening faculty meeting
Aug. 19, Attend Lucilene de Geus's Classical Spanish II class acting as role model for Male students in class. Have been there every T&Th from 5-5:15 for entire semester.
Aug. 21, And every Saturday through Oct. 23 rehearsals with Noche Flamenco Ensemble at Alma d'Arte from 9am-2pm.
Sept. 18, Sat. Presented Alma d'Arte & Sol y Arena at Mesilla Plaza for Diez y Seis de Septiembre
Oct. 22, Informal presentation of Noche Flamenca at Alma d'Arte for H. S. from 11am-12:30pm.
Oct. 23, Noche Flamenca Dance Performance at the Rio Grande Theatre. Choreographer, performer, Costume organizer, Tech direction.
Oct. 25 Chair of Delamater Scholarship Committee communicating between members to choose Recipient from applicants.
Nov. 3 Meet with Delamater Scholarship Committee to choose scholarship recipient.

Creative Activities and Community Service 2009-10 NMSU School Year

- Aug. 17 & 18 NMSU convocation and opening meetings in CoE, HPDR
Aug. 21 thru Dec. 5 Volunteer Tutoring for Sol y Arena on Fridays from 11-12:30pm as well as Flamenco I students on Fridays 3:30-4:30pm
Aug. 22 Assisted in the Presentation of Alma d'Arte Flamenco for Dyslexia at the Las Cruces Farmers Market 10-11am
Aug. 28 Blackboard Open Session 1:30-3pm
Aug. 30 Welcomed back Majors & Minors of Dance and helped with advisement from 2-3:30pm
Aug. 31 Blackboard Tutorial 1:30-3pm with Melissa Chavira
Sept. 12 Diez y Seis de Septiembre Celebration at Mesilla plaza co-directed Sol y Arena Dance and Alma d'Arte performance from 4-5pm
Sept. 23 Presented NMSU Dance Program Agenda at the Rally for the Arts, a celebration and fundraiser for the projected 1st phase of the Performance Arts Center 6-8pm
Sept. 28-Oct. 4 Coordinated Spanish Dance workshop and performances with NMSU Dance

Program and Entre Flamenco Dance Company

- Oct. 15 Represented Dance Program as Honors faculty for Crimson Scholars Luncheon 11:30-12pm
- Oct. 16 Presented the NMSU Dance program to an out of state student & family 4pm
- Oct. 25 Directed Sol y Arena at Danzas Sin Fronteras Bowie High School Performance all day.
- Oct. 30 Represented NMSU Dance Program at Las Cruces Downtown Partnership Awards Celebration 7-9pm (“a new mexico main street community!”)
- Nov. 16 Presented our technique classes for the “open studio class showing” 7-8:15pm.
- Nov. 20 Attended how to workshop on up-dating web pages for College of Ed. 12:15-2:30pm
- Dec. 4 Entertained Phillip blankblank for breakfast and gave a driving tour of the NMSU campus as Along with different areas of Las Cruces.
- Dec. 4, 5 & 6 Directed Sol y Arena throughout Tech, Dress and Performances for the whole weekend of The “Tis the Season” performance.
- Dec. 4, 5 & 6 Performed in “Tis the Season”
- Dec. 9 attended an iClicker demonstration from the Teaching Academy from noon-1pm
- Dec. 10 represented the NMSU Dance Program at Alma d’Arte’s semester end performance.
- Dec. 11 took candidate for assistant professor of human performance “Joao Barros” to dinner with my wife Lucilene de Geus, Dr. Joseph Berning and his wife Michelle to SI Bistro for a final presentation of what we all most enjoy of our Dept.
- Dec. 14 & 15 Co-taught dance for Alma d’Arte dance program with Lucilene de Geus as well as Presenting degree possibilities of the NMSU Dance Program 9am-1pm.
- Dec. & early Jan. continued dialogue for P. A. D. I. about possible Dance Program exchange
- December assisted Debra Knapp in organizing last minute details for the National Dance Pedagogy Conference being held Jan. 15-18 by the NMSU Dance Program.
- Jan. 8 Blackboard open lab for up-dating and improvement of learning modules 1:30-4pm.
- Jan. 15-18 participated in the National Pedagogy Conference: created & taught flamenco class with interactive pedagogy for multiple learners, took workshop classes, and performed with Lucilene de Geus and presented Sol y Arena Jan. 16
- Jan. 27 Blackboard assessment of Spring Class with Melissa Chavira 1-2:30pm.
- Jan. 29 Teaching Academy Workshop: Taking the Library to your students, 9-10am.
- Feb. 6 NMSU H.S. Day: Teaching Beg. Flamenco, Yoga & Massage for Dancers as well as representing Sol y Arena for the audition process.
- Feb. 7 Teaching Beg. Flamenco in NMSU H.S. Day
- Mar. 6 Co-presented Alma d’Arte Flamenco for Andy Warhol Celebration at the downtown Mall 10-11:30am
- Mar. 7 Represented NMSU Dance Program at Look Who’s Dancing 1:30-6pm.
- Mar. 29 Advised Majors & Minors from 2:30-4pm (4 of 9 scheduled, showed!)
- Apr. ? Sol y Arena Auditions
- Apr. 11 Intense rehearsal to place dancers for Rhythm Nights performance
- Apr. 16 Co-directed tech/dress rehearsal at Onate H.S. for Rhythm Nights Performance
- Apr. 16 & 17 Directing Sol y Arena to perform for Rhythm Nights: Warm-up, costuming/make-up
- Apr. 19 Submitted recipient for the Delamater Scholarship after coordinating the committee the previous week.
- Apr. 22 ACDFA 1st organizational meeting
- Apr. 24 Co-presenting Sol y Arena & Alma d’Arte Flamenco for Branigan Cultural Center’s International Day of Dance 10am-1pm
- Apr. 25 Volunteered to meet and move the portable floor for Amy Slater from EPCC dance for their

end of year performance 12-1pm.
 Apr. 26 Co-hosted Dance Program's open classroom showing of technique classes for the public from 7-8:30pm in the back arena of the A.C.
 Apr. 30 ACDFA, creation of theme and up-dated time-line.
 May 1, Cinco de Mayo Celebration at Mesilla Plaza co-presenting Sol y Alama
 May 3-5, Constructed and posted a recommendation letter for a grant to the National Endowment for the Humanities in support of Phase One Construction for the Center for the Arts.
 May 4, D. Program Faculty meeting 10-11:30am projected dance events for 2010-11.
 May 4, College Faculty meeting O'Donnell Hall rm. 300 noon-1:30pm
 May 6, ACDFA planning meeting, research Sponsorship & Performance committees.
 May 7, HPDR budget meeting 11:30am.
 May, 11 ACDFA planner 10-Noon
 May, 11 Budget Formula/Funding presentation CoE Higher Ed. Dept. 10:30am-12noon.
 May 15 Assisted Lucilene de Geus with Alma d'Arte Dance presentation at Alma d'Arte Charter H.S./Court youth center 6-9pm.
 Every Friday during Spring 2010 Semester Tutored Flamenco 129 in footwork and style.
 June Travel to Brazil collaborated with Arts council to try and created an exchange with P.A.D.I. and one of their local Dance and Theatre groups, met June 11.
 July 28, Team Taught with Lucilene de Geus at Alma Charter H.S. 9am-1pm
 July 29, Team Taught with Lucilene de Geus at Alma Charter H.S. 9am-11am
 July 30, Judged the Dance Competition for the Senior Olympics 7-9pm at the Music Recital Hall

Creative Activities and Community Service 2008-9 NMSU School Year

Aug. 15, met with Committee for Strategic Planning CoE , List Each!!!
 Aug 20 met with committee for Strategic Planning CoE.
 All the meetings with HPDR & CoE Convocation stuff.
 Aug. 26 adjudicated Dance Sport Auditions 7-9pm
 Aug. 28 adjudicated CDT (modern dance ensembles) auditions 7pm
 Aug. 28 held auditions for Sol y Arena 8pm
 Sept. 5 Helped to host welcome back gathering for Dance Majors & Minors at 7pm rm. 229
 Sept. 11 DABCC 35th Birthday Celebration Farm & Ranch 7pm
 Sept. 13 Diez y Seis de Septiembre Mesilla Plaza 6:30-7:15pm
 Sept. 27 at Michelles dance Studio Marathon fundraiser Nut-Cracker
 Sept. 29? Jose Hinojosa met w/fine arts faculty from Gadsden School district.
 Oct. 10 Strategic Planning Committee met from 1-5pm
 Oct. 15 Search committee meeting for Scot Pedersen from 9-10am
 Oct. 15 appreciation luncheon for College Council on Wednesday, Oct. 15th at 12:00 Noon
 Oct. 21 Phone Interview for Pederson search Dr.Vans der ? 5:30-6pm
 Oct. 22 Spaceport Symposium farm and ranch 6:30pm
 Oct. 23 Phone Interviews for Pederson search Dr. Mcubbin, Dr. Joankoo
 Oct. 25 Camino Real Hispanic Heritage celebration El Paso 8-12midnight Cassandra's
 Oct. 29 Co directed Open Advisement Session for Dance Program students in Rm. 226 5:30-9PM.
 Oct. 31 Lecture Demonstration of Performance Process for Alma d'arte Charter H.S. 10:30-12PM.

Oct. 31 Dress rehearsal for student performers of Cabaret Ole at Chamizal Theatre in El Paso 5-8PM.
 Nov. 1 Chamizal National Memorial Cabaret Ole performance with Desert Moon, Sol y Arena and Alma d'arte 7PM.
 Nov. 5-8 Performed and Presented with Lucilene de Geus at the 12 annual Healthy Communities Healthy Youth Conference in Minneapolis, MN.
 Nov. 10 Search Committee Conference Call for Candidate 8:30AM.
 Nov. 12 Search Committee Conference Call for Candidate 9AM.
 Nov. 14 Strategic Planning Committee 1-5pm
 Nov. 16 Represented Dance Faculty at El Rio en Vivo
 Nov. 19 College Faculty Review and up-date 12-1pm
 Nov. 19 University Communication initiative "YouTube" session Frank Torres
 Nov. 20 Informal Classroom Showing of Student work from Dance Classes 7-??PM
 Nov. 21 HPDR Faculty Revamping of Mission, Vision Program Info, P&T policy
 Dec. 1 EMD 101 Marivel Oripoza lecture about Dance Program for Ed. Majors! 8:30-9ish, 10ish-?
 Dec. 3, EMD 101 Marivel Oripoza lecture about Dance Program for Ed. Majors! " " " " " " " "
 Dec. 3 Drove Rebecca Bryan to El Paso Airport 3-5pm. Pedersen Search
 Dec. 6 Tis the Season choreographed and assisted-direction, sell tickets, seat audience.
 Dec. 7 Tis the Season choreographed and assisted-direction, sell tickets, seat audience.
 Dec. 8 Took candidate to Breakfast 7:45-9am
 Dec. 8 Sol y Arena: Dancer Evaluations 12-2:15
 Dec. 8 Tour of the City for Kim Fournier 2:15-4 Pedersen Search.
 Dec. 9&10 Soph/Senior Dance Majors assessments 9am-12noon
 Dec. 9, 10&11 Contemporary Dance Theatre: dancer evaluations 12:30-2:30pm
 Dec. 9 Meet with Deborah Brunson about costume collaboration for Sol y Arena 3-PM
 Dec. 10 Assess Candidates for Pedersen Position with Search Committee 10:30
 Dec. 11 CoE Budget & Technology 3-5PM
 Dec. 12 Advised the newly formed NMSU ballroom club called the "Lindy Hop Swingers"
 Dec. 15 Final semester meeting with Dance Program Director about Spring Projections TBA.
 Dec. 16 Met with Frank Torres of NMSU Media Promotions for youtube of El Viaje del Arte
 Dec. 16 Team taught Dance Aerobics for Alma d'arte 9am-12noon
 Jan. 2 Met with Asst. director of art liason Curritiba, BR. about collaboration with Dance Program
 Jan. 9 Co-presented NMSU dance program possibilities to dance classes at Alma d'Arte 9am-Noon.
 Jan. 13 Met with Deborah Brunson about creating costumes for Sol y Arena
 Jan. 16 Dance Program faculty meeting 9-10am
 Jan. 16 Met with Robbie Grant about up-dating WebCT video component for W. dnz 3-4pm
 Jan. 29 CoE Strategic Planning meeting from 2:30-5pm
 Feb. 2 Met with Mario Hernandez from Anthony Elementary about El Viaje del Arte 11am
 Feb. 4 Summoned for Petit Court Jury duty 1PM-?
 Feb. 5 Magistrate Court Duty 1-7:15PM
 Feb. 6-10 Helped support Lu Lu during Brazilian/Modern workshop
 Feb. 11 Phone conference with Antonio Granjero & Stephanie Ramirez about Fall 09 wkshp!
 Feb. 12 Coached Dance Sport on use of Spanish Style 7:30-9am
 Feb. 13 Budget & Technology meeting 3-4pm
 Feb. 14 & 15 Cleaned and conditioned the dance floor in Studio 229 10:30am-1pm
 Feb. 20 HPDR meeting 2-3:30pm
 Feb. 16, 18, 23, 25, Mar. 2 & 4 gave extra rehearsal sessions for Sol y Arena from 1:30-2:30pm

To prepare for Danzas Sin Fronteras

- Mar. 6, 7 & 8 Helped direct Danzas' Sin Fronteras Student performance at the Rio Grande
- Mar. 8 Picked up candidate for Adapted P.E. position at El Paso Airport 6:15pm
- Mar. 9 Gave Kevin Stefanek campus tour from 9-10am
- Mar. 10 College Faculty Promotion meeting 11:30-12:30
- Mar. 17 Hispanic Serving Institution Student Dance Presentation 7pm
- Mar. 17 Town Hall Meeting for CoE Strategic planning document review
- Apr. 4 History of Dance presentation with Swing dance club at Brannigan Cultural Center 12-1pm
- Apr. 6 HPDR advising session; dance program 12-2:15pm
- Apr. 7 Personal advisement for dance majors 9-10am
- Apr. 9 Personal advisement for dance majors 9-10am
- Apr. 13 Personal advisement for dance majors 10-12am
- Apr. 18 H.S. Day taught Flamenco 12:50-1:50, helped direct student groups throughout the day.
- Apr. 22 Interview with Margaret Kovar from University Communications about program. 1-2pm
- Apr. 24 Team taught Jazz-Swing class with history lecture for Alma d'Arte 9-10:30am
- Apr. 25 International Day of Dance Brannigan Cultural Center
- Apr. 27 Met with incoming Dept. Head of HPDR 11:15-11:45am.
- Apr. 29 College Faculty Final Semester meeting 12-1pm.
- Apr. 29 ICT personal training with Robbie Grant 10:30-11:30am
- May 2 Cinco de Mayo celebration at Mesilla Plaza
- May 4, 5 & 6 Evaluation and Assessments for Dance Majors & Minors as well as CDT & Sol y Arena Ensemble members
- May 7, Video taped Alma d'Arte's End of Year Performing Arts End of School year event 7-9pm
- May 8, Helped set up studio 229 for the HPDR graduation ceremony 3-5pm
- May 8, Attended HPDR graduation ceremony representing the dance program.
- May 9, Team taught El Paso's Desert Moon Dancers for Red & Black Ball 11-12:30pm
- May 9, Chaperoned Senior Prom Event at Alma d'Arte 7-11pm
- May 11-16, rehearsed Sol y Arena for Red & Black Ball 12-2pm
- May 11, Sat on panel as adjudicator for Holly Johnston as part of her NMSU dance apprenticeship from Alma d'Arte H.S. 2:40-3pm
- May 15 & 16 help move and set up Red & Black Ball
- May 16 Directed Sol y Arena and Performed at Red & Black Ball
- May 18, asst. rehearsal for Sabor de Espana 6-8pm
- May 23 Performed for Sabor de Espana with Lucilene de Geus and dancers from Alma d'Arte.
- May 25-30 coordinate Pablo Rodarte Dance workshop for Sol y Arena and public!
- May 28-July 2 taught World Dance in Summer Session I.
- May 29 Co presented for Chicano Programs Clinica for Mothers & daughters from Berino & Mesquite middle school, El Viaje del Arte 4-5:30pm.
- June 23 Paco & Luci represented the Dance program at Cutter Jewelry fund raiser for the Performing Arts Center 5-6:30pm
- July 2-Aug. 1 Professional Development Travel to Madrid Spain.
- July 10 Nominated for the Deans' Excellence in Teaching Award in CoE

Creative Activities and Community Service 2007-8 NMSU School Year

Aug.13-17 guest instructor of dance at Alma d'Arte Charter School 9am-12pm.

Aug. 18 taught special workshop for Desert Moon Academy for the Arts 11am-1:30pm.
 Aug. 28 adjudicated Dance Sport Auditions from 7:30-10pm
 Aug. 30 conducted auditions for Sol y Arena Performing ensemble 7:30-8:30pm
 Sept. 8 Mayors Ball, L.C. NM State Bank, directed and performed with Sol y Arena 5:45- 8:30pm.
 Sept. 9 NMSU Dance Majors/Minors Expose in A.C. 1:30-3:30
 Sept. 15 “Diez y Seis de Septiembre” Mesilla plaza, Sol y Arena 4-4:45pm
 Sept. 28 Teaching Academy Workshop: Teaching The Net Generation 8:30-11:30
 Oct. 17 Emd 101 presentations for Marivel Oropeso Debra Knapp & Paco 8:30, Debra 10:30
 Oct. 17 White Sands Hispanic Heritage Month Celebration Sol y Arena 11:45am
 . 25 NM space grant Hispanic Heritage month 7:45-8:30am. Sol y Arena Luci/Paco
 Oct. 29 Emd 101 presentations for Marivel Oropeso Debra Knapp & Paco 8:30, Paco 10:30
 Nov. 7(10am) & 9(11am) Advising sessions for Honors students interested in World Dance at the Honors college.
 Nov. 12-16 advisement of dance majors(19) and minors (9)
 Nov. 17 attended workshop for the development of workable productions and viable educational outreach programs at the Chamizal National Memorial (2-3:30pm).
 Nov. 28 Attended President Martin’s open forum for CoE. 10:30-12.
 Dec. 4 Planning meeting with Debra Knapp over performance projects for Spring 08, 10am.
 Dec. 18 Pan American Dance Institutes gala committee 10am-12pm
 Jan. 2 met with Orasa T. Vaught about the performing arts complex 10am DWK
 Jan. 14, CoE meetings entire day
 Jan. 14, rescheduled Hospitality Club of Las Cruces Sol y Arena 12:20-12:45pm
 Jan. 15, Attended Presidents University Convocation 9am, met with Human Performance Dance & Recreation 3pm.
 Jan. 15, Worked w/Adam Cavotta & Melissa Brown on Audio editing programs ICT
 Jan. 18, Rehearsed Sol y Arena for Baila Panama Rotaract Fundraiser 12:30
 Jan. 18, P.A.D.I. meeting 3:30
 Jan. 19, Rehearsed Sol y Arena and Alma d’Arte at the Court Youth for Baila Panama 2-3:30
 Jan. 18 Worked with Melissa Brown on Audio Editing 11am.
 Jan. 18 Pan American Dance Institute planning meeting 3:30-5
 Jan. 20 Panama Fundraiser
 Jan. 24, Co-directed tour of dance program facilities for Architects planning Performance Arts Complex 1-1:30,
 Jan. 24 or 25 Represented Dance Program at Public Forum for Performing Arts Complex Corbett Center 7-9pm.
 Jan. 25 PADI planning meeting 4:30-5:30
 Feb. Met with Gary Sandler, Missed Ruben Smith, rescheduled w/Norm Fristoe Kathy Lowitz, Lukes’ list.
 Feb. 5 Guest Artist for Dance Classes at Alma d’Arte 9am-12pm
 Feb. 8, Welcomed and helped seat audience for SOUNDS OF AFRICA with the Kulu Mele
 African American Dance Co. Rio Grande Theatre, Las Cruces 7pm,
 Feb. 15 Adjudicated Rhythm nights choreography 7:30am
 Feb. 14&15 Spotlight 2008 Border Aid Fundraiser David Mills Luci and Paco performed.
 Feb. 16 Taught Desert Moon Academy Workshop

Feb. 17 Adjudicated Dance Sport selection of Rhythm Nights at Dance Universe Studios
From 6-7:30

Feb. 18-24, Coached Dance Sport Performers and helped direct rhythm nights performance
At Court Youth Center/Alma d'Arte

Feb. 23 Taught Flamenco for NMSU dance programs' high School day 1:15-2:10

Mar. 2 Held Sunday catch-up and review for Sol y Arena Pablos' Tango 5:30-7pm

Mar. 10 Hospitality Club of Las Cruces, Sol y Arena & Court

Mar. 12 New Mexico Community Foundation performance Sol y Arena & Alma at Court 12:30-2

Mar. 15 One of three judges at The Mesilla Valley Rotary Club's 7th Annual Youth Talent Contest
Rio Grande Theatre, Las Cruces

Mar. 16 Extra rehearsal for Sol y Arena for the Red & Black P.A.D.I. ball

Apr. 4, 11, 18, 25, May 2, & 9 El Viaje del Arte lec/dems for LCPS.

Apr. 5, Red & Black PADI Gala

Apr. 26, Sol y Arena & Alma d'Arte Internacional Day of Dance at Branigan Cultural
Center.

May 3, Cinco de Mayo Festival at Mesilla Plaza 5:45pm Sol y Arena w/Alma d'Arte

May 5, DACCB Cinco de May Fiesta 12-1pm all NMSU performing ensembles

Creative Activities and Community Service 2006-7 NMSU School Year

Aug. 22, New Student Orientation PERD, Luci & I performed from 4-5pm, welcomed students

Aug. 23, Presented the dance program to the Honors college welcome from 12-1:30pm

Aug. 24, IHCC press conference, El Paso Convention, 10:30-12pm

Sept. 5 Co-Choreographed & Performed Beauty & the Beast for lec/dems at Onate and N.M. Tech.

Sept. 16, Diez y Sies de September Mesilla Plaza,

Sept. 27, White Sands Sol y Arena Hispanic Heritage Month (received award for outstanding artists).

Oct. 9, Las Cruces Hospitality Club Hispanic Heritage Month

Oct. ? Walk in the Desert

Oct. 13, Coronado Country Club Sol y Arena Hispanic Heritage Celebration

Oct. 27 & 28 Spanish Dance and Ballet Folklorico choreo for "A Walk In The Desert".

Nov. 4 Renaissance Fair "Sol y Arena"

Nov. 10, 11 & 12 Recrudescence helped directed students and performed technical sound.

Dec. 1 Border Aid Partnership Gala 2006 at the Plaza theatre (Luci & Paco represent S y A)

Dec. 6 Spin Demo for Dr. Mauds' Fitness Health Sport Class

Dec. 8 The Mix "Spanish Night" Celebration Luci & Paco 2 hour performance

Dec. 18 met with director of culture Cirilo, Deborah joinville, Teatro any cities for future exchanges
In Brazil

Jan. 18 1st year faculty meeting with CoE to network with faculty, promotion and tenure.

Feb. 9 "Why We Dance Presentation" to P.E./Dance students a Alma d'Arte 10:30am-12pm

Feb. 10,11,12 Danza Sin Fronteras performance Court Youth/Alma d'Arte assistant director

Jan. 20 Spoke & Performed at Pan American Round Table of L.C. N.M. at Picacho Hills 11:30-2

Feb. 16 "Spanish Dance Presentation" for Noche de Carnival; Court Youth Center 7-10pm

Feb. 20 Ballet Folklorico tutorial for visiting faculty member Dr. Inez Rovegno Alabama U.

Mar. 2 Open Rehearsal of Noche de Espana for Dance Students of Court Youth 1-4pm.

Mar. 3 Noche de Espana NMSU's Sol y Arena, Dessert Moon Academie, Rio Grande

Mar. 4 Cabaret Ole performance at Ardovino's Desert Crossing 3pm matinee

Mar. 8 Co-directed Sol y Arena ensemble at the Pan Am Center for WAC presentation
April 13 El Viaje del Arte Lec/Dems for Columbia Elementary School 1-1:45, 1:45-2:30
April 14 Taught Flamenco & Classical Spanish dance for Dance Programs High School Day
April 17 Assisted Rehearsal for Alma d'Arte Community foundation presentation.
April 19 Sol y Arena Court Youth/Alma d'arte dance presentation for Chihuahua, Mexico
April 21 Sol y Arena dance ensemble presentation for the Pan Am Round table Mesilla Best West.
April 27 El Viaje del Arte Lec/Dems for Vado Elementary School 1-1:45, 1:45-2:30
April 29 International Day of Dance Branigan Cultural Center Luci & Paco
May 5 Cinco de Mayo Mesilla Plaza
May 21-24 Guest Artist for Court Youth/Alma d'Arte dance classes
June: A large part of the month was taken in the planning of "ANGF" The International Ballet Folklorico hosted by the NMSU dance program. There were over three hundred participants from all over The U.S. and Mexico, who needed to be housed in NMSU's dorms, registered in dance classes and given information packets about the weeks events. We also moved twenty-five thousand feet of dance flooring supplied by ANGF to create supplemental dance studios in the Corbett Center as well as the Aerobics room in our own A.C.
June 30-July 7: Team taught 3, 1:45 Flamenco/Classical Spanish Dance classes during ANGF with
" my partner Lucilene de Geus.
" Presented Roots and Forms of Spanish Dance w/Lucilene de Geus during the Lec/Dem (7/1/07)
" Helped organize and perform dance programs self presentation during ANGF (7/2/07)
" Presented the classes we taught at the final recital on the last day of ANGF (7/7/07)
July 16-27 participated in the 2 week ITAL (Information Technology Assisted Learning) workshop for NMSU faculty

OUTCOMES ASSESSMENT FOR ACADEMIC PROGRAMS

PHASE 1 REPORT OF PLANNED OUTCOMES

Academic Program: **Department of Human Performance Dance and Recreation**

Undergraduate X OR Graduate: **Not applicable**

Person Completing Report: **Robert H. Wood, Ph.D. (Dept Head)**

Office Phone: **646-2441**

Work E-Mail: **bobwood@nmsu.edu**

*Note: See the “*Assessment Revisited: A Guide to De-Cluttering the Assessment Process*” for definitions of mission, goals, objectives, and student learning outcomes.

NMSU MISSION

New Mexico State University is the state’s land-grant university, serving the educational needs of New Mexico’s diverse population through comprehensive programs of education, research, extension education, and public service.

ACADEMIC PROGRAM MISSION

The Department of Human Performance Dance and Recreation prepares future professionals with knowledge, skills and dispositions to become responsible practitioners, clinicians, researchers and leaders in the many disciplines that utilize physical activity.

GOALS

- Provide students with a foundational knowledge base in the four areas of Kinesiology, which are:
 - Relationships among physical activity, health, and quality of life
 - Scientific foundations for study of physical activity and human movement
 - Social, cultural, and historical context of the study of physical activity
 - The practice of physical activity
- Provide students with a strong foundation in research design and methodologies.
- Provide opportunities for students to develop focused and independent lines of research.
- Provide students with opportunities to develop instructional skills necessary for success as a faculty member at an institution of higher education.

OBJECTIVES

- Students will graduate with a foundation in Kinesiology
- Students will successfully pursue careers in academia or other research institutes.
- Students will demonstrate an ability to conduct a focused and independent line of research.
- Students will demonstrate proficiency at teaching undergraduate courses relevant to their areas of expertise.
- Students will have disseminated findings at professional conferences.

ONE DIRECT STUDENT LEARNING OUTCOME:

1. Students will demonstrate an ability to conduct a focused and independent line of research that is relevant to the field of Kinesiology.

SPECIFIC COMPONENTS

- The General Examination. The general examination will ascertain that the student has sufficient foundation in the general discipline of Kinesiology and that the student has sufficient command of an area of inquiry so as to justify moving forward with a proposal for a dissertation project or projects.
 - Written Portion of the General exam: The doctoral student may elect to use his or her dissertation review of the literature as the written portion of the general exam. Alternatively, the student may elect to provide written responses to questions developed by the student's committee that are designed to examine the student's general knowledge base in the broad discipline of Kinesiology. The review of literature should involve a critical appraisal of the extant literature on a focused topic. The review of literature should demonstrate the student's ability to think critically and should contribute to the research question and design.
 - Verbal portion of the written exam. Regardless of whether the student chooses to write a review of literature or answer questions from the committee, the student will be asked to demonstrate their command of the discipline and their area of interest in the format of a verbal presentation and question and answer examination.
- The Dissertation: In addition to the review of literature as described above, the student dissertation should also include the following elements that will serve as a basis for student outcomes.
 - Preliminary findings. The dissertation should demonstrate a line of inquiry. As such, students will be asked to describe findings from previous relevant studies that have come out of their laboratories. This component reflects the student's ability to participate in the research process and their ability to think critically insofar as the findings should contribute to the development of the research question and design.
 - Final study, including introduction, methods, results, and discussion. The final study should be under the direction of the PhD student. This section of the document will demonstrate that the student is capable of independent research, and as such will also provide further evidence of the student's ability to think critically.
 - Summary and Conclusions. This section of the document will encapsulate the entire dissertation experience of the doctoral candidate; requiring the student to discuss the breadth of his/her findings in the context of current theory. This section provides evidence of the student's critical thinking skills.
- The Final Exam: The final exam (a.k.a. Dissertation Defense) will be the last step in the student's academic degree program. During this exam students will demonstrate an ability to interpret findings and relate them to a sound theoretical framework.

Cont'd on next page

WHAT EVIDENCE WILL BE USED TO ASSESS THE IDENTIFIED DIRECT STUDENT LEARNING OUTCOME? (This could be a completed project, essay, presentation, solution to problem, etc. – something that *students have produced*.)

- The General examination, the Doctoral Dissertation, and the Final examination.

The specific outcome measures by discipline are as follows:

If 1 please provide brief explanation

Source	Specific Outcome	1 Less than 75% of the time	2 at least 75% of the time	3 at least 90% of the time
General Examination	Student demonstrates proficiency at writing.			
	Student demonstrates foundational knowledge in an area of expertise relevant to the discipline of Kinesiology			
	Student can discuss their focus area with respect to the four foundational areas of Kinesiology (described above)			
Dissertation Literature review	Student provides a comprehensive synthesis of the literature.			
	Student demonstrates ability to critically appraise the available evidence (e.g., explains equivocal evidence within the context of a sound theoretical framework)			
	Student addresses gaps in the literature with respect to the focal points of the review.			
	Student uses the extant literature to support or point towards the dissertation study(ies).			
Dissertation Preliminary findings	Student demonstrates familiarity with dissertation study methodologies.			
	Student demonstrates ability to interpret findings and relate them to a sound theoretical framework.			
	Student uses the preliminary work to support the research question and/or demonstrate critical competencies required by the project design.			
Final Dissertation Study	Student uses evidence to literature/ preliminary findings to support the research question			
	Student demonstrates ability to integrate appropriate research design and methodologies so as to optimize the quality of the research.			
	Student presents and interprets the findings according sound research			

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	methodologies.			
	Student identifies the limitations and delimitations of the final dissertation study.			
	Student reconciles findings within the context of a sound theoretical framework.			
Dissertation: Overall	Students will demonstrate proficiency at writing.			
Final Examination	Student demonstrates a comprehensive understanding of the topic.			
	Student presents findings in a manner that is understandable to the profession/discipline			
	Student demonstrates the ability to interpret the findings of the dissertation study in the context of a sound theoretical framework.			

METHOD OF DATA COLLECTION

WHO WILL PROVIDE THE EVIDENCE?

- The PhD students will provide evidence through their written and oral representations of their work.

WHO WILL COLLECT THE EVIDENCE?

- Evidence will be collected by the student’s dissertation committee members.

WHERE:

- The Dissertation will be filed with the University Graduate School. The General and Final Exams will be conducted on the NMSU campus

WHEN:

- The students complete their general examination around the time they complete their formal coursework.
- The students submit their completed dissertations and take their final exams in the same semester, which is typically their last semester (except in cases where they enroll for graduation only in the semester following the completion of the dissertation).

HOW:

- Students request a formal general exam date with their committee members and the graduate school.
- Students will submit their dissertation to their committee members approximately 1 month prior to the dissertation (final) exam. After an initial 2-week review period the students will request an examination date from the committee members and schedule the exam with the graduate school.
- The oral general exam and the final exam are typically 90-min sessions that include a presentation followed by a period of questions and answers.

HOW AND BY WHOM, WILL THE EVIDENCE BE QUANTIFIED?

- The students dissertation committee will evaluate the dissertation. The score given to any particular item will be the score that is most frequently reported by the committee members for that item. Committee members do not need to agree on the scores they award. However, they will be encouraged to discuss their scoring and are free to change their scores if they so choose.

WHAT ARE THE DEFINED LEVELS OF PERFORMANCE?

See rubric.

WHAT LEVEL OF PERFORMANCE IS CONSIDERED EVIDENCE THAT THE STUDENTS ARE LEARNING THE INTENDED OBJECTIVE?

- A score of 2 on any particular item is evidence of adequate competency. An average score of 2.3 is evidence of adequate competency overall. An average score of 2.6 is considered high competency

WHAT NUMBER OR PERCENTAGE OF STUDENTS OBTAINING A SATISFACTORY LEVEL OF PERFORMANCE IS SUFFICIENT TO DETERMINE THE PROGRAM IS PROVIDING THE NECESSARY COMPONENTS IN AN EFFECTIVE WAY TO MEET PROGRAM EXPECTATIONS?

- The threshold for acceptable performance at the department level is that 100% of graduating seniors will have scored an average of 2.3 according to the rubric.
- In addition, the department expects 85% of graduating seniors to attain an average score of 2.6.

WITH WHOM WILL FINDINGS OF THE ASSESSMENT PROCESS BE SHARED? WHEN? HOW?

- The department of HPDR graduate coordinator will maintain the findings for individual students. A composite evaluation of all students for any given year will be submitted to the University Department of Institutional Research

**THE FOLLOWING WILL BE COMPLETED EACH YEAR
THAT STUDENTS GRADUATE FROM THE PHD PROGRAM**

ASSESSMENT DATA.

- **DATE ASSESSMENT TOOK PLACE:**
- **NUMBER OF STUDENTS WHO PARTICIPATED IN THE ASSESSMENT PROCESS:**
- **STUDENT SCORES:**
- **PERCENTAGE OF STUDENTS PERFORMING SATISFACTORILY:**
- **DOES THE PERCENTAGE OF STUDENTS PERFORMING SATISFACTORILY MEET THE DEPARTMENTS STATED BENCHMARK?**

INTERPRETATION.

- **DISCUSS HOW THE ASSESSMENT DATA SUPPLIES INFORMATION FOR THE DEPARTMENT/PROGRAM TO REFLECT ON THE DESIRED OUTCOME:**

FUTURE PLANS.

- **DO ASSESSMENT FINDINGS INDICATE A NEED FOR INCREASED LEARNING OF THE INTENDED OUTCOME?**
- **IF SO, WHAT STEPS WILL BE TAKEN BY THE DEPARTMENT TO FOSTER INCREASED LEARNING OF THE INTENDED OUTCOME?**
- **IF NOT, WHAT DID THE DEPARTMENT LEARN ABOUT THE INTENDED OUTCOME?**

THE ASSESSMENT PROCESS.

- **DISCUSS THE EFFECTIVENESS OF YOUR ASSESSMENT PROCESS:**
- **DISCUSS ANY INTENDED CHANGES TO YOUR ASSESSMENT PROCESS:**