

Dr. Tammy A. Schilling, Department of Kinesiology
Virgil Orr Undergraduate Junior Faculty Award Nominee Information

A) List of Courses Taught and Overall Teacher Evaluation: (NA is listed for summer teaching since course evaluations are not given in the summer.)

QUARTER	COURSE	RATING
Fall 2007	HES 113: Instructional Strategies in Physical Education	3.9
	HES 440: Materials and Methods in Health and Physical Education in Elementary Schools	3.7
Winter 2007-08	HES 440: Materials and Methods in Health and Physical Education in Elementary Schools	3.3
	HES 518: Recent Literature and Research in Physical Education, Physical Fitness, and Wellness	4.0
Spring 2008	HES 265: Team Sports and Group Activities	3.4
	HES 440: Materials and Methods in Health and Physical Education in Elementary Schools	3.9
Summer 2008	HES 518: Recent Literature and Research in Physical Education, Physical Fitness, and Wellness	NA
*Fall 2008	KINE 113: Instructional Strategies in Physical Education	3.9
	KINE 420: Sports and Society	4.0
	KINE 440: Materials and Methods in Health and Physical Education in Elementary Schools	3.7
Winter 2008-09	KINE 440: Materials and Methods in Health and Physical Education in Elementary Schools	3.3
	KINE 518: Recent Literature and Research in Physical Education, Physical Fitness, and Wellness	3.0
Spring 2009	KINE 292: Preventive Health & Wellness	3.8
	KINE 440: Materials and Methods in Health and Physical Education in Elementary Schools	3.9
Fall 2009	KINE 113: Instructional Strategies in Physical Education	3.9
	KINE 420: Sports and Society	3.8
	KINE 440: Materials and Methods in Health and Physical Education in Elementary Schools	3.3
Winter 2009-2010	KINE 292: Preventive Health & Wellness	3.9
	KINE 440: Materials and Methods in Health and Physical Education in Elementary Schools	3.4

*Note: Prefixes for the courses changed from HES to KINE in Fall 2008 in conjunction with our department's name change from the Department of Health and Exercise Sciences to the Department of Kinesiology.

B) Statement of Beliefs Concerning the Importance of Teaching, Research, and Community/University Service to the Overall Mission of the University

“Louisiana Tech maintains as its highest priority the education and development of its students in a challenging, yet safe and supportive, community of learners” (Louisiana Tech University Mission Statement, <http://www.latech.edu/about/>). Louisiana Tech University's open acknowledgement and recognition of the critical importance of teaching alongside research and service was a major factor in my decision to take a position here. My efforts in promoting 21st century skills (e.g., learning and innovation skills, life and career skills) both in teaching and scholarship are well in line with Louisiana Tech's commitment to quality in creative activity, public service, and interdisciplinary teaching. Accordingly, I strongly believe in developing a learning community that utilizes the power of physical activity as a medium for broader child and youth development and in promoting creativity, collaboration, critical

thinking, and effective communication in an effort to better prepare our teacher candidates to meet the needs of the surrounding community.

My teaching, research, and service are inextricably linked with common threads that also overlap with Louisiana Tech University's mission and connection to the local community. These threads are a commitment to community-building and a belief in the capacity of individuals and groups to become positive change agents in their own lives and in the lives of others. This is evident in the philosophical tenets of my teaching which include the following:

1. Teaching is a moral endeavor involving mutually respectful relationships. Education majors will impact hundreds, perhaps thousands of children, in their professional lives. As a teacher educator, I have an ethical responsibility to train them in effective, research-based practice; model and foster compassion for children and passion for teaching; and, help them develop professional traits that will serve them well as they move into their careers.
2. Remaining actively involved in teaching children allows me to reach my greatest capacity as a teacher, mentor, and role model. By this, I mean going beyond the organization and supervision of practicums to actually planning, teaching, and reflecting on my own teaching within local physical education classes or in community programs. Doing this allows me to remain current with changes in schools, teachers, students, and content; empathize with students' vulnerability during their own lessons and development as teachers; establish credibility with students, schools, and community members; and, engage students in the philosophy, successes, and failures of my work.
3. Setting up an environment in which dissension and respect can coexist enhances learning. A true community of learners engages in respectful yet challenging dialogue that promotes social awareness, social justice, and cultural competence. Additionally, the responsibility for learning should be distributed among all participants (faculty and students). The type and level of student contribution is directly related to the effectiveness of learning experiences in fostering motivation, active engagement, and relevance.
4. Having a presence and a positive impact in the local community is a responsibility of faculty and students involved in educational experiences at the university. This is not a choice – it is an obligation. The notion of the university as an “ivory tower” is no longer relevant or acceptable. Our efforts should be particularly focused on empowerment of disenfranchised groups that tend to have scarce resources, seriously impacting their vision for a healthy future with a variety of educational and career options.
5. Helping students embrace their potential, “buy into” the importance of working hard to fulfill it, and find ways to give is my foremost priority. Students have great capacity for becoming active change agents within their families, schools, and communities. They have grown up in a tremendously unstable world and in the midst of trying to find their footing sometimes forget how much they have to offer. It is necessary to remind them of their amazing potential and provide opportunities for them to gain experience and see the effects of their work on students, schools, and in the broader community. To do this, establishing high standards and nudging students out of their comfort zones are warranted.

As a final note on teaching, putting these philosophical tenets in action in my courses and in the overall teacher preparation program has resulted in higher standards for our students. While they are engaged in the experience, it is not always comfortable as they are consistently pushed to reach their potential and put in considerable time and energy to promote the health and wellness of children in the Ruston community. For some teacher candidates that perceive physical education as just “fun and games,” this is not an easy transition. One student noted in her comments on the final course evaluation, “You are an amazing teacher. Don't get me wrong, you are tough but I truly enjoyed the class. Since beginning Education, I thought the p.e. majors were jokes in the program. You changed my mind! Thanks for everything.” I believe that staying true to my beliefs about teaching has resulted in enhanced credibility and respect for the field of physical education and will hopefully result in future collaborations among teachers within schools as we all strive to improve the education of our children. I also believe it is critical that, as university and community leaders, we remain focused on and committed to the process and long-term professional outcomes of our work with students.

The threads of community-building and a belief in the capacity of individuals and groups to become positive change agents are also reflected in my scholarly productivity. I am consistently involved in

presenting at the state level based on a commitment to teachers and professionals in Louisiana. At the same time, I am strategic in promoting community and vision in professional development by getting colleagues, local teachers, and students involved in presenting and then encouraging them to branch out and bring others on board. In doing this, the potential for professional contribution and the ability to “bust out” in innovative and creative ways in our academic field are maximized. Additionally, my research consistently involves youth participants, schools, and/or community programs with academic and practical implications. This work relies heavily on building rapport with school and community participants and actively engaging them in the process. As academics, I believe we must recognize and value reciprocity in community relationships. This in line with Alice Dreger’s (2007) advice for attempting community activism from an academic base:

Realize that change happens primarily because of relationships. This is just a blatant historical fact, and it means that you cannot hope—as (you) once did—to publish a paper in a specialized journal and see the world change. . . . To make change happen, you have to build relationships with the people who can make that change happen.
(pp. 2–3)

A final example of my scholarship that reflects my beliefs and the university’s mission is my work in procuring funding and redesigning the leadership component for the La Gear Up summer camps. These camps are part of a larger program to promote the pursuit of post-secondary education among middle and high school students in Louisiana. Each summer, hundreds of students arrive at Louisiana Tech and other universities in Louisiana to participate in theme-based academic explorations (e.g., Sports Medicine, Building Bridges, CSI), leadership training, and college readiness sessions. Based on review of the literature in adventure education, leadership, and team-building, I have worked diligently to redesign the leadership training for all La Gear Up summer camps so it reflects a consistent progression over time, actively engages all participants in the leadership process, and promotes more logical transfer of leadership skills to their participation in the Explorers’ Clubs back at their schools. I have also recently become involved in working with parent advocates and school sponsors to strengthen the potential for transfer and to promote a broader school-wide impact. Evaluation of leadership training as well as other aspects of the La Gear Up program will be instrumental as we continue our youth development and educational enhancement efforts across the state.

At the core of my personal beliefs, my professional position, and the university’s mission is service. My nature tends toward servant leadership as championed by Robert Greenleaf (1996). “The servant-leader is servant first. . . . It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead” (pp. 1-2). Within my department and the College of Education, I have consistently taken on leadership positions or been actively involved with respect to program review, accreditation, curriculum development, and assessment efforts. My strengths in terms of professional service are reliability, attention to detail and quality of work, and ability to bring people together as a team, utilizing individual strengths to maximize productivity. I have also been engaged in considerable community service including coordination of professional development workshops, service learning projects, health and wellness events, and Field Days in Ruston. My community engagement was recently recognized by the local media when I was profiled as one of the “Women Who Make a Difference” during Women’s History Month.

In sum, my professional record in teaching, research, and service at Louisiana Tech University is directly in line with the university’s mission and consistently reflects a commitment to community-building and a belief in the capacity of students, professionals, and community members to be positive change agents. In Tierney’s (2003) work regarding the proposed responsibilities for intellectuals, he states: “As engaged intellectuals, we need to remember our roots. As we move up the academic ladder, we betray a core value if we do not lift as we climb” (pp. 11-12). I have had an amazing supporting cast of family, colleagues, and mentors who have lifted me up. My hope is that I am able to lift others through my efforts each day as a faculty member at Louisiana Tech University.

C) Selected List of Publications, Grants, and Similar Activities

Selected Publications

Schilling, T., Clark, S., & Till, M. (in press). Moving to live and learn. *Collaborations Journal of the Louisiana Early Childhood Association*.

Schilling, T. (2008). Resilience processes in context: The case of Tasha. *The Urban Review*, 40, 296-316.

Schilling, T. (2009). Meaning and the professoriate. In L. Housner, M. Metzler, P. Schempp, & T. Templin (Eds.), *Proceedings of the 2007 History & Future Directions of Research on Teaching and Teacher Education in Physical Education Conference*. Morgantown, WV: Fitness Information Technology.

Selected Grants

Beer, G., Schilling, T., Livingston, M., & Tobacyk, J. *A Comprehensive School Reform Initiative for Louisiana GEAR UP Schools-Year 2*. Louisiana Systemic Initiatives Program, July 2010 - June 2011, \$454,308.00.

Beer, G., & Schilling, T. *La Gear Up 2010 Statewide Management of Summer/Academic-Year Learning Projects*. Louisiana Systemic Initiatives Program, April 2010-June 2011, \$389,165.00.

Schilling, T., & Dornier, L. *La Gear Up Sports Medicine Camps*. Louisiana Systemic Initiatives Program, February 2010-August 2010, \$159,007.

Dornier, L., & Schilling, T. *La Gear Up Sports Medicine Camp*. Louisiana Systemic Initiatives Program, March 2009-August 2009, \$164,218.25.

Beer, G., & Schilling, T. *Louisiana College Access and Mentoring Programs for Success – 2009*, US DOE through Louisiana Board of Regents, 2009-2010, \$354,218.38.

Dornier, L., Schilling, T., & Szymanski, D. *Department of Kinesiology Student Technology Fee Board Grant*. Louisiana Tech University, 2008-09, \$34,680.

Selected Presentations

Schilling, T., Key, D., Rowland, J., & Horton, L. (November, 2009). *Meet me in the middle: Using props to enhance participation in rhythms/dance*. Paper presented at the Louisiana Association for Health, Physical Education, Recreation, and Dance Convention, Baton Rouge, LA.

Schilling, T., Bowers, T., & Thomas, T. (November, 2009). *La Gear Up leadership training: The power of physical activity in social development*. Paper presented at the Louisiana Association for Health, Physical Education, Recreation, and Dance Convention, Baton Rouge, LA.

Schilling, T. (November, 2009). *Empowering youth through physical activity*. Invited paper presented at the Tennessee Association for Health, Physical Education, Recreation, and Dance Convention, Murfreesboro, TN.

Schilling, T. (November, 2009). *Physical education for the munchkins*. Invited paper presented at the Tennessee Association for Health, Physical Education, Recreation, and Dance Convention, Murfreesboro, TN.

Schilling, T., Clark, S., & Till, M. (October, 2009). *Moving to live and learn: Physical activity for young children*. Paper presented at the Louisiana Early Childhood Association 2009 State Conference, Monroe, LA.

Schilling, T., Beer, G., & Dornier, L. (July, 2009). *Using adventure education to promote leadership development*. Paper presented at the 2009 NCCEP/GEAR UP Annual Conference, San Francisco, CA.

Schilling, T. (February, 2008). *Promoting personal and social responsibility through physical activity*. Invited keynote at The Kansas Enrichment Network Physical Activity & Nutrition in Afterschool Conference, Overland Park, Kansas.

Schilling, T. (February, 2008). *Hellison's (1995, 2003) Personal and Social Responsibility Model in action*. Invited presentation at The Kansas Enrichment Network Physical Activity & Nutrition in Afterschool Conference, Overland Park, Kansas.

Schilling, T. (January 22, 2008). *Physical activity and nutrition workshop*. Invited professional development workshop for all physical educators and coaches in Lincoln Parish, Louisiana Tech University, Ruston, LA. (Part I: Sport education for middle and high school; Part II: Space awareness and tag games in elementary PE)

Schilling, T. (October, 2007). *Finding Nemo: Meaning and the professoriate*. Paper presented at the 2007 History & Future Directions of Research on Teaching and Teacher Education in Physical Education Conference, Pittsburgh, Pennsylvania.

D) Selected List of Community/University Service Activities

Selected University Service

Member, Behavioral Standards Committee, Louisiana Tech University
Member, Instructional Policies Committee, Louisiana Tech University
Co-Chair, NCATE Standard 3 Committee, College of Education
Member, Assessment and Monitoring Committee, College of Education
Member, Oversight Committee for Admission, Retention, and Field and Clinical Experiences, College of Education
Member, Teacher Education Council, College of Education
Chair, Specialized Program Assessment, Department of Kinesiology
Co-Chair, Teacher Education Curriculum Committee, Department of Kinesiology
Liaison, Dual Enrollment with Cedar Creek, Department of Kinesiology

Selected Community Service

Coordinator, *Cypress Springs Elementary Field Day* (2009, 2010)
Coordinator, *Ruston Elementary Field Day* (2008, 2009, 2010)
Volunteer and coordinator of student volunteers, *Body Walk*, Cypress Springs Elementary (February, 2010)
Organizer and volunteer, *Super Bowl Event*, AE Phillips Laboratory School (January, 2010)
Volunteer, *Climbing to Greater Heights Back to School Celebration*, Lincoln Parish (August, 2010)
Coordinator, Physical Activity Station, Jr. Auxiliary *Dinner and a Movie* Event (March, 2009)
Coordinator, Lincoln Center *Families for Fitness* Event (February, 2009)
Presenter and volunteer, *Nicotine: It's Naughty Not Nice!* Event (December, 2008)
Guest speaker, Sunrise Kiwanis Club (November, 2008)
Co-coordinator, volunteer, and organizer of 17 undergraduate student volunteers, IA Lewis/LOTS *Health Focus Day* (October, 2008)
Coordinator, Professional Development Workshop for all Lincoln Parish Physical Educators and Coaches (January, 2008)
Coordinator, Professional Development Workshops for Central Elementary Classroom Teachers, Calhoun, LA (August and October, 2007)