

**Back to campus
and back in
action in our
brand-new
building**



It feels like it's been a long time coming, but I'm delighted to say: **We're back!** Back on campus, back in the classrooms and labs, and back home in our beautiful new building. Our community has been anticipating this moment since the U-M Board of Regents approved our renovation project back in September 2016, and especially since the COVID-19 pandemic turned us mostly remote in March 2020.

I can't overstate how our new home opens up myriad possibilities for our school. Our already world-class academic and research programs now have the room and resources to grow even bigger and better. Our prominent campus location greatly increases the visibility of the work we do. And our state-of-the-art learning and research spaces encourage more collaboration and innovation.

This building is a game-changer for us, and our students, faculty, and staff are excited to roll up our sleeves and dive right in. (This is an apt metaphor, since the carpet in our new Commons depicts an abstract swimmer in a pool!)

I'm also deeply grateful that neither construction nor a global pandemic slowed down our mission of being an international leader in education and research related to physical activity, health and wellness, and sport management. As usual for us, we've been busy with a diverse slate of projects and opportunities.

Among other things this year, our faculty examined the link between ACL surgery and osteoarthritis (p. 33), crafted a global specialization course for sports analytics (pp. 8-9), and investigated the lack of women in sport leadership within our state (pp. 30-31). Our students were able to help their community get vaccinated (pp. 10-11), study exercise science in Thailand (p. 32), and combine their dual passions of sport and economics (p. 14). And our alumni launched a new health and wellness podcast (p. 15), held down the hospital front lines (p. 22), and traveled the world for a million-dollar prize (pp. 28-29).

There's a lot to celebrate right now for our school. I hope you enjoy reading about what we've been up to, and I'm looking forward to seeing you soon—in person!

Stay safe, stay healthy, and **Go Blue!**

A handwritten signature in black ink, reading "Lori Ploutz-Snyder".

Lori Ploutz-Snyder, PhD
Professor and Dean
School of Kinesiology



contents

- 2** From the Dean
- 4** By the Numbers
- 5** Brand New
Michigan Kinesiology brand gets a new look
- 6** Welcome HoMe
Kinesiology Building open and ready for fall semester
- 8** Beyond Moneyball
New specialization teaches the science behind sports analytics
- 10** Vaccine Hunter
AES student helps her community get vaccinated
- 12** True Blue
Alumni give back to next generation of U-M students
- 14** Number Cruncher
SM student combines love of sports and economics
- 15** Exploring the Paradox
Alum launches health and wellness podcast
- 16** Michigan Man
Remembering Carl Kreager (PE '51)
- 18** School of Kinesiology DEI Highlights, 2020-21
- 20** Springboard to Success
AES/MVS faculty member tackles motor issues for kids with autism
- 22** Holding the Line
MVS alum cares for COVID pneumonia patients
- 23** Faculty & Staff Updates
- 24** Virtual Victors
2020 Homecoming and alumni awards go digital
- 26** Teaching Justice
SM faculty member authors sport law and ethics textbook
- 28** Race Off
MVS alum competes in National Geographic reality show
- 30** Gender Gap
SM professor researches lack of women in MI sport leadership
- 32** Wellness Abroad
Students study exercise science in Thailand
- 33** Walk This Way
AT faculty member links ACL injury gait changes to knee osteoarthritis
- 34** Team Players
SM alumni launch college sport memorabilia company
- 36** New Horizons
Dale Ulrich retires after 22 years at U-M
- 38** What's Next?
Tracking the career outcomes of recent graduates

Let Us Know What You Think

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BY THE NUMBERS*

#1

DOCTORAL PROGRAM IN
THE NATION
(NATIONAL ACADEMY
OF KINESIOLOGY)

Taught
1,776

STUDENTS

for

19,010

credit hours

Gave

\$457,626

IN SCHOLARSHIPS
& AWARDS

to

87

students

SAW A **32% INCREASE** IN FIRST-YEAR
UNDERGRADUATE APPLICATIONS & A
12% INCREASE IN TRANSFER APPLICATIONS

ENROLLED **375 NEW UNDERGRADUATE
STUDENTS & 52 NEW GRADUATE STUDENTS**
OVER FALL AND WINTER SEMESTERS

*Supported students
from*

40

STATES

and

15

COUNTRIES

Generated

\$7,127,661

IN RESEARCH EXPENDITURES

*despite COVID-related lab shutdowns &
research delays*

PUBLISHED **179 RESEARCH PAPERS** IN
PEER-REVIEWED JOURNALS

Quoted
or cited
in

256

news
stories

LAUNCHED

one

NEW
SCHOOL BRAND

CONSOLIDATED OUR
3 SEPARATE LEARNING,
RESEARCH, & OFFICE SPACES
INTO **1** NEWLY RENOVATED
SCHOOL OF KINESIOLOGY
BUILDING

**Welcomed 1 new faculty
member & 1 new staff
member to our team:**

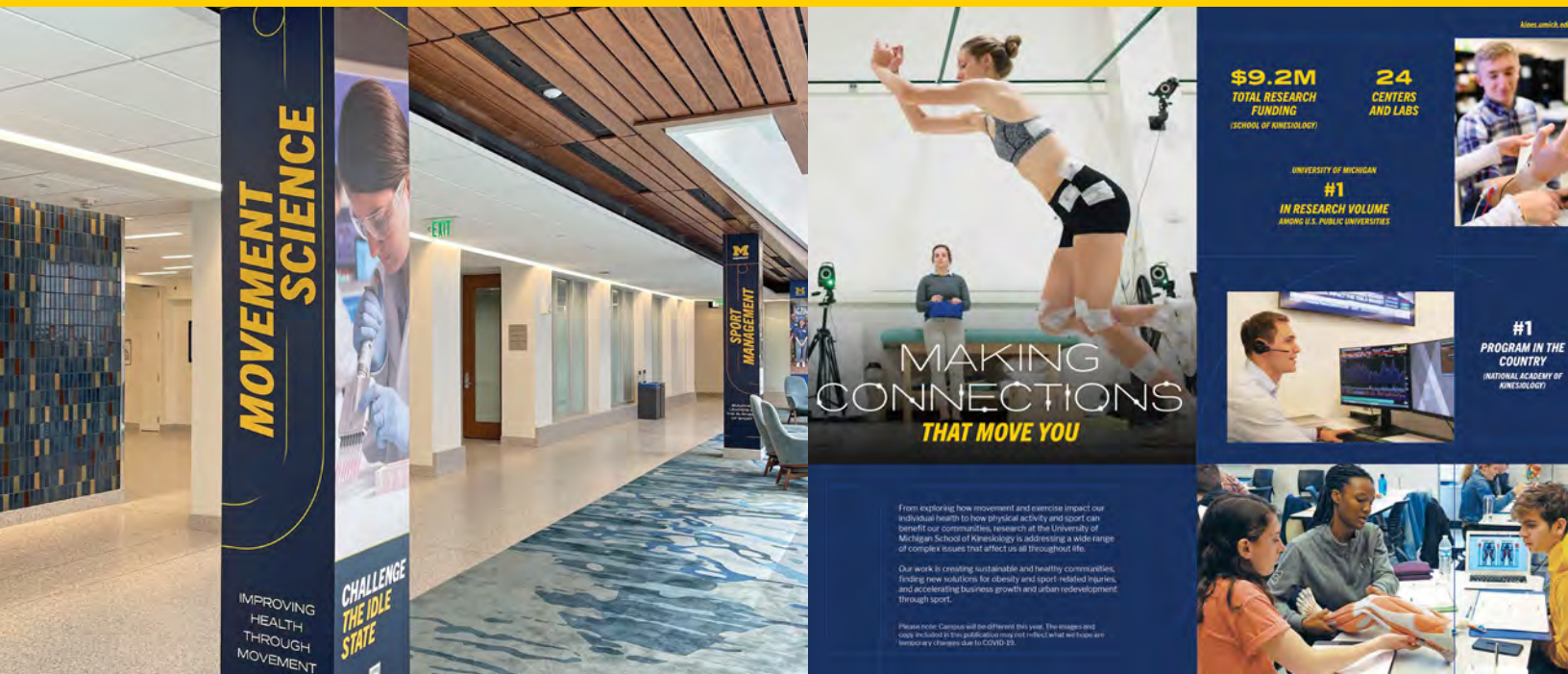
Haylie Miller, assistant professor of Applied
Exercise Science & Movement Science

Kimberly Pearson, senior research assistant
in the Center for Sports Venues & Real Estate
Development

*Numbers reflect 2020-21 data in comparison to 2019-20 data

BRAND NEW

MICHIGAN KINESIOLOGY
BRAND GETS A NEW LOOK



Clockwise from top left: Branded pillars in the Commons, recruitment collateral, website homepage

The School of Kinesiology not only has a new building – it also has a new brand.

In early 2019, the school's marketing and communications team began working with Ologie, a higher education marketing agency, to research and identify current sentiments about the school, its individual majors, and the field of kinesiology in general. The goal of the rebranding initiative was to find the best way to articulate the school's unique differentiators, strengths, and values, and increase awareness, reputation, and advocacy for the school while also remaining true to the University of Michigan brand.

In April 2020, Ologie delivered a style guide that included rebranding strategies and assets, including unique messaging, taglines, and colors for each program. The team then worked with Michigan Creative, U-M's internal creative group, to translate the guide into branded templates, recruitment materials, environmental signage, a website redesign, and a brand video. All materials launched in fall 2020, just in time for the move to the Kinesiology Building.

This spring, the SoK website won a silver Circle of Excellence award from the Council for Advancement & Support of Education (CASE). "The school did a great job of branding itself, but also keeping it in the overall University of Michigan brand," the judges said. "The video and imagery are extremely dynamic, and pulled in viewers. The navigation was clean and clear, and the use of typography popped. The site was very engaging, and had strong interactive qualities. Accessibility was apparent. Overall, the layout and look were impressive." ■





Welcome HoMe

Kinesiology Building open and ready for fall semester

BY EMILY MATHEWS

In January, the School of Kinesiology moved into its new four-story, 178,000 sq. ft. home right in the heart of U-M's central campus. Formerly known as the E. H. Kraus Natural Science Building, the officially renamed School of Kinesiology Building (SKB) now offers 26,000 sq. ft. of teaching and learning space and 36,000 sq. ft. of research space, all containing top-of-the-line equipment and amenities.

Originally designed by renowned architect Albert Kahn, whose other campus masterpieces include Burton Memorial Tower, Hill Auditorium, and Hatcher Graduate Library, the building has been a university landmark since 1915.

In May, the SKB earned LEED Gold certification. LEED, which stands for Leadership in Energy and Environmental Design, is the most widely used green

building rating system in the world. It recognizes sustainability efforts to create healthy, highly efficient, and cost-saving green buildings on one of four levels: Certified, Silver, Gold and Platinum.

Due to COVID-19, only a handful of in-person classes were held in the SKB during winter semester. Faculty and staff can't wait to welcome all of the Kinesiology students to their new home this fall!

Watch the short four-video series about the SKB at myumi.ch/7ZDQB.

Visit the SKB during our Homecoming celebration on Friday, September 24. Please save the date!

Highlights

RESEARCH

- Clinical Exercise Research Center (5,406 sq. ft.) with fitness equipment, 4 exam rooms, and 4 research activity rooms
- Biomechanics Suite (9,775 sq. ft.) with 4 high bay and 3 low bay labs outfitted with raised computer flooring, safety harnesses, and full-body motion capture
- Clinical Neuroscience Research Suite (5,335 sq. ft.) with 9 research labs, 9 assessment rooms, and a gait lab
- Wet Lab Suite (9,195 sq. ft.) with 13 benches for wet lab work and 18 support rooms containing specialized equipment
- 3 student data suites for research assistants to use for data analysis



Fourth floor wet lab suite



Second floor Commons

COMMUNITY

- Convenient central location
- Large commons area with soft seating and tables
- Collaborative meeting spaces with wireless projection and Zoom capabilities
- All faculty, staff, and research under one roof

LEARNING

- 7 standard classrooms (capacity 24-86) with adjustable furniture, lecture capture, and 2-4 projectors
- 2 active learning classrooms (capacity 96) with adjustable furniture, lecture capture, and 8 projectors
- 6 class labs (capacity 24-36) with rubberized flooring, adjustable furniture, lecture capture, 2-4 projectors, and specialized equipment based on subject
- Distance learning classroom (capacity 24) with 3 screens, 2 video cameras, and a microphone system that picks up audio from each seat
- Computer lab with 40 computer workstations, lecture capture, and 2-4 projectors ■



Second floor active learning classroom



New specialization teaches the science
behind sports analytics

BEYOND MONEYBALL

BY LAUREL THOMAS AND ERIC JOYCE

“Adapt or die.”

The line uttered by Brad Pitt in the 2011 movie *Moneyball* is perhaps a tad overly dramatic, but the sentiment represents the turning point a little more than a decade ago when many in the sports world began to embrace a more sophisticated, scientifically data-driven way to do business.

From player recruitment and athlete training to fan marketing and amateur gambling, managers of the most successful franchises and those who follow their teams have increasingly come to rely on data to make decisions about our favorite sports.

An interdisciplinary group of University of Michigan faculty from the School of Kinesiology and the School of Information have come together for a massive open online Sports Analytics Performance Specialization to share the science behind sports analytics.

Working with the Center for Academic Innovation, the team launched the first three of five courses in May. The initial courses on the Coursera platform introduce sports analytics, take a closer look at the *Moneyball* sabermetrics approach, and show how to use various prediction models with sports data. Included is a discussion about responsible sports gambling.

The fourth course, launched in June, focuses on the increased use of sports performance wearable technology—consumer level smart devices like Fitbits and Apple watches to more sophisticated equipment used in sports practice and play. The fifth course, launched in July, is on machine learning. Students program statistical models that learn from historical data, such as match outcomes and sensor information, in order to predict future results.

In the first three courses, Sport Management Professor Stefan Szymanski, Assistant Professor Wenche Wang, and Lecturer Youngho Park walk participants through the science of creating and programming the computers that yield rich data by using algorithms and statistical models. This includes the now famous *Moneyball* player analysis and an exercise that seeks to address the validity of the “hot hand,” a basketball term that suggests a player who has done well shooting will repeat that success. The models are from four sports, baseball, basketball, soccer and cricket. Learners are then encouraged to create their own statistical analyses.

“We show people how by modeling you could produce predictions that are pretty much in line with bookmakers. What that means is if you bet with these predictions, you win some and you lose some,” Szymanski said. “You won’t get rich. It will enable you to make sports gambling more interesting and better informed, but you should expect it’s a consumption activity. It’s not an investment. It’s a way of having fun.”

The faculty say the five-course specialization offers something for many audiences. It’s an introduction to the field for students who might be thinking about working in sports analytics. The series assumes at least a base level of Python experience, the software used for the modeling. Szymanski notes, however, that anyone who works in R, the program used by many now in the sports analytics field, can find information about adapting the exercises to this software.

Another broad audience is sports fans who want to apply science to their March Madness brackets, fantasy football leagues, FanDuel betting, and the like.

“There are two groups of sports fans,” Szymanski said.

“There’s the emotional, nostalgic, traditional fan who believes in the mystery of the whole thing. They just want to see the stars perform and that’s enough for them. So probably not them.

“Then there are the other people who say there’s something behind this; there’s a reason behind why these things happen. This isn’t all just random. There must be some explanation. And there must be some patterns that emerge, some predictability in this. And those are the people who are potentially interested in the data analysis.”

What differentiates the U-M courses from others is that the faculty teach participants the tools using numerous real examples, says Wang, who teaches about basic data preparation tools in Python, summary and descriptive analyses, and regression analyses, using the Hot Hand concept for one illustration.

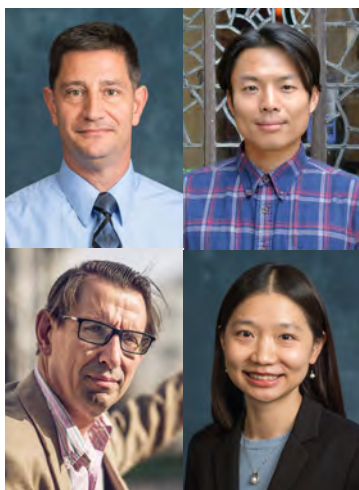
“Unlike traditional statistics and data analysis courses, we use actual sports data and discuss various issues that one may come across when working with real-world data,” she said. “While there are some blog posts and forums by interested fans and others that provide some analytic examples using actual sports performance data, our course teaches learners more rigorous statistical and econometric tools beyond basic descriptive.”

Park teaches about the application of the ordered logistic regression model.

“This model is particularly useful for predicting the outcome of a sporting contest as to whether my favorite team wins/loses/ties the match,” he said. “I want the learners to realize that the powerful forecasting model doesn’t necessarily have to be the most complex one. With a reliable/valid independent variable, we could fit the realistic and practical forecasting model to make accurate predictions.”

The wearable technology course focuses on what the devices actually measure and how they can be used to gauge athlete stress and recovery, says Peter Bodary, clinical assistant professor of Applied Exercise Science and Movement Science.

His team spends time looking “under the hood” of the wearables and their course includes exploration of actual datasets from college-level athletic teams, including in-game collections (minute-by-minute datasets) as well as daily metrics from across entire seasons.



Clockwise from top left: Dr. Peter Bodary, Dr. Youngho Park, Dr. Wenche Wang, Dr. Stefan Szymanski

“On the training and recovery side of sports and sport performance, the wearables provide insights about the athletes and their training stress,” Bodary said. “The data generated can help coaches and trainers prevent athletes from under- and overtraining. Ultimately, there is a great desire to be able to use wearable data to help reduce player injuries by identifying, and then reducing, the factors that lead to a higher risk of injury.”

One way fans can engage with wearables is by using athlete data to predict outcomes, says Christopher Brooks, assistant professor of Information at the School of Information, who leads the final MOOC on machine learning.

For example, he says, one exercise involves predicting boxing punches by the way arms move or the spine is positioned. Another activity shows how to predict player or league success, using modern machine learning data science methods.

“This is really state of the art and opens us up to the next decade, two decades, of sports analytics work,” Brooks said. “If they get really bitten by the bug and they want to start practicing some of this stuff—and whether they are practicing it to win the office pool, to win on DraftKings or to make sense of their own sensor data—these are the kinds of techniques they can use to do that, and this course will give them an introduction so they can start to think about what they would do next.”

You can enroll in the Sports Performance Analytics Specialization at coursera.org/specializations/sports-analytics. The five courses include:

- Foundations of Sports Analytics
- Moneyball and Beyond
- Prediction Models with Sports Data
- Wearable Technologies and Sports Analytics
- Introduction to Machine Learning in Sports Analytics ■

vaccine hunter

AES student helps her community get vaccinated

BY DREW MOSER

What started as Trisha Schuver trying to help her 73-year-old mother find a COVID-19 vaccine appointment turned into an internship to get as many people vaccinated as possible.

Schuver is an Applied Exercise Science senior and the organizer of the School of Kinesiology Vaccine Initiative, an effort to assist the community with getting COVID-19 vaccine appointments. The process for the initiative is simple: an individual completes a survey to request help with finding and scheduling the vaccine. Schuver then takes the information and finds an administering location, whether it be a pharmacy or supermarket, within the selected time radius of the individual's address.

Schuver said it was important for her to stay within the selected timeframe, especially for students because they may need to rely on public transportation to travel to their vaccine.

"Before Michigan was fully open to everyone, we were sending some people to Ohio," she said.

With the blessing of Kinesiology Dean Lori Ploutz-Snyder, Schuver worked with multiple faculty and staff to

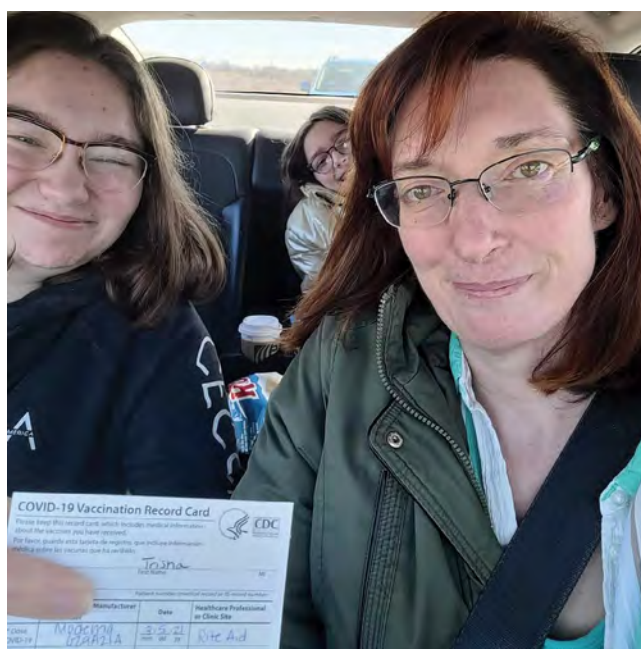
develop the survey and distribute it. Kathy Kern, the faculty member who coordinates AES internships, said none of this would have been possible without Dean Ploutz-Snyder's support and enthusiasm.

Movement Science senior Eden Buell immediately reached out to Schuver for help after the initiative launched. Buell had been quarantining at home because she takes care of her elderly mother.

"I was so excited when I got that email because there was someone out there who could help me get a vaccine. Trisha got my information, and all I had to do was show up," Buell said. "Everything was kind of up in the air. I didn't know if I was going to qualify and where and when I was going to get my shot. Trisha took all of the guesswork out of it. I can't tell you the amount of relief I feel right now."

Schuver said she's excited to get back to in-person learning during the fall semester. "I don't want this to go on any longer than it needs to, and if you're able to get the shot and want the shot, I'll get you the shot," she said.

A transfer student from Monroe Community College, Schuver said the Applied Exercise Science



Student Trisha Schuver (far right) and her daughters



Left to right: Students Avery Hall and Eden Buell

program was a perfect fit for her because it had all the components of a health degree without having to go into something like physical therapy. Her future plans include getting a master's degree in public health.

"I absolutely love the AES program. The students and staff are all amazing, wonderful, kind, and generous people. I haven't met a person there I didn't like. I think the program is awesome," she said.

While most people don't think of a vaccine initiative as something applicable to an exercise science program, Kern pointed out that this is a great example of community wellness.

"When we first started AES, we all thought it was about gyms, corporate wellness, and all of those kinds of things. The program has been able to flex and evolve into a larger focus on wellness because of COVID. It's wellness from all angles, not just physical activity, nutrition, and mental health," Kern explained. "People have been suffering mentally and physically because we're in COVID and don't have that three-dimensional interaction with people. Once you get the vaccine, it helps your mental wellness. So this initiative broadens that exercise science space into a whole-person wellness space."

Kern thinks this was the perfect opportunity for Schuver to learn how to collaborate with different people within an organization like the School of

Kinesiology. She learned how to work with human resources to make sure everything was processed correctly and confidentially; with communications and marketing to help promote the initiative; and how to set up and track a multi-layered process.

**"I didn't know . . . where and when I was going to get my shot. Trisha took all of the guesswork out of it. I can't tell you the amount of relief I feel right now."
—Eden Buell**

Kern also noted that Schuver brought on additional students to assist her with scheduling because the demand was so high, so this taught her how to manage people, as well.

Schuver has helped more than 150 individuals find vaccine appointments.

Buell urged anyone who is interested in getting the shot to reach out to Schuver. "Finding a shot by yourself is a difficult process, and Trisha made it much easier," Buell said. ■



Stephanie Buttrey and Andrew Overmire

true blue

Alumni give back to
next generation of
U-M students

BY DREW MOSER

The University of Michigan holds a special place in the hearts of Andrew Overmire and Stephanie Buttrey.

They both studied here, and while they went to high school together, it's the place where they became sweethearts. Overmire said it was Buttrey's U-M varsity field hockey jacket that caught his eye when she walked into the bike shop where he worked.

Now 40 anniversaries later, they are giving back to a university that gave them so much.

Overmire received his bachelor's degree in education in 1981 and master's in education in 1983. He worked as a student athletic trainer under the tutelage of U-M Head Athletic Trainer Lindsay McLean. Once Overmire saw McLean's impact on U-M student-athletes, he was hooked. He would become a student athletic trainer for two years with the football and track & field teams and continue as a graduate assistant athletic

trainer with the wrestling team. He was also a staff athletic trainer for the hockey program.

After working for Physical Therapy and Sports Care (which would be absorbed by U-M MedSport), he enrolled in UM-Flint's physical therapy school and graduated in 1988.

He would retire after an 18-year career as a physical therapist at the University of Michigan Health Services.

"It was a great fit for an athletic trainer because Health Services saw quite a few ankle and shoulder sprains and sports-related injuries from intramural sports and people being active," he said.

Buttrey grew up in and around campus. Her father worked as a professor, and she graduated in 1977 from the College of Engineering with a bachelor's degree in industrial and operations engineering in May and a master's in industrial and operations engineering in December. From there, she worked as an engineer at Chrysler for 30 years before retiring.

"I worked at Chrysler and a vast majority of engineers were white men. There were very few people of color and very few women. I thought we should have more women in the field and they need to be encouraged. So I'm doing my best to encourage them," she said. "If money is a problem, here's a scholarship to apply for."

She previously established the Ruth Jeanette Buttrey Scholarship Fund with U-M and the Center for the Education of Women+ to honor her late grandmother. According to Buttrey, Ruth was an early proponent of women's education and supported and endowed many scholarships in her home state of Montana. While the original agreement focused on students majoring in creative and performing arts, Buttrey amended the scholarship to focus on underrepresented students in those areas.

She also established a second scholarship, in her own name, for students majoring in the fields of natural

science, technology, engineering, math, business, economics, or similar majors.

"The CEW+ encourages people (mostly women) who have been out of the educational system for a while, and I thought people like that deserve a step up; if I can help them, I will," she added.

For Overmire, giving back meant helping out students just like him. He fondly remembers receiving the Jim Hunt Award (an athletic training scholarship) while a graduate assistant athletic trainer.

"It made me so proud that I decided to be an athletic trainer. It was a wonderful thing and I thought after my career I would create an award so another athletic training student could progress in their career," he said.

His endowed gift will support students in the School of Kinesiology that are participating in the Athletic Training program.

**"The School of Kinesiology is helping the field of athletic training become more established. They will promote it and make it better."
—Andrew Overmire**

"The School of Kinesiology is helping the field of athletic training become more established. They will promote it and make it better," Overmire explained. "When I did my work, I was in the apprenticeship program; now they have a whole curriculum."

Both Buttrey and Overmire agreed the planned gift

process was easy and seamless. Overmire said once they came up with the idea, all it took was a couple of phone calls and the arrangements were quickly put together.

"I didn't have any reservations or think this process could have been done better," Buttrey said. "The process was not daunting at all."

Now they can both rest at night knowing they are helping the future generations of students.

"We've been to athletic contests, concerts, and have enjoyed a great deal of university talent," Buttrey said. "We've enjoyed the diversity of people and want to make sure that continues." ■

number cruncher

SM PHD STUDENT COMBINES LOVE OF SPORTS AND ECONOMICS

BY DREW MOSER

Sidney Johnson has spent his life around both numbers and sports.

Before coming to the School of Kinesiology as a PhD student under Sport Management Professor Rod Fort, Johnson taught Introductory Microeconomics and Sports Economics for four years at Grand Valley State University as an affiliate faculty member. He also spent time working in the City of Detroit's Finance Department, starting as a principal accountant before moving into an investment manager role.

Johnson's father coached high school basketball and Johnson grew up playing baseball. In 1992, he followed his father's footsteps and began coaching middle school basketball in Detroit. Over the next 24 years, he helped shape the young minds of middle and high schoolers on and off the court.

Johnson stopped coaching in 2016 when the opportunity at Grand Valley allowed him to combine his two loves.

"Professional sports, and to some extent college sports, is a multi-billion dollar industry," he said.

Fort's research would come up often in Johnson's research for the sport economics class he taught. So when he started researching Sport Management PhD programs, the School of Kinesiology was high on his list. He then ran across Fort's posting for a PhD student to mentor.

"I was looking for an opportunity that would help me learn more about the things I was teaching about," Johnson explained. "I was teaching without having the full background and the full range of other research that had been done instead of already understanding real-life sport economics and the theory behind it."

Johnson is currently reviewing sport economics literature, starting with the mid-1950s and progressing into things Fort has written. "He has given me a different way of looking at things. It's not just what has

been written about before, but it's applying that stuff to what's happening and then trying to figure out why that's happening," he said.

Adding a PhD in Sport Management to an educational background that includes an MBA and a master's in Economics gives Johnson a well-rounded perspective in the world of finance and sports organizations.

Right now he is learning about the financing of sports arenas with Dr. Judith Grant Long, associate professor of Sport Management, which details the financial and operational side of running a stadium.

"I had a project where I was describing the financial terms of the agreement for the University of Louisville's KFC Yum Center. I was looking at how they were financing the deal, how they were attempting to repay the bonds with expected revenues, and how the revenues weren't meeting what the expectations were," Johnson said. "So they had to refinance the deal to lower the payments and stretch out the amount of time they're paying and lower the interest rate."

His ultimate goal after graduation is to become a professor of Sport Management either in a business school or within a Kinesiology department or work in the front office of a professional or collegiate organization. He would also like to do some work in the area of financial consulting.

Johnson has been pleasantly surprised by how accommodating the faculty have been. He said that every faculty member he has spoken with has been in his corner, asking him questions beyond academics to get to know him better and making sure he is succeeding in the program.

"There is such a great support system here. I thought it was just going to be this solo pursuit, kind of in a library with occasional contact with my advisor," Johnson said. "It's so much more open than that. I can't wait until conditions change, public health-wise, so I can get more connected." ■



Sidney Johnson

exploring the paradox

ALUM LAUNCHES HEALTH & WELLNESS PODCAST

BY DREW MOSER

A new podcast launched this spring that explores the growing rift between the public's knowledge on leading a healthy lifestyle with the decline in the population's actual health.

Alum, lecturer, and Applied Fitness Solutions CEO Michael Stack (MVS '04) is collaborating with Michigan Kinesiology to produce *The Wellness Paradox*, a weekly podcast that explores this paradox and offers solutions to help change the world's view on health.

"COVID has helped us realize the importance of public health more than ever, and I have always been on the preventative end of public health by being in the

we're facing and why we're facing them; at the same time, I want to be sure we are highlighting the individuals and organizations actually addressing the issues as a way to put the conversation out there about what can be done."

The podcast features interviews from guests in all areas of health, including lifestyle medicine, non-profits focusing on food insecurities and social health detriments, mental health, and epidemiology, just to name a few.

"In the university community we have so many amazing things that are going on across campus that we hear about and probably a million things we don't hear about," Stack said. "I think highlighting those is important, and if this is a conversation I want to start and it is awareness I want to generate, I know full well I can talk to many more people using the power of the Block M to initiate those conversations."

Venturing into this arena feels instinctive for Stack, who originally planned to major in journalism at U-M before switching over to kinesiology. His idea kicked into overdrive when he helped plan the School of Kinesiology Allied Health Speaker Series, which took place in the summer of 2020. He spent the rest of the year and the beginning part of 2021 working with his team at Applied Fitness Solutions and School of Kinesiology staff members developing the podcast.

His first guest was Dr. Tom Rifai, founder of the Reality Meets Science system and a physician expert in the areas of lifestyle medicine and metabolic health coaching for wellness, weight loss, and disease prevention. Stack and Rifai discuss how intensive lifestyle change programs can be used to revolutionize healthcare delivery, improve human flourishing, and help address the wellness paradox.

The Wellness Paradox can be found on Apple Podcasts, Google Podcasts, and Amazon Music, with new episodes dropping on Wednesdays. For more information, please visit wellnessparadoxpod.com. ■



Michael Stack

fitness industry," Stack said. "Likewise, the School of Kinesiology has been on the preventative end of public health, and I've had the opportunity to study all the potential public health has to not just make people healthy, but to flourish."

Stack's podcast gets its title from the relationship between the knowledge of how to live a healthy lifestyle and the ever-increasing rates of chronic lifestyle diseases, mental health issues, and the "seemingly fragmented, disparate public health system in our country," he said.

"We know so much and we're capable of accomplishing so much with regard to human well-being, yet we seem somehow incapable of scaling that to the masses and achieving a level of wellness and flourishing that the science would allow us to do," Stack explained.

"My approach is to be very clear about the challenges

Michigan Man

Remembering Carl Kreager (PE '51)

BY DREW MOSER



Carl Kreager during the 1950 Michigan Football season (U-M Library Digital Collections, Bentley Image Bank, Bentley Historical Library)

The School of Kinesiology lost a dear friend and supporter when Carl Kreager passed away on July 30.

“They just don’t make as many men as good as Carl,” said Joan, his wife.

Kreager earned his bachelor’s degree in Physical Education in 1951. He played football at U-M for three years and was a member of three Big Nine Conference championships, one national championship, and the 1951 Rose Bowl team.

Joan said football was very dear to him and served as an opportunity to meet students. “He loved U-M and felt very fortunate to go there,” she said. “Some good things happened to him, and he always thought his degree meant more coming from U-M.”

The Green Bay Packers drafted Kreager in the 12th round of the 1951 NFL Draft. He decided to stay closer to home to be near his family and work as a teacher, but ultimately joined the Packers a year later. According to Joan, Carl only played three games before suffering

a concussion. He wouldn't play football again after recovering.

Following his football career, Kreager built successful ventures in land development, residential construction, and property management. He paid his success forward to both the School of Kinesiology and U-M Athletics. He first established the Carl and Joan Kreager Endowed Scholarship Fund to help undergraduate students traveling internationally as part of an education abroad program or research conference. He later established the Carl and Joan Kreager Concussion Research Fund to provide aid for students traveling to conferences.

"He always felt there was something more [to his concussion] and not enough was being done to investigate it," Joan said. "He felt strongly that Michigan was doing so many good things for so many people. Kinesiology was one of his favorite aspects of U-M, and athletics was another. He felt by giving to both he was helping someone else achieve what he was able to achieve."

"[Carl] felt strongly that Michigan was doing so many good things for so many people. . . . He felt by giving to [Kinesiology] he was helping someone else achieve what he was able to achieve." —Joan Kreager

Steve Broglio, professor of Athletic Training and director of the University of Michigan Concussion Center, remembers Kreager fondly.

"We were saddened to hear of Carl's passing," Broglio said. "His generosity supported the research and travel experiences of our students over the years. Without a doubt, he had a positive influence on innumerable lives. He will be missed."

A highlight for Joan will always be getting hand-written thank you cards in the mail from students impacted by the scholarships Carl established.

"Those meant an awful lot to him. He was so proud of his athletics at Michigan and helping the young

people," Joan said. "I loved receiving the ones from the Kinesiology students because that was life experience, and I think life experience is worth more than anything in the world. I just gobble up what students write because they are getting such a unique experience."

She recounted a time that Carl got the chance to meet one of his athletic scholarship recipients during a U-M football game. As Carl came off the field and up the stadium steps, a man shouted to get his attention and proceeded to introduce himself. The man and woman accompanying him were the parents of the scholarship recipient Carl had just met on the field.

"Carl felt so good that he was able to meet the parents of the young man he was awarding the scholarship to," Joan said. "I thought that was such a sweet endeavor for those parents to stand up and say hello."

Joan said that Carl was always proud of his time at U-M. "He felt that it broadened his life. He had friends and acquaintances he wouldn't have had otherwise," she said. She added that the people she met from U-M were always so wonderful and supportive. "We have been lucky to meet good people from Michigan and have had lasting friendships with those people," she continued.

Finally, Joan said that people only knew half of the late Carl Kreager. "He was a great husband, a great father, a great grandfather. He will truly be missed," she said. ■



Carl and Joan Kreager

School of Kinesiology DEI Highlights 2020-21

BY DR. KETRA ARMSTRONG, DIRECTOR OF DIVERSITY, EQUITY, & INCLUSION



During 2020-21, the School of Kinesiology continued its focus on various aspects of diversity, equity, and inclusion. However, we also sought to elevate our conversations about race and intensify our focus on anti-racism. Due to the pandemic, we were unable to offer events in person. Nonetheless, we were able to deliver some very impactful virtual events that facilitated engaging and stimulating conversations about DEI to inform theory, to promote understanding, and to improve everyday practices. Following is a summary of our DEI efforts and initiatives.

EDUCATION & INFORMATION

DEI Summit Brown Bag Lunch.

Following our virtual participation in U-M's Diversity Summit on "Art + Social Change: Building an Anti-Racist World Through the Arts," Kinesiology faculty and staff gathered via Zoom to discuss sport and physical activity as art and performance, and the role of Kinesiology in promoting social change.

Communicating About Culturally Sensitive Issues. We offered some virtual Brown Bag Lunch sessions for our staff based on information contained in the U-M and LinkedIn Organizational Learning Modules

on communicating about culturally sensitive issues. The sessions addressed why conversations around culture are tricky and principles for culturally sensitive conversations.

Anti-Racist Workshop.

In partnership with the U-M Center for Research Learning & Teaching (CRLT), we offered a virtual Anti-Racist Pedagogy Workshop discussing the principles and practices of anti-racist pedagogy.

Anti-Racism Pedagogy Mini-Retreat.

As a follow-up to the larger Anti-Racist Pedagogy Workshop, a small group of Kinesiology faculty participated in a virtual mini-retreat to share ideas and discuss practical ways in which to be more intentional in engaging in anti-racism pedagogy in our Kinesiology sub-disciplines.

Health Sciences MLK Series.

"Where Do We Go From Here: Body Politics and Movement Towards Racial Empowerment" represented a U-M Ann Arbor and U-M-Flint Health Sciences collaboration that was led and hosted by Kinesiology. This initiative consisted of a three-part virtual webinar series addressing the various ways in which racial bodies are politicized and the role of movement as a source of racial empowerment. The events consisted of panel discussions; a keynote presentation by Dr. Monique

Butler, a Kinesiology alumna and CMO of HCA Healthcare North Florida Division; mental wellness exercises; and an Afrobeats movement demonstration. The topics addressed during the series included:

- Body politics of race/ethnicity, sex/gender, ability, class, age, and intersections
- Social determinants of health: health inequities and health disparities
- Physical activity and stroke and cancer recovery
- Community-based physical activity programs for communities of Color
- COVID-19, vaccine hesitancy, and the impact on communities of Color
- Black women's maternal mortality
- Health care and treatment of politicized bodies (podiatry, physical therapy, internal medicine, sports medicine, and athletic training)
- Racial representation and social justice in health sciences
- Racial trauma, movement, and mental health and wellness
- Movement as empowerment; Afrocentric-inspired movement

The events were well attended, including over 400 attendees at our keynote presentation. This was a successful series by all accounts.

Sport Management DEI Series.

This unique DEI endeavor was spearheaded by student leaders in the Michigan Sport Business Conference (MSBC), Michigan Sport Consulting Group (MSCG), Michigan Women Empowerment in Sport & Entertainment (MWESE), and Sport Business Association (SBA) student groups, and supported by a team of Sport Management faculty. The three-part series included discussion around the following: (a) “How Did We Get Here? Tracing the History of Inequity and Exclusion in American Sport;” (b) “Breaking Barriers: Promoting Intersectionality in Sport (gender, race, ethnicity, nationality, and ability in sport);” and (c) “Winning with Diversity: Implications for College Sport.”

Kinesiology Center Initiatives.

Kinesiology faculty-led centers hosted or were involved in a number of virtual events throughout the year, including: (a) webinars offered by the Michigan Concussion Center —“Social & Cultural Disparities in Sport Concussion” and “The Tough Talk: Examining SES & Racial Disparities in Concussion Evaluation & Management;” (b) webinars offered by the Center for Race & Ethnicity in Sport—“Race, Sport, & Restorative Justice: Implications for Higher Education,” in partnership with the National Center for Institutional Diversity, and “‘Minding’ My Body: Race, Mental Health and Student-Athletes of Color” in partnership with the Steve Fund.

City of Champions: A History of Triumph and Defeat in Detroit.

This endeavor featured two webinar discussions of the newly released book, *City of Champions: A History of Triumph and Defeat in Detroit*, coauthored by Sport Management Professor Stefan Szymanski and German Studies & Comparative Literature Professor Silke-Maria

Weineck. This endeavor also included a web exhibit on the history of sport, politics, and culture (i.e., race, ethnicity, gender, class, etc.) in Detroit. This endeavor was partially supported by a KIN-ALL IN! DEI Grant.

SUPPORT, ENCOURAGEMENT, RECRUITMENT, & ASSISTANCE

DEI Resources. We provided our faculty with a wide array of resources (articles, handouts, best practices, video links, etc.) in an e-portal on our intranet to support their learning and encourage their engagement in DEI. Such resources included anti-racist and inclusive instruction material from external sources as well as U-M sources (notably LSA and CRLT).

DEI Professional Development.

We proactively advertised the various anti-racist programs and events offered by U-M’s Organizational Learning and CRLT and strongly encouraged our faculty and staff to attend (of which many did).

DEI Student Recruitment.

To assist with our recruitment of a more diverse student population, we funded a DEI internship to assist our Office of Undergraduate Student Affairs (OUSA). Special kudos to La’Joya Orr, managing director of recruitment & admissions, and her student intern, Bhavani Bindiganavile, who set up night classes, classroom visits, a new scheduling tool, high school outreach, and late night programming to accommodate for different time zones. These collective efforts resulted in the largest pool of applicants in our

school’s history, a dramatic increase in our student diversity, an increase in the number of matriculated committed students, and a yield of over 200 students (which far exceeded our set target of 165 students).

DEI Student Support. Given the likely economic impact of the pandemic on students who are underrepresented at U-M and in Kinesiology, we continued to offer Kinesiology Merit Fellowships (KMF) to our graduate and undergraduate students who were from underrepresented or marginalized communities who also experienced financial hardships. Addressing the economic diversity within our student population continues to be an important element of our DEI strategic plan.

CELEBRATION & RECOGNITION

Faculty Spotlight. To celebrate our faculty who had successfully engaged in inclusive instruction, we offered a Faculty Spotlight on Inclusive Instruction event featuring an initiative involving some of our faculty’s partnership with CRLT. This event was well received and some of the practices highlighted were successfully adopted by other faculty. The initial impact of these changes on our students’ learning, the classroom climate, and faculty enjoyment, were notable.

DEI in Annual Reviews.

To systemically encourage and increase the overall contributions of Kinesiology faculty and staff to DEI, we implemented a system in our annual evaluations that was more intentional in recognizing our faculty and staff’s annual contributions to DEI. ■



SPRINGBOARD TO SUCCESS

AES/MVS faculty member tackles motor issues for kids with autism

BY DREW MOSER

Haylie Miller is an assistant professor of Applied Exercise Science and Movement Science, director of the Motor & Visual Development Lab, and director of the newly-founded University of Michigan Consortium for Autism Research, Education, & Services (UM-CARES). She joined our school as a faculty member in January 2021. We sat down with Dr. Miller to talk about her background and research.

Movement Magazine: Welcome to the School of Kinesiology! Tell us a little bit about your career so far.

Haylie Miller: I'm a developmental psychologist by training, and my early work was in cognitive neuroscience and development, so I came to kinesiology and movement science through a sort of circuitous route. I have had a lifelong interest in autism, and so in my graduate training I went down the rabbit hole, from the behavioral symptoms of autism to the underlying cognitive, perceptual, and neurological differences we see in this population.

I held a postdoctoral position at the University of Texas Southwestern Medical Center's Center for Autism and Developmental Disorders, where I worked on studies of sensorimotor integration using eye-tracking technology and hand-grip force sensors. It was excellent training in the mechanisms of sensorimotor integration in autism, but I wanted to use tasks that were more like what we experience in the real world. I did a second postdoc at the University of North Texas Health Science Center in the Human Movement Performance Lab, where I did some virtual reality studies. Our participants would play games and move their bodies while we collected data from motion-capture, force plates, and mobile eye-tracking. This helped us see how vision is used during natural movement in immersive VR tasks.

MM: Why did you want to study autism?

HM: When I was in elementary school, autistic twins were integrated into my classroom (this was back in the '90s when students with developmental conditions weren't integrated into mainstream classrooms very often). My teacher did an excellent job of creating opportunities for us to engage with them in meaningful ways. It was a joy to learn with them and try to understand how they communicated, perceived things, and interacted with the world. It sparked a lifelong passion for me, and I continued doing peer mentoring activities with people on the spectrum throughout high school and college. I love the autism community, and am constantly learning from self-advocates.

MM: Why did you decide to study autism movement specifically?

HM: I saw that it was an understudied aspect of autism. It is something that is acknowledged by everyone, but clinicians are often so focused on communication skills that motor issues fall by the wayside. It seems to me, based on the kids and adults I have spoken with, that movement difficulties are often more of a hindrance than social communication differences. This is fundamental: being able to move your body in the way you want to, intentionally reaching for things, walking around without bumping into things, or cooking a meal for yourself are activities of daily living that impact quality of life. I saw that a big impact could be made if we figure out what the barriers are, and how we can help people work around them.

MM: In addition to your faculty role, you are also the director of the Motor & Visual Development Laboratory. What will your lab be working on?

HM: We will be doing lab-based tasks in addition to studies in the community. For instance, we will be looking at portable tools that can be taken into clinics to assess balance, coordinated reaching, and eye movement. You will also see us in the biomechanics labs studying more nuanced aspects of motor control using motion-capture technology and electromyography.

We will also do projects related to implementation science. We are starting a home-based motor intervention, and we are gathering information from families about barriers to care for motor problems. My goal is to build a comprehensive body of work across the lifespan, in many different contexts.

MM: You've also founded UM-CARES—tell us a little about that.

HM: UM-CARES is the University of Michigan Consortium for Autism Research, Education, & Services. Our purpose is to be a hub for anyone (researchers, clinicians, students, caregivers, self-advocates) in the U-M community who is interested in autism. In the fall of 2021, we're going to start a monthly speaker series on autism-related topics, and we're going to host an annual event during Autism Awareness month in April. We want to create opportunities for lots of different perspectives to converge, with the shared goal of supporting, accepting, and including people on the autism spectrum.

MM: What's something that excites you about your research?

HM: One thing that excites me is that very simple movement tasks are great at differentiating autism from typical development, and from other neurodevelopmental conditions. For example, we have published work on individuals leaning towards goal-directed targets. People with autism have different and less-efficient ways of leaning their bodies compared to neurotypical individuals and children with developmental coordination disorder.

Additionally, my team and I reviewed the electronic medical records of autistic patients from a large medical center in Texas, and found that parents were reporting motor problems early on, but weren't

receiving follow-up assessment or care. We are in the process of submitting these data for publication, and we've presented these results in clinical education settings to urge clinicians to take parents' motor concerns seriously.

Finally, we recently finished collecting data for my National Institutes of Health K01 award. For this project, we collected movement and eye-tracking data from 150 individuals with and without autism during virtual reality tasks. We are still analyzing the data, but notably, an overwhelming number of autistic children in our sample met the clinical criteria for developmental coordination disorder. This coincides with two other studies we've done as well, one of which was published in the *Journal of Autism and Developmental Disorders*. We're expecting to publish other papers showing the overlap between autism and other motor disorders in children and adults over the next few years.

MM: What attracted you to the School of Kinesiology and U-M?

HM: I have always dreamed of working at a world-class institution like U-M.

I was attracted to U-M because of the many opportunities for interdisciplinary collaboration and because of the incredible resources available for research, teaching, and professional development. I was excited to join SoK because I wanted to collaborate with a diverse group of faculty experts and train students who are passionate about movement science. When I talked to SoK faculty and staff, I heard a unified message: we work hard together, we help one another, and we value people. That was exactly the type of environment I was looking for—it is wonderful to feel challenged and supported!

MM: How has your first year here gone so far?

HM: I've been here since January, and it's been an unusual, but great, first semester. My family and I moved from Texas to Michigan in the middle of winter during the pandemic. I have found the faculty, staff, and students here so incredibly welcoming and collaborative. The resources here are just amazing, and I'm so excited about where our research and outreach can go. I feel like we have hit a springboard that will launch this work to some exciting places in the future. ■



Dr. Haylie Miller

HOLDING THE LINE

MVS alum cares for COVID pneumonia patients

BY DREW MOSER



Dr. Darlene Recker at work

This past year has proven that life can take a series of unexpected twists and turns. This is especially true for Dr. Darlene Recker.

The 1998 Movement Science graduate uses her skills as a cardiorthoracic anesthesiologist to care for COVID-19 patients undergoing surgical placement of Extracorporeal Membrane Oxygenation (ECMO). ECMO machines pump and oxygenate a patient's blood outside the body, allowing the heart and lungs to rest and possibly recover.

When COVID hit in March 2020, Dr. Recker and her colleagues suddenly had their work lives turned upside-down when their hospital was designated as their health system's COVID hospital. Dr. Recker's cardiac team was tasked with putting COVID pneumonia patients on ECMO.

"We were busy trying to save the lives of some of the hardest-hit people who had COVID," she said.

"Patients with severe COVID arrive at the operating room critically ill and it is the role of the cardiorthoracic anesthesiologist to keep these patients alive until they can be stabilized by ECMO," Dr. Recker continued. "As an anesthesiologist, I manage their ventilator, give IV medications to stabilize their blood pressure, transfuse blood, and evaluate their heart with transesophageal echocardiography to help guide the surgeon. And all of this happens in a short amount of time." She noted that while she does anesthesiology for all types of surgeries, she cares for patients undergoing heart surgeries a majority of the time.

While Dr. Recker's medical training helped prepare her for the pandemic, her biggest challenge was keeping up with daily updates of new scientific information about the virus and implementing treatment and guidelines in real-time.

Dr. Recker, who also played volleyball while at U-M, was drawn to Movement Science because of her interest in science and biology. After graduation, she worked in the exercise and fitness field for six years before going to medical school at Michigan State College of Osteopathic Medicine. That was followed by a four-year anesthesiology residency at Rush University Medical Center and a one-year fellowship training in cardiorthoracic anesthesiology at the University of Chicago.

Dr. Recker felt that her Movement Science degree more than prepared her for the rigors of medical school.

"The knowledge I gained from my education provided me a strong foundation. Even though I was out of school for six years, medical school was a seamless transition. I wasn't struggling; I wasn't having to make up any lost time," she said.

The support she received from the school also helped. "I felt like the instructors were interested in you doing well, not only on the court but also in school and personally," she said. "When your professors and instructors are rooting for you, it motivates you to do well, and in turn, gives the school momentum because everyone has invested so much into it." ■

faculty & staff updates

WELCOME



Dr. Dominique Kinnett-Hopkins

Dominique Kinnett-Hopkins

joined our school this fall as an assistant professor of Applied Exercise Science and Movement Science. She received her PhD from the University of Illinois at Urbana-Champaign, followed by a postdoctoral

fellowship and research assistant professorship in the Department of Physical Medicine & Rehabilitation at Northwestern University Feinberg School of Medicine. Dr. Kinnett-Hopkins's research focuses on developing, implementing, and evaluating physical activity interventions for increasing physical activity and improving health-related quality of life in disadvantaged persons with chronic conditions.

Haylie Miller joined our school in January as an assistant professor of Applied Exercise Science and Movement Science. Learn more about Dr. Miller and her research on p. 20-21.



Dr. Haylie Miller

CONGRATULATIONS

Faculty members **Kathy Babiak** (Sport Management), **Natalie Colabianchi** (Applied Exercise Science), and **Riann Palmieri-Smith** (Athletic Training), were promoted to full professor with tenure at the U-M Board of Regents meeting in June.

Left to right: Dr. Kathy Babiak, Dr. Natalie Colabianchi, and Dr. Riann Palmieri-Smith



IN MEMORIAM

Associate Professor Emeritus **Bruce Watkins** passed away on May 23 at the age of 71. During his three decades at the university (1980-2012), he served as our school's interim director (1998), associate dean for research (1996-99), graduate program chair (1994-97 and 2001-06), and as a member of the executive committee for six two-year terms. A dedicated teacher with high standards, Dr. Watkins received the school's Teaching Excellence Award in 1993. He was also awarded a highly prestigious International Fulbright Scholarship in 1999 and served as a lecturer in Malaysia, traveling extensively throughout southeast Asia.

Early in his career, Dr. Watkins studied the development of children's understanding about athletic competition and performance. His early sport-related research centered on what children and adolescents understand about the demands of athletic excellence, and how these beliefs change as they grow and develop. Dr. Watkins also conducted research and taught courses in the areas of media effects and the interplay between media, sports industries, and governmental regulators. More recently, his research extended to exploring public policy issues in collegiate and professional sports.

If you'd like to make a gift in memory of Dr. Watkins, please visit donate.umich.edu/mmOBW. Your gift will be added to an endowed scholarship fund that is being created in his name. ■

VIRTUAL VICTORS

2020 Homecoming and alumni awards go digital

BY JEAN HUNT

“In a year of change and challenge, one bright spot remains constant: our new building and the exceptional academics, research, and community it represents. We’re almost HoMe.”

That message capped a brief video premiering during Homecoming Week, featuring Dean Lori Ploutz-Snyder walking through the nearly-completed renovation of our new home, the School of Kinesiology Building. (You can view this video at youtu.be/O4z5P7n_syk).

Because of the pandemic, we were not able to gather in person to renew acquaintances—our Homecoming was virtual. But it was still social, thanks to social media.

YouTube interviews of Kinesiology alumni were hosted by Mike Stack (MVS ‘04), founder and CEO of Applied Fitness Solutions and a member of the Kinesiology Alumni Society (KAS) Board of Governors. Those interviewed included: Lexi Mossman (AT ‘15), Matt Margol (MVS/IONM ‘16), Sansara Deshpande (MVS ‘20), Grant Floto (SM ‘20), Sid Jensen (PE ‘70), and Jessica Berman (SM ‘99). You can view the playlist on YouTube at myumi.ch/VPErj.

On Facebook, challenges and trivia questions greeted our followers every morning during Homecoming Week. On Twitter we conducted a “Kraus Commons Dream Amenity” bracket challenge, where participants voted for fantasy perks. In it, resident therapy dogs bested

headphones, comfy blankets, and a bakery and coffee shop on their way to the top spot. And on Instagram we posed trivia questions about our school. We threw in a ringer: Who (or what) is “Grace”? Many voted for “a 1950’s PE mascot,” but Grace is actually a sculpture Dean Emerita Beverly Ulrich purchased at the Ann Arbor Art Fair. It will soon be installed in our new building.

Distance was no barrier to announcing the 2020 Alumni Achievement Awards recipients on social media. They are: Hayes Grooms IV (SM ‘06), Jessica Berman (SM ‘99), David Schueler (SM ‘92), and Sheryl Szady (PE ‘74, MS ‘75).



Hayes Grooms IV (SM ‘06) Early Career Achievement Award

Until June 2021, Hayes Grooms was senior talent director at MasterClass, engaging world-renowned experts to teach classes via online subscription service. He structured deals with top talent in entertainment, tech, business, culinary, sports, and more, who then share their enthusiasm and know-how with people around the world.

Grooms recently joined Dapper Labs as head of athlete marketing. Described by *Fast Company* as “one of the 10 most innovative gaming companies of 2021,” Dapper describes itself as using “the power of play to deliver blockchain-based experiences and digital collectibles that are made for you and ready for the real world.”



Jessica Berman (SM '99)
Career Achievement Award

Jessica Berman is deputy commissioner and executive vice president of business affairs at the National Lacrosse League, where she provides strategic direction on all growth initiatives and legal matters facing the NLL. When hired in 2019, she became the first and only female deputy commissioner of a men's professional sports league, a distinction she retains.

Berman previously held executive positions at the National Hockey League (NHL), including vice president for community development, culture, and growth; executive director of the NHL Foundation; and vice president and general counsel. As VP and general counsel, she was a member of the collective bargaining team negotiating a labor agreement with the National Hockey League Players' Association (NHLPA) in 2012, during the lockout.

Berman was the recipient of the 2009 Early Career Achievement Award, and was guest speaker at the 2015 Kinesiology Commencement. She is currently a member of the Sport Management Advisory Board (SMAB).



David Schueler (SM '92)
Career Achievement Award

David Schueler is vice president of alumni engagement at the Alumni Association of the University of Michigan (AAUM). He focuses his team's energy on providing opportunities for alumni to connect with one another and with the University. His areas of responsibility include domestic and international alumni clubs, lifelong learning, student engagement, legislative advocacy, career programming, diversity initiatives, athletic programming, and alumni travel. He has been with AAUM for fourteen years.

Prior to AAUM, Schueler developed and executed corporate events for Entertainment Marketing, Inc. (EMI) and Production Group International (PGI). Before that, he sold sponsorship and advertising rights associated with the Palace and its properties including DTE Energy Music Theater, Detroit Pistons, Wayne County Airport and Meadowbrook Music Festival.

Schueler is a past member of the Kinesiology Alumni Society (KAS) Board of Governors.

Sheryl Szady (PE '74)
Lifetime Achievement Award

Dr. Sheryl Szady is a well-known authority on the history of women in U-M sports, and has been a tireless advocate for their recognition since her student days.

In the 1970s, as a club athlete in field hockey and women's basketball, she successfully appealed to the U-M Regents to grant varsity status to women's teams. More recently, she led the effort to award nearly 900 varsity athletes in women's sports the varsity letter jacket that, from 1973 to 1991, had been given only to male athletes.

Szady has served multiple terms on the KAS Board of Governors. In 2014 she was honored at Kinesiology Homecoming with the Distinguished Service Award.



TEACHING JUSTICE

SM FACULTY MEMBER AUTHORS SPORT LAW AND ETHICS TEXTBOOK

BY JEAN HUNT

“It is not what a lawyer tells me I may do; but what humanity, reason, and justice tell me I ought to do.”

—Edmund Burke, Irish statesman (1729-1797)

Tasked with revamping an undergraduate sports law course to include ethics, Sport Management lecturer and practicing attorney Marissa Pollick found it difficult to find a textbook that would cover both disciplines and work with the new curriculum.

So Pollick wrote a textbook, her first—*Introduction to Legal and Ethical Issues in Sport*—that was published on August 9. Each chapter approaches a topic from two perspectives: what is legal, and what is ethical. “I wanted to distinguish legal and ethical issues in each relevant content area, and include case notes and hypothetical case scenarios where applicable,” she said. “This is different from the texts that I have used for my undergraduate students, which are more like a narrative introduction to sports law.

“Many sports law textbooks are very good,” she adds. “However, they do not specifically examine ethical issues in sport. My collection of ethics resources was valuable; however, I wanted to synthesize the fundamentals of law and legal cases with ethical concepts and related case studies.”

Pollick has been teaching at U-M Kinesiology since 2004, beginning with a graduate course in sports law, Legal Aspects of Sport. In 2011, she began teaching an introductory version for undergraduates, SM/AES 333, now titled Legal and Ethical Issues in Sport. Later she would help develop and teach SM 436, Race and Cultural Issues in Sport, and SM 433, Sport and Public Policy.

Pollick comes from a family of lawyers, including her grandfather, father, and two brothers. She credits her parents—both U-M graduates—as her role models: Sidney Pollick, a successful trial lawyer in Detroit, for



Marissa Pollick

his legal acumen; and Esther Pollick, for her social awareness and activism. Pollick is herself a U-M grad who majored in history before going on to U-M Law School. “History is an excellent major for aspiring lawyers,” she said. “It requires extensive reading and writing, as well as research and analytical skills that are critical to success in law school.”

Beginning her career in large firms in Chicago and Detroit, Pollick focused on corporate law and commercial litigation. After joining her father’s law firm in Detroit, she had the opportunity to represent coaches and women’s tennis professionals as attorney and agent. “Over time, I was able to pursue my true passion, which was constitutional and civil rights cases, including Title IX litigation,” she said.

Not every lawyer would want to teach, but Pollick enjoys it. “I always loved school and had an interest in teaching,” she said. “While teaching does not apply to all fields of law, it can be an integral part of an attorney’s professional work. This is true in my field of employment and civil rights litigation where research, persuasive writing, and oral arguments help educate the court and public on important legal questions and issues. I find teaching especially rewarding and enjoy interacting with students

“Many sports law textbooks . . . do not specifically examine ethical issues in sport. . . . I wanted to synthesize the fundamentals of law and legal cases with ethical concepts and related case studies.” —Marissa Pollick

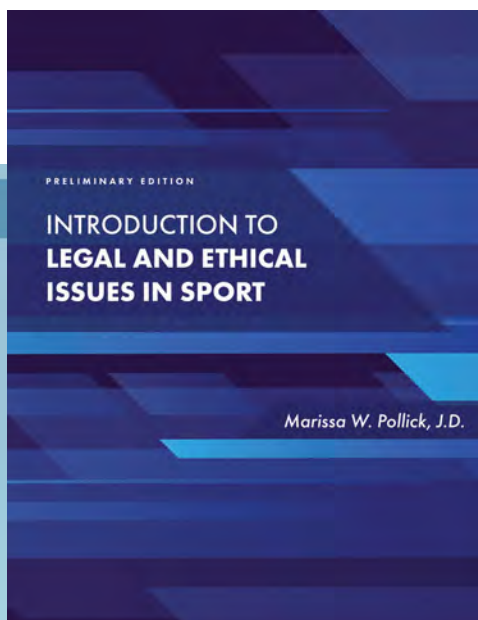
and observing their progress.” She adds, “Teaching is also a welcome change from litigation, which is adversarial in nature and typically involves conflict and, at times, incivility.”

Pollick is often approached by media outlets to comment on the role of Title IX in the Larry Nassar sexual abuse case at Michigan State University and the changes made to it under former US Secretary of Education Betsy DeVos. A student athlete herself in the late

1970’s, Pollick witnessed U-M’s reluctance to enact the civil rights law. “U-M has an unfortunate history with regard to Title IX,” she said. “Our athletic administration then vehemently opposed passage of the law and its application to athletics. It was also slow to recognize the application of Title IX to sexual harassment and sexual assault as evidenced by major scandals that include male and female victims.” However, she stayed actively connected to Michigan Athletics and became the first woman president of the Letterwinners “M” Club in 1999.

Does Pollick feel that Title IX gets the attention it deserves from most sports law textbooks? “Generally, no,” she said. “I think many texts fail to fully address the history and breadth of the law, its implementing regulations, and the underlying basis for institutional liability. This is true with respect to Title IX athletic compliance regulations that deal with participation opportunities, scholarships, and treatment of athletes, as well as the body of law, regulations, and policy guidance related to sexual harassment and sexual assault in an educational setting.”

While *Introduction to Legal and Ethical Issues in Sport* is college-level reading, Pollick thinks the book would appeal to others because the underlying subject matter involves real-life cases in amateur, intercollegiate, and professional sports. For those interested in learning more about Title IX, she recommends *Title IX: A Brief History with Documents* by historian Susan Ware. ■



The cover of Pollick's new textbook



RACE OFF

MVS alum competes in National Geographic reality show

BY DREW MOSER

Describing James Batey's ideal reality television show experience goes something like this: completing extreme physical challenges while traveling the world to win a million dollars.

So when the 2006 Movement Science graduate ran across an internet casting call for National Geographic's *Race to the Center of the Earth*, he knew this reality show was meant for him.

Race to the Center of the Earth is a global competition pitting four teams against one another in a non-stop sprint across the globe for one million dollars. Teams started from different regions of the earth (South America, Russia, North America, and Southeast Asia) and faced jungles, the Arctic, deserts, cities, mountains, and oceans before reaching a location where all four points intersect.

Batey, a physical education teacher at a private school focusing on outdoor and experiential education in Seattle, Washington, recruited his co-workers Marilina Kim (foreign language instructor) and Jay Wyatt (physical education teacher) to join him. Batey said he chose Kim because of her ability to speak eight different languages and Wyatt because of his love and passion for outdoor sports.

After two weeks of grueling competition, Batey and his team came out victorious, winning the race and the million-dollar prize.

"We came in with two main goals (in order): the first was to operate as a team, first and foremost. To support each other, to communicate effectively, and to use our individual skills to bolster the team," Batey said. "The second goal was to win. We are incredibly proud to have accomplished both goals, and were able to do so while having fun, pushing ourselves to our limits, and acquiring new skills along the way."

The competition was held in two stages. The first stage, which lasted 13 consecutive days, saw teams travel a daily route through their region only using a GPS device. Teams had to complete the route under the predetermined amount of time to earn points for the day, and whoever earned the most points over the 13

days received an advantage during the second stage.

Teams then started the second stage in a central location to make a final push to the finish line: a buoy off the coast of Hawaii containing one million dollars.

"Each day was a new unveiling of where we were going to go," Batey said. "The amount of uncertainty was incredibly high. You didn't know what you were doing each day until you got the GPS."

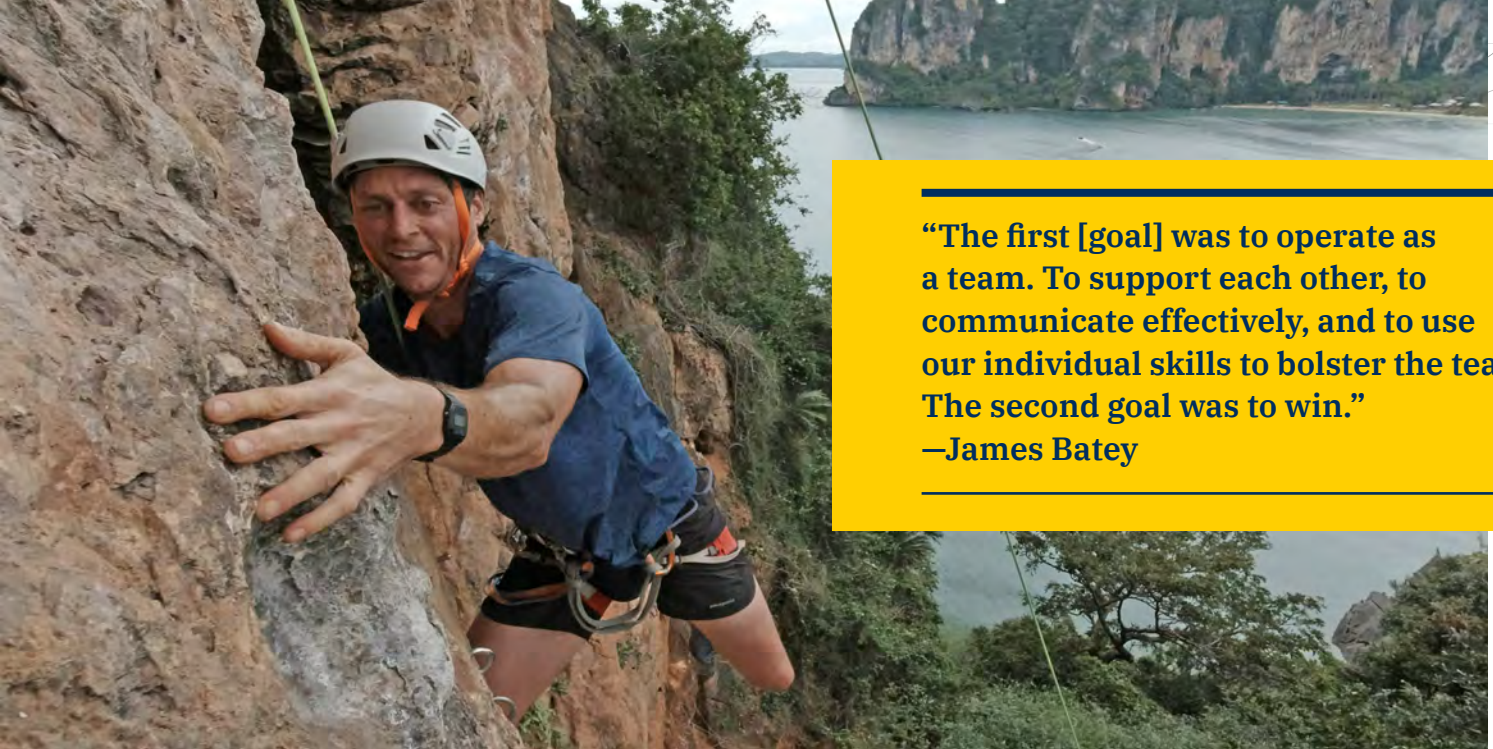


Jay Wyatt, Marilina Kim, and James Batey celebrate after being the first team to reach the buoy and winning the Race to the Center of the Earth (National Geographic/Alan Weeks)

Producers only revealed to Batey and his team a list of 50 extreme activities, including glacier- and cliff-climbing, mountain biking, and kayaking, that he could encounter. It wasn't until he arrived at the airport that he learned his team was traveling to Vietnam.

The ability to have that education and also work in a space where I could do research was a cool part of being at U-M that you might not get at a smaller school.

The first episode, which aired March 29, saw Batey hike Vietnam's Mã Pí Lèng Pass, bike uphill to Heaven's Gate bus stop, and then ride a bus to their final day-one destination at a rice farm in Hà Giang. The next day Batey's team had to board a seaplane and fly to Ha Long Bay and then travel by boat to a fishing village. From there they had to row a sampan to their final day-two destination aboard a junk, a small Chinese sailing ship.



“The first [goal] was to operate as a team. To support each other, to communicate effectively, and to use our individual skills to bolster the team. The second goal was to win.”

—James Batey

James Batey attempts to rock climb for only the second time in his life (National Geographic)

A big stressor for his team was trying to navigate public transportation.

“We had no control over the situation. We’re hailing a public bus that isn’t prepared for us and doesn’t know we’re coming. We cram onto the bus with all the local people and the bus is doing normal routes and stops, so we were kind of at the mercy of public transportation where the roads aren’t always paved and the buses aren’t always on time,” Batey said.

Batey’s cumulative knowledge from his Movement Science degree helped his team recognize and manage when their bodies were fatigued and how to mitigate the consequences. “It was a matter of knowing our bodies and knowing since we’re in this hot, humid environment that cramping and hydration would be key. We made sure to take some electrolytes to avoid getting cramps and we were aware of how our bodies functioned,” he said.

One of Batey’s favorite experiences in Kinesiology was working in the Motor Control Lab and helping students with Down syndrome improve their motor control and walking skills.

“The ability to have that education and also work in a space where I could do research was a cool part of being at U-M that you might not get at a smaller school,” he said.

After graduation Batey moved to New York City and worked as a personal trainer before accepting a job as a physical education teacher in Brooklyn, New York, where he immediately realized teaching and engaging kids in physical activity was his life’s passion. He taught in Brooklyn for five years before accepting his current job in Seattle.

Batey, who also coaches his school’s cross country team, emphasized: “the team, the team, the team” (made famous by legendary U-M football coach Bo Schembechler) during his time on *Race to the Center of the Earth*.

“No player or coach is bigger than the team. The mantra within our team was, ‘we’re together, we’re moving at the speed of our team.’ It doesn’t matter if one person can do it faster; it’s whoever needs the most help we’re going to give them that help and then we’re going to move. Always together and forward,” Batey said.

The show began filming in October 2019 and wrapped right before the COVID-19 pandemic hit.

“We were racing in an almost bygone era of time when the pandemic wasn’t a thought yet,” Batey said. I’m hoping this is a preview of what it will be like when we can again travel and engage with other cultures outside our own.” ■

GENDER GAP

SM professor researches lack of women in MI sport leadership

BY DREW MOSER

Ketra Armstrong, professor of Sport Management, is part of a first-of-its-kind Michigan Task Force on Women in Sports to help address the issues surrounding the opportunities and experiences for girls and women in sport throughout the state of Michigan. Michigan Governor Gretchen Whitmer commissioned the task force after recognizing there are women in high-ranking leadership positions within Michigan's government but not in other areas of leadership, including sports.

Given Armstrong's experience in sport leadership, she launched a research initiative on behalf of the task force to obtain some additional insight. Her research culminated in the report, *Women in Sport Leadership: Perils, Possibilities, and Pathways*, detailing the various factors and perspectives influencing women's opportunities and experiences in sport leadership in Michigan.

"I wanted to understand the myriad of factors women face in their sport leadership aspirations, with a particular focus on the organizational culture. When you see trends and patterns of women's historic and systemic under-representation, the filtering of women into certain positions, women's exclusion from certain positions, that tells me that perhaps it's not merely an individual thing, but one that is much broader and embedded in the system," Armstrong said. "So, I wanted to frame this research in a way to address some of the micro-level individual factors and attributes that influence women's sport leadership opportunities, while also examining the macro-level organizational culture. Change has to take place at the organizational level. That is how we get real and sustainable change."

Armstrong said that in addition to scouring secondary data and having conversations with various women who are employed in sport, she developed a survey that was sent to self-identified sport leaders throughout the state: coaches, athletic administrators, sports marketing and media professionals, officials, and individuals from various sectors of sport. Of the 566 sport leaders who participated in this research, 55% were women and 48% of them worked at the National Collegiate Athletics Association (NCAA) level



Dr. Ketra Armstrong

(compared to 65% of the men in the study who were also employed at the NCAA level).

She added that a majority of the respondents were former athletes in college and/or high school.

The items in Armstrong's survey included demographic and background information (such as age, education, length of time in sports, the nature of their job responsibility, the setting in which they worked, etc.); well-being at work; overall career satisfaction; gender equity; organizational culture; a host of factors influencing their career advancement; and suggestions for improvement. One issue that permeated the results is the presence of gender bias (gendered stereotypes and gendered norms) and gender inequity.

"In various parts of the survey, the women's responses conveyed how they are treated differently – in their pay, the opportunities they receive, their job expectations, how they are valued and evaluated as leaders, and their opportunities for advancement," Armstrong said.

Her survey results showed that child care is also a big issue for women.

“Many women felt like they had to compromise being a mother or being a leader, being a wife or being a leader. Some of them chose to be all of that – to have children and a family, to be a spouse, to have a partner,” Armstrong said. “Other women didn’t make the same choice. They remained child-free or unmarried, feeling those were choices their career success required. These are unfair choices for someone to have to make... their personal life and livelihood or their professional career.” Twice as many of the women compared to the men were unmarried, and twice as many of the women compared to the men did not have children.

According to Armstrong, another poignant finding is that men and women perceive many of the barriers impeding women’s sport leadership differently. While the women affirmed the existence of an organizational culture that celebrates traits of masculinity, the men didn’t think it exists to the same extent. On the issue of gender inequality, more of the men perceive their workplaces as being equitable, while more of the women believe that gender discrimination exists, notably in the pay, job expectations, and treatment of women.

“Sometimes when you’re in a culture and it’s your ‘normal’ way of operating, there are things you’re often not mindful of. So we need to help men realize the subtle and profound ways in which organizational cultures are masculinized, how they perpetuate and celebrate masculinity, and how they marginalize any traits and attributes that don’t fit the traditional masculine ideology associated with sport leadership,” Armstrong said.

“It’s mostly men in the decision-making positions in sport, so they must understand how their practices and policies may sustain the inequalities that impact women. The first step in changing a situation is to acknowledge that it exists,” she said.

Armstrong said that another important aspect to understanding gender is that it’s experienced

differently based on intersections with other personal characteristics or identities. Her research shows that women further experience discrepant treatment based on their age, sexual orientation, gender identity, race/ethnicity, and whether they have a disability. “Until we change the culture and recognize how pervasive gender ideology permeates sport environments, women won’t get the experiences that they so richly deserve,” she said.

She also indicated that this gendering of sport leadership isn’t just a state of Michigan issue; her research shows this is a nationwide concern.

Armstrong was encouraged by some of the comments from male responders that indicated they are mindful of the inequalities and are allies of women. Even with the challenges, many of the women completing the survey still enjoy their work in sport and feel like they are thriving.

Some of the recommendations offered by the leaders who participated in Armstrong’s study included: implementing a statewide marketing campaign that celebrates girls/women in sport throughout Michigan; creating, producing, and disseminating a Michigan “Best Practices for Gender Equity in Sports”; offering state-supported training, seminars, and speaker series on topics related to sport leadership that include gender equity, diversity and inclusion, and unconscious bias training; pay equity; better child care and paid leave policies; mentoring programs for girls and women interested in sport; and requiring organizations to provide a gender equity report every three years.

“The whole reason for this undertaking was to promote change, so our task force is hoping to be able to recommend to the governor some policies and practices that should be implemented that can make a difference in improving the opportunities and experience for women in sport leadership and for girls and women in every domain of sport,” Armstrong said. ■

“Change has to take place at the organizational level. That is how we get real and sustainable change.”
—Dr. Ketra Armstrong





Left to right: Students experience an elephant sanctuary, Chiang Mai Rock Climbing & Adventure, a Muay Thai training course, and Wat Chedi Luang

Wellness Abroad

Students study exercise science in Thailand

BY VANESSA BARTON



After a long break from international travel due to COVID-19, the School of Kinesiology's Global Engagement Program was thrilled to offer, in partnership with Therapy Abroad and Blue Dot Partnerships, an "Exercise Science in Thai Context" program in Chiang Mai, Thailand, for seven Movement Science students. The program was designed to foster a deeper understanding of how Thai people approach the body, wellness, rehabilitation, and fitness, and enhance students' ability to develop cross-cultural relationships abroad within their field of study.

Thanks to generous support from Bruce and Claudia Resnikoff, Dale and Beverly Ulrich, and Carl and Joan Kreager, the school was able to offer financial support to each student in the program.

The six-week program included a two-week government mandated quarantine in Bangkok, followed by four weeks in Chiang Mai to get hands-on experience in Thai traditional sports, traditional medicine for sport injuries, modern sport participation in developing countries, and cultural competence in sport medicine.

While in quarantine, students kept their minds sharp with Thai language and culture classes, learning skills to navigate the rest of their program. They also kept their bodies active with intensive yoga classes, making the best use of their small spaces.

The theme of mental and physical wellness continued throughout the rest of the program. This was demonstrated in the third week, balancing a mindful

meditation workshop with a Buddhist monk at Wat Suan Dok with an intensive Muay Thai training course, a program highlight for many of our students.

The fourth week centered on the backbone of Thai wellness, traditional medicine. Through a combination of theoretical learning and practical skill development, students were exposed to the art and science of Thai massage, learning energy lines and four-element theory.

Spending week five with Chiang Mai Rock Climbing & Adventure, students experienced first-hand how outdoor recreation can be a catalyst for significant social impact and environmental sustainability. After a crash course at CMRCA's Rescue Training Center, the students were off caving, climbing, and rappelling all while staying on a permaculture farm, harvesting and cooking their own food over a campfire.

The final week put the modern practice of Crossfit training up against the ancient practice of Thai traditional medicine, revealing a great opportunity for comparative analysis for their entire program. Students found that these two diverse approaches were surprisingly more similar than one might think.

While the Global Engagement Program hopes to offer this experience for years to come, the students who participated in 2021 had a unique experience. They navigated ever-changing restrictions and guidelines due to COVID-19 with strength, flexibility, and resiliency—a skill that will serve them well in their post-graduate lives. ■

WALK THIS WAY

AT faculty member links ACL injury gait changes to knee osteoarthritis

BY LAURA BAILEY

Almost half of patients who undergo surgery to repair a torn anterior cruciate ligament (ACL) will develop knee osteoarthritis.

Rehabilitation specialists and researchers have long hypothesized that ACL injury results in gait changes that contribute to the onset of osteoarthritis, said Lindsey Lepley, assistant professor of Athletic Training. A recent study led by Lepley is the first known to demonstrate that link.

“This study helps to firmly justify the need for gait-retraining after ACL injury.” —Dr. Lindsey Lepley

Lepley’s team, led by McKenzie White, a doctoral student in Movement Science, developed a novel, noninvasive rodent model of ACL injury that is very similar to human ACL injury, and were able to establish the first known direct link between altered gait and knee osteoarthritis.

“This study helps to firmly justify the need for gait-retraining after ACL injury,” Lepley said. “If it is not already being undertaken, we suggest patients with ACL injuries talk with their rehab specialists about incorporating a gait retraining program into recovery.

“Many studies and clinical interventions stand on the hypothesis that altered gait drives osteoarthritis development, but there really is a lack of data to substantiate this claim. Our data provides a clear link that gait matters, and bad gait is associated with worse knee health. From a clinical standpoint, this means that changing the way people walk after injury may in fact be a good way to help keep joints healthier.”

The ACL is one of the ligaments that connects the femur (thigh bone) to the tibia (shin bone). It runs diagonally through the knee and helps stabilize it by preventing the tibia from sliding out in front of the

femur. It also provides rotational stability to the knee.

Lepley said the gait deficits observed in their animal model of ACL injury include limping and stiffness, and are “very similar to what we see in humans, where they have reduced knee flexion angles that get worse over time as joint health deteriorates.”

The researchers found that knee flexion angles and bone architecture were severely impacted after ACL injury and that the biomechanical adaptations in gait resulted in considerable losses of bone volume.

“A significant challenge for the rehabilitation community is understanding which factors to target with treatments and when,” Lepley said. “Developing models of injury that closely replicate the human injury condition is key to testing treatments aimed at slowing or preventing osteoarthritis.”

The study appears in the *Journal of Orthopedic Research*. ■





Hunter Pomerantz and Austin Pomerantz

TEAM PLAYERS

SM alumni launch college sport
memorabilia company

BY DREW MOSER

Two Sport Management alumni are helping collegiate athletes turn their old athletic gear and personal items into memorabilia for fans.

Jason Lansing (SM '21) and Austin Pomerantz (SM '21) are the co-founders of The Players Trunk, an online store that gives college athletes a platform to monetize game-worn gear, collectibles, merchandise, and even personal experiences.

Lansing and Pomerantz started The Players Trunk with former University of Michigan Men's Basketball team members Charles Matthews and Xavier Simpson to help them sell their game and practice jerseys, shorts, and footwear. They previously tried to sell the gear on Instagram, but found the process cumbersome and ineffective.

Fast-forward to July 2020, when Lansing and Pomerantz realized they could turn their side gig into a legitimate business.

"We didn't want to be the kids who were just binging Netflix shows or playing Fortnite all day during the pandemic. We wanted to do something meaningful and productive," Pomerantz said.

“We’ve always had a strong passion for sports, and as game managers we loved working with the team and forming relationships with the athletes,” Lansing added. “There was no better way to combine all those passions and relationships into one thing.”

Lansing and Pomerantz, who were both equipment managers for the Michigan Men’s Basketball team, used their connections and relationships with U-M athletes to build their inventory. They partnered with Matthews and Simpson, who helped them source and get in touch with athletes around the country.

Athletes send items to Lansing and Pomerantz, who then catalog it, take photos, upload to the website, and ship it after purchase. Lansing said the goal is to take the hassle away from the athlete.

“They’re not going to want to go to the post office every day and deal with tracking numbers and payments, so we do all that for them,” he said.

In addition to practice jerseys, game jerseys, and footwear, The Players Trunk has signed autographs, signed custom cards, custom-designed merchandise, and options for video shout-outs and virtual experiences.

“As we’ve gone along and with the name, image, and likeness [NIL] law passing, we have continued to grow and create things that might not be an athlete’s original gear, like different autographed stuff and different experiences a customer can buy,” Pomerantz said.

He added the NIL Law will allow current college athletes to monetize some of their own big sporting moments. He recalled talking to a current U-M student-athlete who said the decision to come back to school and play for another year was due to the NIL rule change.

Their business has quickly grown to include players from the Power Five conferences (Atlantic Coast Conference, Big Ten, Big 12, Pac-12, and Southeastern Conference) and the American, Big East, and Mid-

American conferences. They have also expanded into baseball, volleyball, and football, including some items from players in Major League Baseball, the National Basketball Association, and the National Football League.

Both Lansing and Pomerantz said their Sport Management degree prepared them to hit the ground running on this business venture.



Jason Lansing, Xavier Simpson, and Austin Pomerantz

For Lansing, his education gave him the knowledge and confidence to effectively communicate when working with athletes, agents, and lawyers, whether in pitch meetings or negotiations. One class that stood out to him was SM 317: Career Planning with lecturer Kelli Donahue. The class structure allowed Lansing to tailor assignments to what he and Pomerantz were working on with The Players Trunk.

Pomerantz echoed Lansing’s thoughts.

“We had to do a presentation in SM 317, and I did mine on preparing for this NIL situation. I did the case study and had the slide deck ready to go, so when July 1st hit, Jason and I were ready to go pitch athletes,” Pomerantz said. “We were sending Zoom links and getting guys on board and onto the platform right away. We were able to accomplish all this because Professor Donahue worked with us and gave us the freedom to incorporate The Players Trunk into the classwork we did,” Pomerantz said.

He added the best part about the program is the lasting connections you can make.

“We were able to get an article written in *Boardroom* about us because I had a friend who was interning there,” Pomerantz said. “I came from a small public high school and Michigan felt big to me, but when I went through the Sport Management program, it felt like family and made U-M smaller.”

You can find The Players Trunk online at theplayerstrunk.com. ■

New Horizons

Dale Ulrich retires after 22 years at U-M

BY JEAN HUNT

If anyone personifies our tagline, “Challenge the Idle State,” it just might be Professor of Applied Exercise Science and Movement Science Dale Ulrich, who recently retired from U-M. Throughout his career, he has worked with hundreds of young people with disabilities, enabling them to enjoy a more active lifestyle.

Originally from the Harrisburg, PA area, Dr. Ulrich received his PhD in Adapted Physical Activity from Michigan State University. He developed the ubiquitous Test of Gross Motor Development (TGMD), now in its third edition, as a tool for educators and clinicians to assess children ages 3-10.

Honors bestowed upon Dr. Ulrich include: National Academy for Kinesiology (elected Fellow); International Federation on Adapted Physical Activity (Fellow); the Julian Stein Lifetime Achievement Award in Adapted Physical Activity; and several teaching and mentoring awards.

His wife of 47 years is Professor and Dean Emerita of Kinesiology, Beverly Ulrich.

Movement Magazine: How did you meet your wife?

Dale Ulrich: We met while working at an ROTC summer camp after I completed my undergraduate degree; she was a lifeguard and I set up recreational activities. To be completely honest, had we met as undergraduates, she would have never wanted to be associated with me. Bev has very high standards and I was still participating in baseball, wrestling, and a small rock band. We were married in 1973.

MM: After earning your PhD, what were you hoping to accomplish with your career?

DU: During my time at Southern Illinois University-Carbondale, I was challenged to develop undergraduate and graduate courses in adapted physical activity, so teaching was a major focus. I published two studies from my dissertation related to motor skill assessment, which was the foundation for the Test of Gross Motor Development. This set the path for many future studies.

The TGMD was originally developed for use with children who did not necessarily have significant deficits. I began many studies to evaluate its use in various developmental disability populations: Down syndrome, intellectual disabilities, cerebral palsy, and autism. It is now the most frequently used motor skill assessment in elementary schools and special education programs in the United States, and has been translated into at least five languages.

There continues to be a critical need for more assessment strategies to help parents and professionals establish a child's current level of motor skill development, provide useful information needed

Drs. Beverly and Dale Ulrich



to design a child's motor development program, and to help them evaluate the amount of progress the child is making.

MM: How did you two decide to make motor development the focus of your careers? What made you start working with infant treadmills?

DU: When Bev was a post-doctoral student at Indiana University, I was on the IU Kinesiology faculty. She was working with the premier international scholar in motor development, Dr. Esther Thelen. Bev was doing basic infant science and we frequently talked about her studies at breakfast and dinner. In one series of basic science studies, they were employing a small infant-sized treadmill to better understand how infants acquire early motor control and coordination.

When I saw their results I asked if she thought this small treadmill had clinical implications to improve functioning in infants with Down syndrome who walk very late. Once crawling and walking occur in infants, they explore their environments, acquiring cognitive, language, social, and motor skills. All of these areas are significantly delayed in children with Down syndrome. We applied for federal funding to evaluate if treadmill training delivered by parents in their home would significantly reduce the age when children acquire these important early motor skills. It does, by a lot.

MM: How did it work when you, as a couple, sought positions at U-M? Did you apply at the same time, did you interview together, or...?

DU: Bev was willing to go with me to Indiana University when I applied for a faculty position, so of course I was willing to leave my tenured position at IU when she decided to apply for the director's position in the U-M Division of Kinesiology. Interestingly, my male



Dr. Ulrich with a bike camp participant

department chair and dean at IU did not worry about us leaving because they felt she had no chance of being hired as the primary administrator of Kinesiology.

After Bev signed a contract, I was invited to interview for a faculty position and to start a clinical program for children with disabilities. U-M is unique in that they respect dual career couples and have programs to help locate jobs in the area for spouses.

MM: Was your move to Ann Arbor smooth or problematic?

DU: We started at U-M on January 1, 1999. Fortunately at that time, U-M still owned several houses near campus and they rented one to us. The day we went to campus for the first time, it snowed 18 inches that night. I decided I had better get up very early to shovel snow. To my amazement, at 5:00am university staff were out shoveling our snow. They also mowed our yard that first summer. What a treat.

MM: What will you be doing now that you've retired?

DU: I play a lot of tennis, primarily singles in 18-and-over and 40-and-over tennis leagues. I have recently begun to play golf again for the social benefits. I expect to travel more domestically, especially during September and October, months we could never travel except for business. ■

What's Next?

Tracking the career outcomes of recent graduates

We're proud of the myriad ways Michigan Kinesiology students have pursued their interests after they graduate. Their successes reflect our excellent curriculum, experiential learning opportunities, and robust academic and career advising.

The Kinesiology Career Development Center measures student outcomes by tracking students' first destinations after graduation. We're pleased to showcase the school's Class of 2020 First Destination Reports by degree and major.

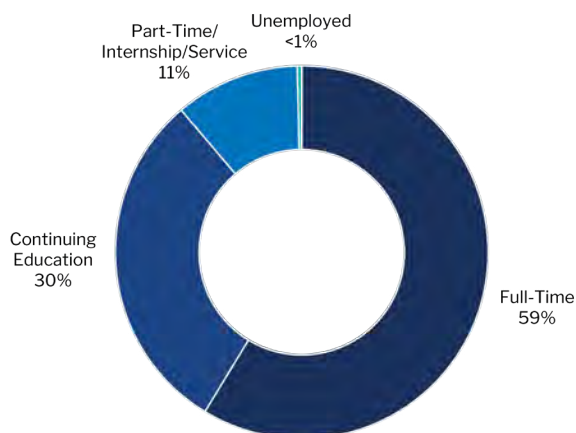
Curious to see where students work after graduation or the graduate schools they've matriculated into? Visit myumi.ch/v2dP3 to see the specifics for each program. ■

Hire a Kines Student!

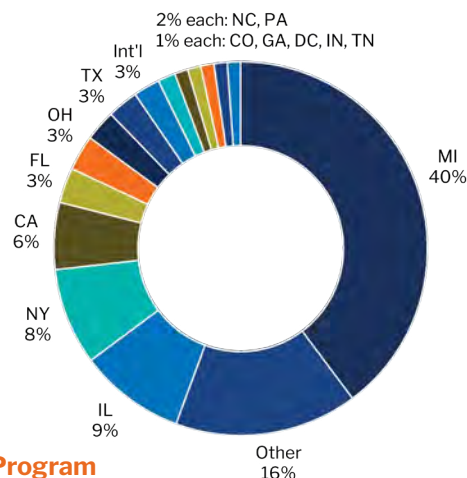
We're calling on you to let us know when your company is looking for talent. Post a job, internship, or shadowing experience on Handshake (kines.umich.edu/employers), our student job board. Get students excited about your opportunity by hosting an employer information session, attending a career fair, or scheduling on-campus interviews. Email KinesCareers@umich.edu for more information.

Class of 2020 Snapshot

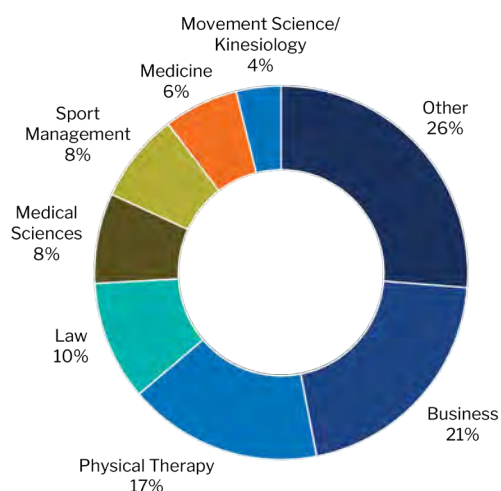
First Destination Plans



First Destination Location



Continuing Education Program



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MICHIGAN KINESIOLOGY HOMECOMING 2021

Friday, September 24
School of Kinesiology Building (830 N. University Ave.)

Building Tours: 2:30, 3:15, and 4:00pm (inside)
Alumni Awards Reception & Refreshments: 4:30-6:30pm (outside)

RSVP at myumi.ch/wlBQn