

**University Senate Chair Award Nominee Information
Dr. Tammy Schilling, Department of KINE
College of Education**

A) List of Courses Taught and Overall Teacher Evaluation: (NA is listed for graduate comprehensive exam since evaluations are not completed for that course/experience.)

QUARTER	COURSE	RATING
Fall 2013	KINE 203: Fundamentals of Movement and Instruction	3.9
	KINE 420: Sports and Society	4.0
Winter 2013-2014	KINE 316: Exercise and Sport Psychology	3.8
	KINE 420: Sports and Society	3.9
	KINE 585: Comprehensive Exam	NA
Spring 2014	KINE 113: Instructional Strategies in Physical Education	3.6
	KINE 539: Sports Psychology	3.6
	KINE 585: Comprehensive Exam	NA
Fall 2014	KINE 203: Fundamentals of Movement and Instruction	3.9
	KINE 420: Sports and Society	3.9
	KINE 585: Comprehensive Exam	NA
Winter 2014-2015	KINE 316: Exercise and Sport Psychology	3.8
	KINE 420: Sports and Society	3.8
	KINE 585: Comprehensive Exam	NA
Spring 2015	KINE 113: Instructional Strategies in Physical Education	3.9
	KINE 539: Sports Psychology	3.6
	KINE 585: Comprehensive Exam	NA
Fall 2015	KINE 203: Fundamentals of Movement and Instruction	4.0
	KINE 440: Materials and Methods in Health and Physical Education in Elementary Schools	3.9
	KINE 585: Comprehensive Exam	NA
Winter 2015-2016	KINE 440: Materials and Methods in Health and Physical Education in Elementary Schools	3.5
	KINE 518: Recent Literature and Research in Kinesiology	3.9
	KINE 585: Comprehensive Exam	NA
Spring 2016	KINE 113: Instructional Strategies in Physical Education	4.0
	KINE 533C: Professional Development in Kinesiology	4.0
	KINE 585: Comprehensive Exam	NA

Fall 2016	KINE 203: Fundamentals of Movement and Instruction	4.0
	KINE 420: Sports and Society	3.8
	KINE 585: Comprehensive Exam	NA
Winter 2016-2017	KINE 440: Materials and Methods in Health and Physical Education in Elementary Schools	4.0
	KINE 533C: Professional Development in Kinesiology	3.7
Spring 2017	KINE 113: Instructional Strategies in Physical Education	3.6
	KINE 518: Recent Literature and Research in Kinesiology	2.3
Fall 2017	KINE 202-001: Foundations of Kinesiology	3.8
	KINE 202-002: Foundations of Kinesiology	3.8
	KINE 203: Fundamentals of Movement and Instruction	3.9
Winter 2017-2018	KINE 202-001: Foundations of Kinesiology	3.9
	KINE 202-002: Foundations of Kinesiology	4.0
Spring 2018	KINE 113: Instructional Strategies in Physical Education	In progress
	KINE 202-001: Foundations of Kinesiology	In progress
	KINE 354: Health Education Methods	In progress

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

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, hold them accountable for developing and demonstrating professional traits that are critical for teachers and coaches.
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 and limiting their 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 back 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.

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 and national levels based on my commitment to teachers, students, and youth development. 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. Additionally, my scholarly efforts consistently involve 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)

Building relationships and utilizing those to impact children, youth, and communities have been the cornerstones of my scholarship. It will not go unnoticed that my record of scholarship for the past five years does not include data-driven research, but involves more work on developing and implementing grant-funded projects with the potential for broader educational and community impact. This is largely reflected in my work with GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) in the state of Louisiana. The majority of this work includes developing summer learning programs to promote the pursuit of post-secondary college and/or career opportunities among middle and high school students in Louisiana. Although my interests in youth development drive this work, it also serves as a recruiting tool for Louisiana Tech.

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 membership on a variety of committees and advisory boards in Lincoln Parish.

In sum, my professional record in teaching, research, and service at Louisiana Tech University is 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 Grants, Publications, and Similar Activities

Grants

- Schilling, T. *Lafayette GEAR UP Residential Learning Camp*. May 2018-July 2018. \$64,852.00. (funded)
- Schilling, T., Chen, Y., & Keith-Vincent, L. *Sports STARS Non- Residential Summer Learning Camps*. February 2018-September 2018. \$192,000. (funded)
- Keith-Vincent, L., Livingston, M.M., Tobacyk, J., Madden, D., & Schilling, T. *LA GEAR UP STEAM, Leadership, and Behavioral Professional Development for At-Risk Youth*. US DOE through LA GEAR UP, September 2017-September 2024. \$1,600,725.00. (not funded)
- Newman, J., Caldorera-Moore, M., Schilling, T., & Blake, D. *New Frontiers in Biomedical Research Seminar Series*, Lincoln Health Foundation, January 2016-May 2016. \$1,408.04. (funded)
- Keith-Vincent, L., Madden, D., & Schilling, T. *Logistical Support for LOSFA/LA GEAR UP Summer Bridge Programs*. US DOE through Louisiana Office of Student Financial Aid (LOSFA), May 2014-August 2014. \$349,211.01 (partially funded at \$198,369.85)
- Schilling, T. *Louisiana Tech/LA GEAR UP Sports STARS Summer Transition Program*, US DOE through Louisiana Office of Student Financial Aid, May 2013-August 2013, \$95,826.43. (funded)
- Keith-Vincent, L., Schilling, T., Schillinger, D., & Ray, G. *Logistical Support for Statewide Summer Transition Programs funded by LOSFA/LA GEAR UP*, US DOE through LOSFA, June 2013-August 2013, \$316,995.49 (funded at \$365,661.09 due to funding of additional STPs).

Publications

- Schilling, T., Chen, Y., & Rowland, J. (accepted with revisions). *Holicraze days: Implementing unique holiday activities in elementary physical activity settings*.
- Chen, Y., Schilling, T., & Rowland, J. (accepted with revisions). *Holicraze days: Part deux*.

Book Chapters

- Leonard, P., Schilling, T., & Normore, A. (2014). Towards a holistic approach to moral development of educational leaders. In C.M. Branson & S.J. Gross (Eds.), *Handbook of ethical leadership*. New York: Routledge.

Manuals and Reports

- Schilling, T., Chen, J., & Dornier, L. (2014). Program report for the initial preparation of physical education teachers, American Alliance for Health, Physical Education, Recreation, & Dance/National Association for Sport and Physical Education (NASPE).
- Schilling, T. (2013). Leadership and Career Exploration Manual for La Gear Up Summer Transition Programs. Manual used for youth leadership training sessions during La GEAR UP Summer Transition Programs at Louisiana Tech University, Grambling State University, Nicholls State University, and Louisiana State University.

Presentations

- Schilling, T., Dornier, L., & Chun, Y. (March, 2018). *Using PBL to Train Future Leaders of 50 Million Strong*. Presentation at the Society for Health and Physical Educators (SHAPE) America National Convention, Nashville, TN.
- Reeves, C.S., Schilling, T., Chen, Y., & Deal, L. (November, 2017). *WIN WIN!: Service Learning Projects that Enhance Educational Experiences and Opportunities for All Partners*. Presentation at the Louisiana Association for Health, Physical Education, Recreation, and Dance Convention, Baton Rouge, LA.
- Schilling, T., Chen, Y., Elliott, V., & Zachery, T. (January, 2017). *We Got the Beat*. Presentation at the SHAPE America Southern District Conference, Baton Rouge, LA.
- Schilling, T., Andrews, E., & Russell, K. (November, 2016). *There is a "Me" in Team*. Presentation at the North Carolina Alliance for Athletics, Health, Physical Education, Recreation, Dance and Sport Management Convention, Winston Salem, NC.
- Schilling, T., Chen, Y., & Dornier, L. (April, 2016). *Think Win-Win!: Using Covey's 7 Habits to Address Health Standards*. Presentation at the Society for Health and Physical Educators (SHAPE) America National Convention, Minneapolis, MN.
- Cox-Boniol, C., Wooley, M., & Schilling, T. (July, 2015). *New Tech to Louisiana Tech: Culture and collaboration in the community*. New Tech Annual Conference, Chicago, IL.
- Normore, A., Leonard, P., & Schilling, T. (April, 2014). *Toward a holistic approach to the moral development of educational leaders*. Presentation at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Chen, Y., Schilling, T., & Bowers, T. (November, 2013). *Using project-based learning among high school and college students to promote technology integration in physical education settings*. Presentation at the Louisiana Association for Health, Physical Education, Recreation, and Dance Convention, Baton Rouge, LA.

D) Selected List of University/Community Service Activities

University Service

- Member, Behavioral Standards Committee, Louisiana Tech University (2009-present)
- Member, Instructional Policies Committee, Louisiana Tech University (2009-2015)
- Member, Quality Enhancement Program Team and SACS interview panel, Louisiana Tech University (2014-2015)
- Member, Tenure and Promotion Committee, College of Education (2016-2017; 2017-2018)
- Faculty Representative, Administrative Council Committee, College of Education (2014-2015)
- Member, Teacher Education Council, College of Education (2008-2014)
- Program Coordinator, Physical Education Teacher Education, Department of Kinesiology (2010-present)
- Chair, Specialized Program Assessment, Department of Kinesiology (2007-2010; 2013-2016)
- Coordinator, Graduate Comprehensive Exam, Department of Kinesiology (Winter 2013-Spring 2016)

Community Service

- Member, United Way READ.LEARN.SUCCEED Advisory Board, Lincoln Parish (2012-present)
- Member, New Tech@Ruston Advisory Board, Lincoln Parish (2015-present)
- Member, IA Lewis Wellness Committee, Lincoln Parish (2017-present)
- Coordinator and volunteer, Goodwill Lunching Book Fests at Cypress Springs, Glenview, Hillcrest, Ruston Elementary, and Simsboro Elementary (annually since 2013)
- KEYS Champion designee, Department of KINE projects, Lincoln ACHIEVE (2012-2018)
- Portfolio Reviewer, Lincoln Parish Student of the Year (2013/2016) and Teacher of the Year (2015/2017)
- Co-coordinator, Freshmen Crossing, Association of Catholic Tech Students (2015/2017)