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Why Should I Be Elected to the BOC Board of Directors?

The BOC Board of Director responsibilities include supervision, control and direction of the affairs of the BOC as well as its committees and publications; determination of BOC policies or policy changes; promotion of BOC objectives; and supervision over disbursements of BOC funds. Over the course of my career, I have served the BOC as a member of the Role Delineation Study Panel, Certification Examination Examiner (8 years), Certification Examination Item Developer, and most recently on the Cultural Sensitivity Panel. I have had experiences with and provided leadership for these types of responsibilities throughout my career through positions I have held or committees and boards with which I have volunteered. It would be a pleasure and honor use my 30+ years of experience to serve in a leadership capacity on the Board.

As a university Department Chairperson, Athletic Training Program Director and as a Head Athletic Trainer, I have provided leadership, strategic direction and coordination of all activities of the areas for which I was responsible. For example, I supervised directly faculty, staff and students, including making personnel decisions. My responsibilities have also included budgetary oversight and fiduciary management of over \$3 million budget. I have participated in strategic planning at the highest levels of the university and within my units, which set the vision, mission, goals and priorities of the institution and programs. I understand how to provide leadership in a regulatory environment as four employee groups I supervise currently are unionized. Lastly, in my current role as Chair of a multidisciplinary school, I am familiar with credentialing in professions other than Athletic Training.

As per the BOC qualifications, I have held continuous BOC certification since 1987, am in good standing with the BOC and the state of Michigan. Likewise, I do not currently hold elected or appointed office on a state, provincial or national regulatory board. Nor do I serve on the CAATE Commission, NATA, Inc. or NATA Foundation, Inc. Board of Directors.

Regarding my experience with oversight boards, I served for four years on the National Athletic Trainers' Association Research and Education Foundation (REF) Board of Directors as the District 4 Representative. As a member of the Board, we had fiduciary responsibility for all donations and oversight of 10 subcommittees. As a Representative, my specific responsibilities included identifying and soliciting donors, overseeing state and district giving, maintaining communication between the Board and District and serving as an Ambassador for the REF. In addition, I served for five years on the National Athletic Trainers' Association (NATA) Education Council Executive Committee, supervising all matters related to Athletic Training education. During my tenure, we transitioned the profession from the internship to accredited program route to certification. We supported the Entry Level Education Committee in its role in providing guidance to educational programs making the transition to accredited status. We envisioned and began the Athletic Training Education Journal, an online journal for the dissemination of educational related research in athletic training. For the profession, this was considered pioneering. We also developed a strategic plan which included discussions regarding the implementation of athletic training residencies, which exist today.

With regard to the BOC additional characteristics necessary for the position, I would bring a diverse and unique perspective to the BOC. I am one of the first 20 African American women certified by the BOC. I have lived and practiced in three districts of the National Athletic Trainers' Association. Also, I am the third African American woman Athletic Trainer (AT) awarded a Ph.D., and one of few African American women ATs whom have been the Head Athletic Trainer with collegiate football. I have experience working with youth, collegiate, recreational, Olympic, special Olympic and elite athletes, musicians and dancers in collegiate and clinical settings. My experiences intersect gender, race, age, geography, socioeconomic status as well as practice setting. Likewise, because of my doctoral training, I have conducted research on diverse issues such as women in athletic training (examining race/ethnicity, gender and sexuality), cultural competence in sports medicine and most recently, communication with athletes whom are deaf or hard of hearing.

Finally, I am still a practicing Athletic Trainer. At Central Michigan University, we have an athletic training clinic in our recreation facility. I provide services as well as supervise students in our Injury Care Center. In my role as Preceptor, I am able to connect theory and practice for my students and me, as well as role model appropriate professional behavior. By continuing to practice athletic training in the context of an entry-level undergraduate program, I have intimate knowledge of the impact of educational reform on practitioners. I also understand the importance of providing quality patient care and the need to protect the public through maintaining the BOC Standards of Professional Practice.