

YuChun “Jean” Chen, Ph.D.

Associate Professor, Department of Kinesiology
Melvin McCann Endowed Professor

It is a great honor for me to represent the College of Education as its nominee for the 2019 University Senate Chair Award. I would like to thank my COE colleagues and University Senate members for their acknowledgement and continuous support in my professional life. Thank you for your time to read this packet and your consideration for this prestigious award.

THE IMPORTANCE OF TEACHING, RESEARCH, AND COMMUNITY/UNIVERSITY SERVICE

Someone once said, “Success is not measured in the amount of dollars you make, but the amount of lives you impact.” I have spent the last five years as an Assistant and Associate Professor of Sport Pedagogy (Health and Physical Education Teacher Education) in the Department of Kinesiology feeling incredibly blessed to be able to make an impact on someone else’s life as a teacher, researcher, and servant. Every area of my job is like a side of an equilateral triangle. I cannot stress one area over the other because my job is to keep the shape balanced without compromising any of the 60° internal angles. I do not like one area over the other because they are all intertwined with each other, which makes it easy for me to say that I love my job for the combination of the three. In congruence with the overall mission of the university, I strive to create a challenging, yet safe and supportive, environment for the learning and development of *all* students, and at the same time, demonstrate scholarly productivity and engage in community/university service activities.

Physical education teaches more than games. In physical education, students develop motor and sport-related skills, improve and/or maintain physical fitness, make connection to the subjects taught in the classroom, enhance self-efficacy, learn cooperation, teamwork, sportsmanship, and the list goes on. The ultimate goal, however, is to promote **a healthy, physically active lifestyle**. Educating future health and physical educators allows me to teach my students something not only for the quarter but also for the rest of their lives. Students in my undergraduate classes develop skills and knowledge (e.g., concepts and strategies) as well as a healthy level of fitness required to participate in a variety of sports and physical activities. They also learn effective planning, instructional delivery, and classroom (gym) management. I am on the mission to change their mindset about dodgeball (overemphasis on having fun than the potential danger, injury and harm), duck, duck, goose (extremely low participation time), musical chairs (eliminating students from participation), and relay races (potential to embarrass a student in front of the rest of the class), just to name a few of the “popular” games everybody plays during grade school years.

Before they walk across the stage at the graduate commencement, I want my students to demonstrate dispositions that are essential to becoming effective professionals. I want them to recognize the value of physical activity for health, enjoyment, self-expression, and social interaction. I truly believe that, in this profession, we have to “talk the talk and walk the walk”; if I want my students to practice a healthy, physical active lifestyle, I have to demonstrate one myself. When my students are able to do that, I feel my job is done. It is even more rewarding when my students pass along the knowledge and skills to the next generation. I do not want to

stop my teaching statement without mentioning my graduate teaching responsibility. I teach one core course and three foundation courses in the Administration of Sport and Physical Activity concentration. In these courses, I help students apply what they learn in the classroom to real-life situations. For example, in KINE 549, we have planned and hosted a corn hole tournament, the “Tailgate Olympics”, and a spike-ball tournament. During these events, we promote the department, connect with fellow students, and promote a healthy, physically active lifestyle. I am proud to say that I have made a strong impact on my students’ lives and many others through them.

I fell in love with research when I took my first research methods course during my graduate study. The scientific methods of learning what people think and why they behave certain ways just amazes me. During the early years at Tech, I basically put my hands on everything that was “convenient”, just getting things done to put a check mark on my annual evaluation. I should be using this part of my job to create a learning environment for the development of my students or people in my field of study. The birth of the homeschool sport skill sessions (<https://www.facebook.com/Louisiana-Tech-Homeschool-Sport-Skill-Sessions-510380616109682>) has created not only an innovative teaching and learning opportunity for my undergraduate students but also a research pipeline to study teacher education, program effectiveness, and perception of the program by the primary and secondary participants. Take my most recent research project as an example; senior health and physical education majors in KINE 440 took the lead to teach the homeschool sessions, while the 23 homeschoolers and 31 freshman and sophomore Kinesiology majors (health and physical education and health promotion) work together to learn the sport-related skills. It was a challenging task for the seniors to create six lesson plans and implement them on a weekly basis, and it was evenly challenging, if not more, for the freshmen/sophomores to find ways to help the homeschoolers to improve their skills. Preliminary results indicate that the homeschoolers want to be in the gym, hence the motivation to participate with full effort; the college students value the opportunity because it is a small group of students to “deal with”; and lastly, the parents appreciate the organized physical activities that their children would not be able to experience otherwise. Through this program, I believe I have made some impacts on their lives; maybe I do not see it now, but I am confident that it will show in the near future.

Many of my community services come from my teaching responsibility. My students are taught how to plan and implement a field day. So far, we have coordinated and run at least three field days at Lincoln Parish schools (e.g., Ruston Elementary School, Hillcrest Elementary School, and Glen View Elementary School) every spring. My colleagues and I have gathered so many activity ideas and themes that we have written three manuscripts and presented at the state conference two years in a row. I have also had the opportunity to coordinate several events at Lincoln Parish schools (e.g., Keep Lincoln Parish Beautiful Recycling Event at Lincoln Parish Early Childhood Center, Spring Health Carnival at various schools, and Body Walk Exhibit at Cypress Spring Elementary School) to promote health-enhancing physical activities. Again, nothing makes me prouder than seeing the smiles on the children and adolescents’ faces when they have a blast through the activities and learn the importance of being healthy and fit.

It is my privilege to serve on several departmental, college and university committees, where my colleagues’ and my voices can be heard and make impactful decisions that will

benefit the university as a whole. As a University Senate member, for instance, we have put forth several proposals where faculty members could be more productive, and consequently, students would receive better education. I have also had the opportunities to be of assistance to several professional organizations. With Louisiana Department of Education, I helped revise the State Physical Education Standards at the high school level. Soon after the new standards were launched, I become a trainer to facilitate professional development and implement appropriate assessment for physical education teachers across the state. I treasure every opportunity to serve our community, university and profession and I serve wholeheartedly. I believe there is a distinct relationship between my record of teaching, research and service, one that exemplifies the high standards of Louisiana Tech University.

TEACHING ACTIVITY

| Course | Enroll | Retain | Eval | Course | Enroll | Retain | Eval | Course | Enroll | Retain | Eval |
|---|--------|--------|------|---|--------|--------|------|---|--------|--------|------|
| Fall 2014 | | | | Winter 2014-15 | | | | Spring 2015 | | | |
| 457 | 15 | 100% | 3.3 | 255 | 33 | 97% | 3.9 | 265 | 39 | 95% | 4.0 |
| 549 | 17 | 100% | 3.6 | 518 | 17 | 94% | 3.4 | 440 | 13 | 100% | 3.9 |
| Fall 2015 | | | | Winter 2015-16 | | | | Spring 2016 | | | |
| 457 | 9 | 100% | 3.6 | 255 | 40 | 88% | 4.0 | 202 | 42 | 100% | 4.0 |
| 548 | 13 | 100% | 3.5 | 402 | 7 | 100% | 4.0 | 256 | 19 | 100% | 4.0 |
| | | | | | | | | 265 | 38 | 92% | 4.0 |
| Fall 2016 | | | | Winter 2016-17 | | | | Spring 2017 | | | |
| 457 | 13 | 93% | 3.3 | 255 | 38 | 100% | 3.8 | 256 | 31 | 97% | 3.6 |
| 549 | 20 | 100% | 3.5 | 402 | 20 | 100% | 3.5 | 265 | 33 | 100% | 3.4 |
| Fall 2017 | | | | Winter 2017-18 | | | | Spring 2018 | | | |
| 457 | 12 | 92% | 3.9 | 255 | 27 | 100% | 3.8 | 265 | 23 | 96% | 3.9 |
| 548 | 14 | 100% | 3.2 | 402 | 13 | 100% | 3.7 | 545 | 12 | 100% | 3.4 |
| | | | | 440 | 12 | 100% | 3.7 | | | | |
| Fall 2018 | | | | Winter 2018-19 | | | | Spring 2019 | | | |
| 203 | 18 | 100% | 3.0 | 255 | 34 | 92% | 3.9 | 113 | 17 | --% | -- |
| 457 | 10 | 100% | 4.0 | 402 | 15 | 87% | 3.7 | 265 | 39 | --% | -- |
| 549 | 13 | 100% | 3.6 | 440 | 9 | 100% | 3.8 | 354 | 14 | --% | -- |
| 113 Introduction to Teaching in Physical Education | | | | 402 Measurement and Evaluation in Health and Physical Education | | | | | | | |
| 202 Foundations of Kinesiology | | | | 440 Teaching Physical Education in Elementary Schools | | | | | | | |
| 203 Foundations of Movement and Instruction | | | | 457 Teaching Middle/Secondary Physical Education | | | | | | | |
| 255 Individual Sports and Physical Activities | | | | 518 Recent Literature and Research in Kinesiology | | | | | | | |
| 256 Aerobic Conditioning, Strength Conditions, and Aquatics | | | | 545 Health Promotion & Wellness | | | | | | | |
| 265 Team Sports and Group Activities | | | | 548 Administration of Sport and Exercise | | | | | | | |
| 354 Teaching Health Education in K-12 Schools | | | | 549 Facility, Event & Human Resource Management | | | | | | | |
| Overall enrollment: 669 | | | | Overall retention rate: 93.12% | | | | Overall student evaluation: 3.69 | | | |

For the previous five years at Louisiana Tech, I have taught 35 classes consisting of 14 different courses (10 are undergraduate and four are graduate courses) during regular quarters. I have also had the opportunity to teach five classes during summer sessions (105 total enrollment and 100% retention rate) and supervise 16 graduate interns during the academic year.

RESEARCH & SCHOLARLY ACTIVITY

13 MANUSCRIPTS PUBLISHED since 2014; nine are research studies and four are “best practices” for teaching/coaching activities

- Schilling, T., **Chen, Y.**, & Rowland, J. (2019). Holicraze days: Implementing unique holiday activities in physical activity settings. *Strategies: A Journal for Physical and Sport Educators*, 32(1), 24-35. doi: 10.1080/08924562.2018.1538835
- **Chen, Y.** & Watts, R. (2018). Perceptions of U.S. College Students on International Education Programs. *Journal of the Louisiana Association for Health, Physical Education, Recreation, and Dance*, 81(2), 1-8.
- **Chen, Y.** (2016). Trash to treasure: Using recyclables in physical activity settings. *Journal of Physical Education, Recreation & Dance*, 87(7), 45-51. doi:10.1080/07303084.2016.1202801
- **Chen, Y.** & Curtner-Smith, M. D. (2015). Hegemonic masculinity in sport education: Case studies of pre-service physical education teachers with teaching orientations. *Sport, Education and Society*, 20(4), 546-563. doi:10.1080/13573322.2013.775116

14 PEER-REVIEWED ABSTRACTS PUBLISHED since 2014; 10 at the national level and 4 at the state level

- **Chen, Y.** (2016). Relationships between parental characteristics, academic achievement, and extracurricular activity participation. *Research Quarterly for Exercise and Sport*, 87(S2), A-89-A-90. doi:10.1080/02701367.2016.1217725
- **Chen, Y.** (2016). Exercise motivation of senior adults. *Journal of the Louisiana Association for Health, Physical Education, Recreation, and Dance*, 79(2), 6.
- **Chen, Y.** (2015). Ethical decision-making standards of collegiate athletes. *Research Quarterly for Exercise and Sport*, 86(S2), A-94. doi:10.1080/02701367.2015.1075340
- **Chen, Y.**, Schilling, T., & Bowers, T. (2014). Using project-based learning among high school and college students to promote technology integration in physical education settings. *Journal of the Louisiana Association for Health, Physical Education, Recreation, and Dance*, 77(2), 7-8.

38 ORAL/POSTER PRESENTATIONS GIVEN since 2014; 14 at the national level, three at the regional level, and 21 at the state level

- **Chen, Y.** (2019, April). *Perceptions of an Early Field Experience with the Homeschoolers*. Presentation at SHAPE America National Convention & Expo, Tampa, FL.
- **Chen, Y.**, Zachary, T., Schilling, T., & Rowland, J. (2018, November). *Run, Jump, and Play! It's Our Field Day!* Presentation at LAHPERD Convention, Baton Rouge, LA.
- **Chen, Y.** (2018, March). *Early Childhood and Elementary Education Majors on Teaching Physical Education*. Presentation at SHAPE America National Convention & Expo, Nashville, TN.
- **Chen, Y.** & Vucinic, J. (2017, January). *Amateurism in the NCAA: Perceptions of Former Student-Athletes*. Presentation at SHAPE America Southern District Conference, Baton Rouge, LA.

- Schilling, T., **Chen, Y.**, Elliott, V., & Zachery, T. (2017, January). *We Got the Beat!* Presentation at SHAPE America Southern District Conference, Baton Rouge, LA.
- Schilling, T., **Chen, Y.**, Key, D., Rowland, J., & Horton, L. A. (2015, November). *Time for a Motown Throwdown!* Presentation at LAHPERD Convention, Baton Rouge, LA.

8 EXTERNAL/INTERNAL GRANTS FUNDED/SUBMITTED since 2014; five totaling \$1,851,264.54 were funded, two totaling \$25,533.26 are under review and one \$68,709.80 was unfunded

- **Chen, Y.** *Using Music to Enhance Physical Education*, Lagniappe Ladies Grant, January 2019, \$4,915.76 (under review)
- Schilling, T., Keith-Vincent, L., **Chen, Y.**, Love-Vaughn, D., & McGuirt, A. *Sports STARS (Striving Together to Achieve Readiness and Success) Summer Learning Experience*, Louisiana Office of Student Financial Assistance, January-August 2018, \$191,148.00 (funded)

COMMUNITY/UNIVERSITY SERVICE ACTIVITY

SERVICE TO THE COMMUNITY since 2014; five positions for 47 events/projects/organizations in Lincoln Parish

- Co-Coordinator, Field Days at Lincoln Parish Schools
- Co-Coordinator, Pediatric Health Carnivals
- Member, Lincoln Parish Teacher and Student of the Year Portfolio Evaluation Panel
- Member, United Way of Northeast Louisiana READ. LEARN. SUCCEED. Lincoln Parish Advisory Committee

SERVICE TO THE UNIVERSITY since 2014; 29 positions on committees, organizations, and responsibilities at the departmental, college, and university level

- Chair, Biomechanics Faculty Search Committee (department)
- Coordinator, Graduate Teaching Assistants (department)
- Member, Tenure and Promotion Committee (college)
- Member, Field and Clinical Experiences Committee (college)
- Member, University Faculty Senate (university)
- Member, Behavioral Standards Committee (university)

SERVICE TO THE PROFESSION since 2014; 11 positions for five different organizations and eight different journals

- Louisiana Department of Education
 - Member, Physical Education Assessment Committee
 - Trainer, Physical Education Professional Development
 - Member, Physical Education Standards Review Committee
- Contributing Editor, Louisiana Association for Health, Physical Education, Recreational, and Dance Journal