

TEXAS WOMAN'S UNIVERSITY
Promotion to Associate Professor and Tenure Track

Lisa Silliman-French, PhD, CAPE
Assistant Professor, Graduate Faculty
Department of Kinesiology
College of Health Science

October 5, 2007

TABLE OF CONTENTS

- A. Introduction 2
- B. Teaching
 - 1. Undergraduate Courses 3
 - 2. Graduate Courses 11
 - 3. Advising 13
 - 4. Summary 14
- C. Scholarship
 - 1. Awards and Letters 14
 - 2. Chapters/Manuals 16
 - 3. Professional Journals 19
 - 4. Submission of Internal and External Grant Proposals 19
 - 5. Summary 20
- D. Service
 - 1. Departmental 22
 - a. Recruiting 23
 - b. Website Coordinator 23
 - c. APE Texas List Serv 23
 - 2. University Committees 24
 - 3. Professional Associations 24
 - 4. Other 25
 - 5. Summary 26
- E. Collegiality 27
- F. Conclusion 30
- G. References 31
- H. Appendices
 - A. Appendix A 32-41
 - B. Appendix B 42-46

*All photographs in this document are used with permission. All releases are in a locked file cabinet in the KINS department in room 119.

A. Introduction

Teaching at Texas Woman's University is an honor and a privilege because we, as teachers, are educating and developing future professionals. The impact that we make on students is enormous. Therefore, I strongly believe that university professors need at least 5 years of practical experience in their area of expertise before they can effectively prepare future professionals. When I graduated from Texas Woman's University with my PhD in 1993, I only had one year experience as a public school Adapted Physical Educator. I knew I needed more experience if I wanted to pursue a university career.

My mentors at Texas Woman's University gave me a strong pedagogical background and research base to help me continue my professional growth. Not only was I able to improve the motor and physical performance of public school students with disabilities for 16 more years, but I was (a) a district wide administrator for 10 of these years and (b) also able to conduct scientifically-based research projects during this time.

For the past 2 years, I have been employed as an assistant professor in the Department of Kinesiology at Texas Woman's University with an emphasis in adapted physical activity. Previous to this time I was an Adapted Physical Education Supervisor for Denton Independent School District while also a part-time clinical professor at Texas Woman's University (i.e., 5 years) and an adjunct professor at the University of North Texas (i.e., 2 years).

With my practical experience as a teacher-researcher with numerous publications in referred journals over 17 years in the public school and part-time at two universities, I feel that I am highly qualified to be promoted to an associate professor

and tenured at Texas Woman’s University. This justification is reinforced by letters of support from internal and external professionals in the areas of Adapted Physical Education and Special Education (see Appendix A). This justification is also based on the major roles and responsibilities I have had in the past 7 years in the areas of teaching, scholarship, and service. A model of this belief is diagrammed in Figure 1 as presented by Boyer (1990).

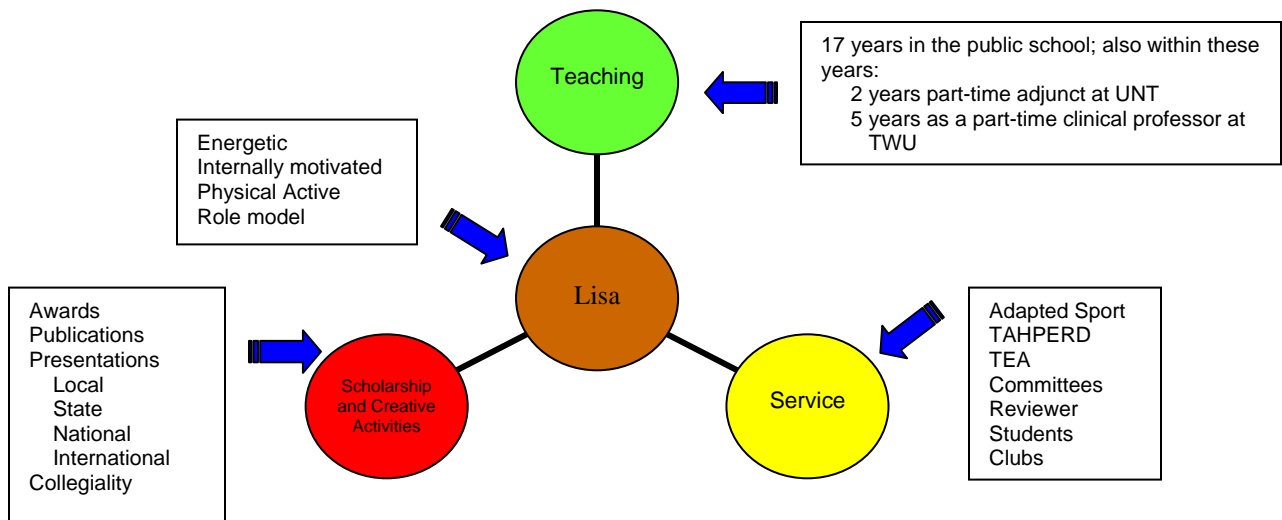


Figure 1. Roles and responsibilities.

B. Teaching

Undergraduate Courses

To meet the criteria of teaching at Texas Woman’s University and within the Kinesiology Department I will address specific evidence. During the last 10 of my 17 years in public schools, I focused on collaborating with the Kinesiology Department at Texas Woman’s University and the Adapted Physical Education teachers throughout our state’s professional organization (i.e., Texas Association for Health, Physical,

Education, Recreation, and Dance). For example, in the undergraduate test and measurement class instructed by Dr. Sinah Goode, we were able to bring undergraduate Kinesiology students into a Denton elementary school to assess students with and without disabilities in the area of gross motor performance (see Figure 2). This educational and collaborative experience allowed for a successful educational experience for the Kinesiology students.



Figure 2. Dr. Goode with undergraduate and elementary school children teaching in Denton Independent School District in the area of assessment.

With this practical teaching experience, evidence-based research, and community service experience with Texas Woman's University's Kinesiology Department, I had an understanding of their teaching philosophy. During my *first* year at Texas Woman's University (2005) I redesigned two courses. The first was an existing undergraduate course entitled "Foundation of Assessment in Kinesiology (KINS 1583)." The development of this course was based on improving the academic knowledge of our majors in the area of assessment/motor development; professionalism; practical experience across a lifespan; and evidence-based research. The main foundation of this course was based on Newell's model. As an illustration of Newell's Model of individual, task, and environmental constraints, each student developed a historical family tree and applied this model to his or her own personal development (see Figure

3). In addition to this application of model into practice, the students learned how to assess, at the introductory level, individuals across a lifespan. Their application was not only through classroom knowledge but through numerous on and off campus practica that included infants (sighted and blind), children, youth, and seniors (see Figure 4).



Figure 3. Undergraduate student displaying her family tree project.



Figure 4. Three-year-old with visual impairments



Figure 5. Motor skills assessment of



Adult seniors discussing their motor skills

Figure 4. Students in course assessing and discussing motor development with seniors.

This course was designed so that continuous educational content was applied to a practical educational experience. In addition, as part of this course, the students in teams also collected and analyzed information related to their future professional goal and discussed their results with a professional poster format (see Figure 5).



Figure 5. KINS major presenting her poster during class.

In all of my courses, including KINS 1583, students were required to include artifacts in their e-portfolio (i.e., Task Stream). At the undergraduate level, I am one of the first faculty members in our Department who has incorporated artifacts in an e-portfolio within my course syllabus beginning in the Fall 2006 semester. Currently I am the Chair of the Task Stream Committee and work closely to incorporate the e-portfolio across the undergraduate program in a systematic manner.

Based on this course evaluation, 21 out of 25 students strongly agreed and 3 moderately agreed that I was one of their best teachers. In addition, 24 students strongly agreed and 1 moderately agreed that my method of presenting information maintained their interest in class. Further, below are some statements from undergraduate students who have taken KINS 1583:

1. “This course was very interesting. The interaction that was made, made the class one of my bests. Less lecture and more activity which made the concepts understandable” (Fall 2005).
2. “Going to the school and working one on one with the kids was a great experience. It allowed me to really see if that age group was one I wanted to work with. Also the teacher’s excitement about the class was exactly the kind of energy to keep the students excited” (Fall 2005).
3. “I think her projects helped me open my eyes to the extent of PT. I loved the class and you can definitely tell all the emotion and care she has for APE and KINS. I hope she stays here forever to teach more KINS courses” (Spring 2006).
4. “I enjoyed this class very much. The class was not just lecture and notes. We received hands on experience. The teacher was always enthusiastic and kept my attention. The lesson plan was amazing and never repetitive” (Spring 2006).
5. “Class was always structured and the instructor was always honest with answers as to whether she knew the answer or not. If not, she found the answer. She was always there to give help if we ever needed it” (Spring 2006).

The *second* existing undergraduate Kinesiology course I taught was the “Adapted Physical Education (KINS 2622).” As part of this course, students also participated in an on-campus lab. I have been involved in this lab for over 10 years. When I was in Denton Independent School District I collaboratively worked with the

professor/graduate student(s) to bring students with disabilities to Texas Woman's University. Practical opportunities for our Kinesiology majors are applied from the basic assessment skills learned in KINS 1583, as well as, they develop new teaching skills in the: (a) gymnasium, (b) pool, and (c) climbing wall (see Figure 6).



Figure 6. Denton ISD students and KINS majors from Texas Woman's University in the KINS 2621 practica lab.

Further, during the Spring 2007 semester in the KINS 2622 course, students were able to interact with internationally known athletes who were guest lecturers. Pam Fontaine was a 1996 Paralympic Athlete for the USA Wheelchair Basketball team. Rick Milteer was a 1984 USA Olympic Track athlete. Students were able to discuss with the athletes the differences between sports for able bodied athletes and athletes with disabilities. We were also able to participate in the events that the athletes excelled in during the Olympics in Pioneer Hall in the gymnasium (see Figure 7).



Figure 7. Olympic athletes discussing their sporting events to the KINS students.

During the 2007 Fall semester, students had the opportunity to volunteer at a sporting event for athletes with visual impairments. At this event, I was able to mentor an undergraduate student, along with graduate students, in the collection of data related to fitness testing. The results were presented at the 2007 student symposium at Texas Woman's University (Humphries, Bowerman, Bowers, & Silliman-French, 2007).

Based on the course evaluations the following is a list of selected statements that are related specifically to the content of the class:

- 90% - Strongly disagree that the instructor did not relate course content to my career or other course
- 95% - Strongly agreed that tests or skill assessments were related to material covered in class
- 96% - Strongly agree that the instructor utilized a variety of media and/or learning activities
- 90% - Strongly agree that the instructor assessed class progress by questioning, asking for demonstrations, etc.
- 86% - Strongly agree that class assignments were related to the course objectives

Further, below are some of the written statements from the undergraduate students who have taken KINS 2622:

1. "I have really enjoyed this class. I took this class because I thought it would help me in my field of study and it has. Besides learning valuable information, it has been fun. I would recommend this class to anyone who plans on working with children with disabilities" (Fall 2006).
2. "I enjoyed this class because of the variety of learning experiences. I enjoyed all of the presenters on disability sports" (Spring 2007).

Finally, during the Spring 2007 semester, a professor, Njororai Wycliffe Simiyu from Kenya, Africa attended over 50% of the classes (see Figure 8). He was interested in our Kinesiology Department in Adapted Physical Education and Sport Management programs. In addition, his daughter is now studying in the undergraduate Adapted Physical Education program.

An email message read as follows from Professor Wycliffe after attending this course:

Dr. Lisa,

This is to express my gratitude for the way you received me at TWU and sustained hospitality throughout my stay. Thanks for the valuable opportunity to attend your classes and those of Prof. Davis. Kindly pass my thanks to both Prof. Davis and your husband. They were very supportive of me around the department and will one day pass by to personally thank them and yourself for that wonderful gesture.

Njororai Wycliffe Simiyu (July 20, 2007)



Figure 8. Professor Njororai Wycliffe with students in KINS 2622.

Graduate Courses

As a member of our graduate faculty, I had the opportunity to teach two graduate classes in addition to my undergraduate courses. These classes were also designed around effective teaching, application, and evidence-based research but at a more advanced level. For example, in graduate “Appraisal of Psychomotor Dysfunctions in Adapted Physical Education (KINS 5883)” course, graduate students had different assignments based on the degree they were seeking (see Figure 9). Students who were earning their master’s degree were applying information and conducting evidence based research. Students were challenged with the use of technology by using Task Stream to present their assessment videos and assessment presentations (for example email Mandy Goff at mgoff@twu.edu so she can electronically invite you to be a guest). Reflections of this educational experience are also provided. Doctoral students are required to lecture, develop quizzes and grade, grade master level abstracts related to course content, develop courses, and take simulated comprehensive exam (for an

example email Stephanie Bowerman at sbowerman@twu.edu so she can electronically invite you to be a guest).

**KINS 5853 – Appraisal of Psychomotor Dysfunctions in Adapted Physical Education
Course Assignments**

Description	Group Points	Individual Points
	All	
Masters and Doctoral Students		
Take APENS Assessment Pretest APENS on Standards 4, 8, and 12. This will be posted on-line and will be used to guide the instructional level of the course.		10 pts
Quizzes (3)		30 pts (10 pts each)
Video and assess 2 different students, using different assessment for each student, write an FIE and an IEP (cannot use TGMD-II).		160 pts (80 pts each)
Present in class one of the 2 assessments (provide team with FIE/IEP)		50 pts
Law and placement criteria related to assessment		15 pts
FIE and IEP of TGMD-2 on Luther		40 pts
Complete questions related to case study Hodge, etc.		10 pts
Develop an ecological survey for one of the students or class that you presently working with in your district (examples in Block, Sherrill, and Project CREOLE).		15 pts
Read Chapter 6 in Sherrill’s text, provide 5 suggestions to make information more functional for general and adapted physical educators.		15 pts
Final Exam on APENS Standards (4, 8, & 12); multiple choice questions.	May 2 ~ on blackboard	40 pts
Post 2 assessment artifacts in your portfolio: (a) an FIE/IEP and (b) attach the actual video of that assessment. Further, post your completed APE program reflection.	May 2	15 pts
Total Points		400 pts
Doctoral Students		
Develop the 3 quizzes		30 pts (10 pts each)
Review and evaluate abstracts from one on-line student (5 each)		25 pts
Supervise and evaluate master student assessment videos		40 pts
Comprehensive Exam type Question (Take Home)		60 pts
Develop and present a PowerPoint presentation in class on: “What is the status of assessment placement programming of students with disabilities in your country?”		45 pts
Total Points		400 + 200 = 600 pts

Figure 9. Illustration of KINS 5853 graduate course in Assessment and the differences between master’s and doctoral student assignments.

The second graduate course I taught was completely on-line and entitled “Growth and Perceptual Motor Development (KINS 5603).” This course was challenging and clearly improved my written communication and technological skills. In addition, I was able to use my knowledge from the undergraduate KINS 1583 as a foundation to develop higher standards for the graduate students.

Advising

Presently I advise approximately 22 undergraduate students in the area of Adapted Physical Education. I am also the advisor for the Kinesiology undergraduate Adapted Physical Education club and we attend local sporting events (i.e., Sports Extravaganza for Athletes who are Visually Impaired). In one of my undergraduate courses and one of my graduate courses, I have mentored two different doctoral students in the area of university teaching and scholarship as part of their achieving some of their doctoral competencies. This opportunity allowed for academic sharing and developing future professional relationships.

At the graduate level I have chaired two professional papers: (a) Francis Todd, *Integrated Academic Activities in Physical Education*, December 2007 and (b) Jimmy Riner, *Contemporary Assessment Techniques in Adapted Physical Education within the State of Texas*, in progress. Further I have been a committee mentor on two professional papers. In the past year to the present, I am chairing one doctoral student’s advisory committee and co-chairing another doctoral student’s research committee, chairing four master’s students (advisory committee), and am a committee member for fifteen graduate students (i.e., master’s level).

Summary

In summary, while my full-time position at Texas Woman's University has only been for two years, I have been collaborating, teaching, and supporting the Kinesiology Department for over 10 years. Finally, I would like to close with two emails that were sent by an undergraduate student and followed by a graduate student: Dr. Silliman,

I just wanted to thank you again for taking us out to lunch today. That really meant a lot to me and I'm sure the others feel the same. I have never had a professor that has cared as much as you do. I hope we can work something out this summer to be able to play some WC sports!! We all are having such a good time! Anyway, I just wanted to thank you again for everything! You are a very caring and generous person and that is so rare. Thank you!!!!

Jimmy Rider (May 9, 2007)

Good morning Dr. Lisa,

I want to thank you for supporting and encouraging me through the APE program. I love my job and the kids are wonderful! I am having an absolute blast. Kim Kantor and Leslie Carter are fantastic. They have taught me sooo much. It's really cool that we all graduated from the same program! I look forward to come to work everyday.

I hope you have a wonderful day and thank you again,

Nada (August 28, 2007)

***Nada Boerner, M.S., CAPE
Adapted PE teacher
Special Olympics Coordinator
Carrollton-Farmer's Branch ISD
boernern@cfbisd.edu
972-968-5889***

C. Scholarship

Awards and Letters

I believe for at least the last 7 years I have demonstrated the competencies to become an associate professor and tenured. The following is my justification for this

statement in the area of scholarship by addressing University and Departmental criteria. First is a statement from a doctoral student from Texas Woman's University (O'Connor, 2000) that stated the following based on his bibliometric study from his dissertation:

“The 12 most productive authors in the English language were French (7), Ellis, Pitetti, and Rimmer (6) Reid, Sherrill, and Silliman-French (5)” p 77.

This information demonstrates the productivity that I was involved in over a 10 year period; ranking third with two other professionals for publishing the most articles related to pedagogy in the English language between 1988 and 1998. The data were collected from Sport Discus, Medline, Article First, and ERIC. This search involved 270 articles from 259 different journals. This recognition was followed by two prestigious awards:

1. Texas Association for Health, Physical Education, Recreation, and Dance Scholar Award (2005) which is given to individuals who have a well-documented record of achievements in research and/or scholarly publications and conference presentations. Such professional involvement is recognized to have significantly added to the knowledge base of HPERD in Texas and nationally. Letters of support for this award are provided in Appendix B.
2. International Federation of Adapted Physical Activity Elly D. Friedmann Young Professional Award (2003) was created in 1992 by Dr. Claudine Sherrill, Dr. Karen DePauw and Dr. Gudrun Doll-Tepper to encourage the development of passionate enthusiasm and inspiration in young professionals in the area of adapted physical activity.

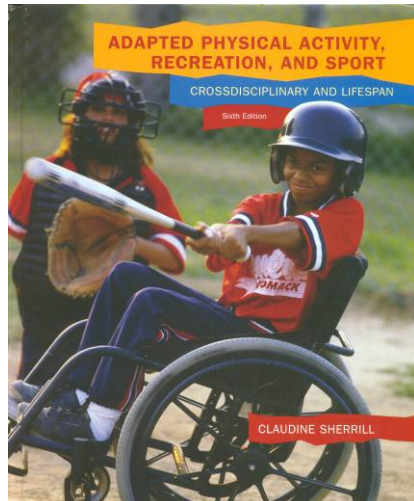
Being recognized by the state of Texas and by International awards has been a great professional accomplishment for me. Further, during my last 10 years in the Denton Independent School District we collaborated with the Texas Woman's University Internationally known Adapted Physical Education department. Working together with undergraduate, graduate, school teachers, parents, and administrators created a comprehensive field-based training program. For the last 10 years, Denton Independent School District only employs current graduates from the Texas Woman's University in the Adapted Physical Education program. This collaborative relationship has now become internationally know between the two programs. Presentations have been conducted nationally and internationally peered reviewed; such as, Taiwan, South Korea, and Finland.

Chapters/Manuals

I have been very fortunate to co-author two chapters in one of the top selling Adapted Physical Education graduate textbooks in the world (see Figure 10). This text is published not only in English, but also in Spanish and Portuguese. Currently we are working on the 7th edition which should be published by August 2008. It has been an honor writing with Dr. Sherrill. She was one of my mentors when I was a graduate student and I was one of the three individuals to which she dedicated the 6th edition too. This was both professionally and personally moving. These chapter citations are:

Silliman-French, L (2004, in revision). Assessment, the IEP, and the accommodation plan. In C. Sherrill (Ed). *Adapted physical activity, recreation, and sport: Crossdisciplinary and lifespan*. (6th ed., pp.162-175). New York: McGraw Hill.

French, R., Silliman-French, L (2004, in revision). Serious emotional disturbance and autism. In C. Sherrill (Ed). *Adapted physical activity, recreation, and sport: Crossdisciplinary and lifespan*. (6th ed., pp. 590-612). New York: McGraw Hill.



Dedicated to my parents, Ivalene and Robert Sherrill, of Logansport, Indiana, and to my adopted family, Rae Allen, Lisa Silliman-French, and Ron French

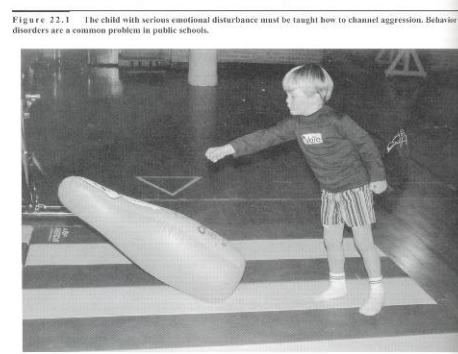
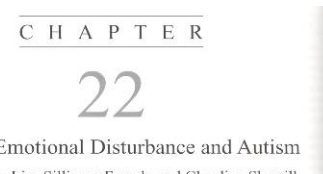
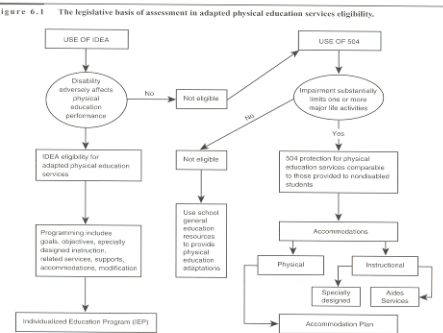
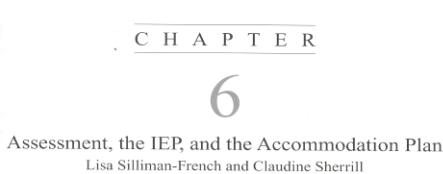


Figure 10. Adapted Physical Education graduate textbook

Also I am co-author of a chapter in an undergraduate adapted physical activity text that is widely used within the United States (see Figure 11). The specific citation is:

Block, M., French, R., & Silliman-French, L. (2007). Accommodating students with behavior challenges. In M.E. Block (Ed.), *A teachers guide to including students with students with disabilities in general physical education*, (4th ed., pp. 205-237). Baltimore: Paul Brooks.

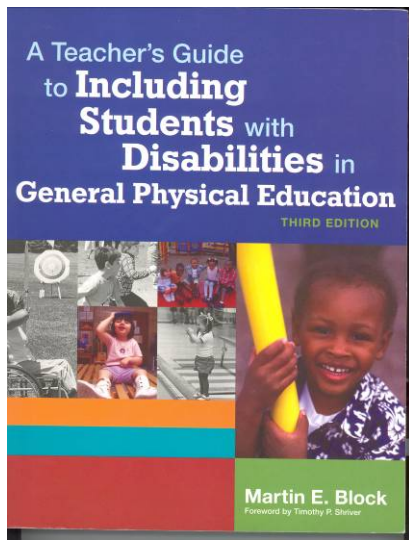


Figure 11. Adapted Physical Education undergraduate textbook.

While not published, the manual that I am most professionally proud of was developed by the Adapted Physical Activity Texas Association of Health, Physical Education, Recreation, and Dance Committee. I assumed the role as the senior editor (see Figure 12). As stated in the Fall Board Meeting by Executive Director Diana Everett (2005) “An initial printing of 1,000 copies sold out quickly and an additional 500 copies were printed. Revisions for updating the manual are underway.”

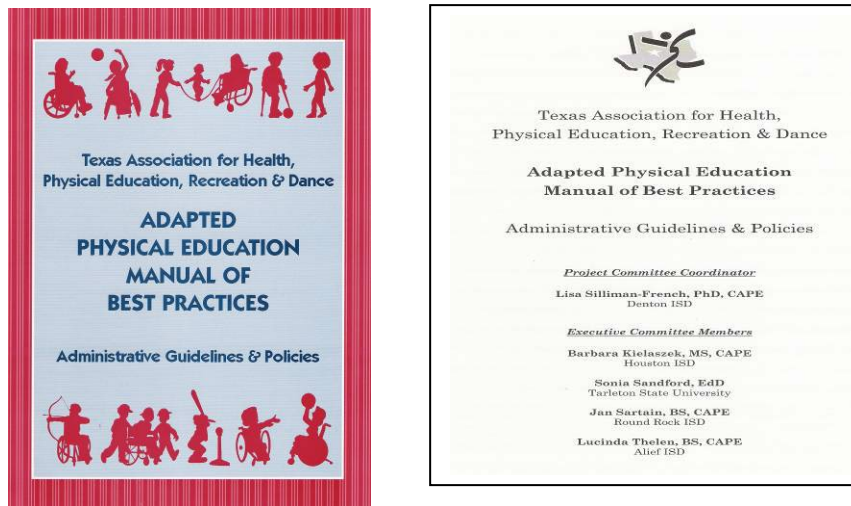


Figure 12. Best Practice Manual for Adapted Physical Education Teachers.

Further, during the last 7 years I presented at eight state, three national, and 11 international conferences. Of these, the one that impacted the most professionals was the presentation with the Denton Independent School District Special Education Director, Ms. Val Morgan (presented, January 25, 2007). During this presentation, we spoke to over 60 Texas Special Education Directors about Adapted Physical Education teachers and their role in placement and programming for their students with disabilities. In addition, I presented at 23 workshops throughout the state of Texas. This would be an average of over 3 a year for the past 7 years.

Professional Journals

Since the report by O'Connor (2000) eight articles were published in state, national, and international journals. Of these eight, 7 were in referred journals. Almost all of this work involved co-authorship with colleagues from either Texas Woman's University or others from universities within or outside of the United States. In addition, I have been involved in three non-referred publications over the past 5 years.

Submission of Internal and External Grant Proposals

At this point in my professional career, grantsmanship has been a new focus area. When working in the public schools, this effort was not generally needed. Since being at Texas Woman's University, my focus has been developing courses, and completing numerous TAHPERD manuals.

As part of a collaborative team in Denton Independent School District through manuals and a position paper, we wrote a grant that was funded for \$12,000 to prepare teachers to work with young children developing appropriate behavioral skills at Ann Windle School for Young Children in Denton, Texas. After my first year at Texas

Woman's University I submitted a proposal to Texas Woman's University Office of Research & Sponsored Programs to support a survey related to physical education and physical recreation for children and youth within the Texas detention center; I was awarded \$750.

Currently, I am working with three faculty members to develop a physical activity and sport skill manual for incarcerated youth where I am the principal author on this grant proposal. I am also working with Drs. Ron French and Ron Davis and with 3 doctoral students in developing an Adapted Physical Education training grant proposal through the US Office of Education for a 4-year program at \$200,000 each year (estimated submission, November, 2007). If this grant is funded, I will be one of the three grant coordinators. Further, I submitted a grant proposal my colleague Dr. Ron Davis on a Christopher Reeves Foundation grant proposal to obtain more sport wheelchairs for our Adapted Physical Activity program. If awarded, this grant is awarded our mission is to provide access and opportunity for those with disabilities, in particular spinal cord injured, to experience the benefits of exercise and physical recreation. This grant was submitted on October 1, 2007.

Summary

In summary, within the past 7 years I have published in numerous referred journals and presented at many conferences at the state, national, and international levels. During the past 2 years at Texas Woman's University I believe I have met the criteria for an associate professor and tenured. Specifically in the Kinesiology Department criteria, I presented at two or more professional meetings at state, national, or international level; published two peer reviewed journals, submitted proposals for

funding of scholarly activities; and participated in at two activities related to editing a book of readings, publishing in a chapter or book, and publishing of teaching materials. In terms of collegiality, almost all of my activities involve collaborating with colleagues and/or undergraduate and graduate students. For example, our latest publication (September, 2007) was with three faculty members in the Departments of Physical Therapy, Kinesiology, and Occupational Therapy. Below are three emails related to this particular article. The first was from Dr. Sally Schultz, Professor and Director of Occupational Therapy followed by a response from Dr. Jimmy Ishee, Dean of the College of Health Sciences related to this particular article on collegiality, which is followed by an email from the President of our National Consortium for Adapted Physical Activity related to this specific article.

Sent; Wed 4/19/2006 5:03 PM

Thanks to all for your support of collaborative efforts.

Jishee

Jimmy H. Ishee, Dean
College of Health Sciences

(April, 19, 2006)

From: Schultz, Sally
Sent: Wednesday, April 19, 2006 12:50 PM
To: SillimanFrench, Lisa
Subject: interdis. Manuscript

Hi Lisa,

This is a good opportunity to do some interdisciplinary work. I would suggest Dallas faculty member, Cathy Candler, PhD, OTR. She has extensive school-based experience and I think could add much to your work. I have communicated my support of this to her.

*Sally Schultz, PhD, OTR, LPC
Professor & Director, School of Occupational Therapy*

Hi Ron and Lisa:

... just a quickie ... Congrats on the article in the most recent issue of STRATEGIES. It's getting immediate use in my "Teaching Models in APE" course this semester with our APE minor students. One aspect of the course is to have a PT and OT from our local school district come in to talk about their interfacing with local APE teachers (including my wife, Martha). The article will provide good insight into the roles and responsibilities of the motor team.

Regards,

Garth Tymeson, Ph.D., Grant Director
Active and Healthy Lifestyles for Children with Disabilities
President of National Consortium
www.uwlax.edu/activeandhealthylifestyles

(September 9, 2007)

D. Service

Based on the Departmental and University requirements for service, I believe I have met the criteria to be promoted to associate professor and tenured. The following is the justification for this statement.

Departmental

Within the Kinesiology Department, I am the Chair of two committees: (a) the Undergraduate Adapted Physical Education Program and (b) the Undergraduate E-Portfolio (i.e., Task Stream) Committee. I have also served as a member of the following Departmental committees: (a) Basketball Head Coach Search Committee, (b) Pedagogy Search Committee, and (c) Undergraduate Institutional Effectiveness Committee. Of these committees, the one that is my favorite is the Undergraduate Adapted Physical Education program. I am passionate about this program because not only is it starting to grow, but the students get excited about participating in the activities that are being presented (i.e., wheelchair sporting activities at noon in the gymnasium,

off campus community sport programs for individuals with disabilities, opportunities to attend Camps in Alaska for athletes with visual impairments).

Recruiting

Within the department I have the opportunity to recruit undergraduate students for our Master's program in Adapted Physical Activity. For instance, there are at least four students at the undergraduate level that will begin this program if the grant proposal that we are currently writing is funded. Further, when I present at state conferences and/or workshops I discuss the opportunities at Texas Woman's University for graduate studies with interested professionals in the area of Adapted Physical Activity.

Website Coordinator

During my second year at Texas Woman's University, the late Dr. Carol Huettig asked me if I would take over the responsibilities of directing Project INSPIRE. This website is used throughout the world and is the second most hit website in the world in the area of Adapted Physical Activity. Currently, I am collaborating with colleagues (Drs. French and Davis), doctoral students (David Powell, Seokmin Yun, Dallas Jackson, and Stephanie Bowerman), and undergraduate students (Brandi Crouch, Billie Callahan, Rachel Johnson, and Courtney Barnes) to update this internationally known website. It is a pleasure to carry on Dr. Huettig's hard work.

APE TX List Serv

In addition to updating this website, in 2003, I developed and monitored for the Texas Adapted Physical Education List Serv. The responsibilities include: reviewing questions and responses, correcting responses, answering questions, and posting upcoming events throughout the state.

University Committees

I am a member of the University Athletic Council. Further, I am beginning to work with Retired Major General Mary Saunders who is the Executive Director of the Leadership Institute. She is in charge of the University Leadership Committee and my responsibilities have not yet been defined. We have met and spoken about collaborating with other supporting organizations so we can implement a campus-wide recycling program.

Professional Associations

At the state level, I am the past chair of the Adapted Physical Activity committee for Texas Association for Health, Physical Education, Recreation, and Dance. When I was the chair, we helped other districts and regional centers with the development and implementation of appropriate placement and programming procedures of students with disabilities throughout the state of Texas. This educational opportunity allowed me to develop my administrative skills and improve my ability to mentor practitioners to enhance their teaching skills.

At the national and international level, I am currently a member of two professional associations: (a) International Federation of Adapted Physical Activity and (b) National Consortium for Physical Education and Recreation for Individuals with Disabilities. The membership has lead to many opportunities to present nationally and internationally. This past summer (July 2007) I attended, with numerous colleagues, graduate students, and visiting professors, the international symposium in Adapted Physical Activity in Brazil. We had the opportunity to not only present but be part of a

different culture; not only with colleagues from Brazil but all over the world (see Figure 13).



Figure 13. Poster presentation with doctoral student Dallas Jackson; TWU graduates, faculty, and alumni; and Brazilian line dances during different segments of the conference.

When presenting at National Consortium for Physical Education and Recreation for Individuals with Disabilities in Washington DC in July 2007 we had the opportunity to meet Mrs. Eunice Kennedy Shriver at her home so that she could share her ideas about sports for individuals with intellectual disabilities (see Figure 14).

Other

Over the past 6 years, I have been a guest reviewer for the following journals:

(a) *Adapted Physical Activity Quarterly*, (b) *International Council for Health, Physical*

Education, Recreation, Sport, and Dance, and (c) *International Federation of Adapted Physical Activity Newsletter*. Related to teaching materials I am a contributor to the *Adapted Physical Education National Standards* revised question and answer manual (in press).



Figure 14. Mrs. Eunice Kennedy Shriver with athletes and the National Consortium for Physical Education and Recreation for Individuals with Disabilities president, Garth Tymeson.

Summary

My experiences in the area of service have been on a continual road to professional development. Not only have I met hundreds of people locally, state, nationally, and internationally but I have also developed long term professional relationships. Further, my professional and personal knowledge has increased by being exposed to individuals from numerous countries. This professional and personal road will continue for the rest of my life as the relationships that have been developed will hopefully continue. For example, in 1 week a Mother who is a professor in Adapted Physical Activity from Sweden and her family will come to Texas Woman's University to informally visit our Adapted Physical Activity program. I am responsible for putting

together a professional itinerary for them when they visit our campus and community. They will stay for one month and I have made arrangements with a senior adult who spoke in my motor development course (KINW 1583) to have them stay at her home. Not only will this be a fantastic professional opportunity for me, but the undergraduate and graduate students will also develop a better understanding of an international Adapted Physical Activity program that may or may not be similar to our own.

My latest success within the area of service is recently getting involved with Texas Education Agency. For over 25 years representatives from Adapted Physical Education programs across the state have not had an opportunity to discuss issues related to students with disabilities in physical activity face-to-face with Texas Education Agency. On November 2, 2007 a colleague and I will meet with Ms. Marissa Rathbone, who is the Director of School Health and Division of Health Safety from the Texas Education Agency. We will also meet with members who represent No Child Left Behind and Special Education to discuss the direction of Adapted Physical Education in Texas. Further, Dr. Diana Everett, Executive Director of Texas Association for Health, Physical Education, Recreation, and Dance will also be present to discuss the outcomes from the Adapted Physical Activity Committee over the last 7 years. This is one of my biggest achievements for my academic career.

Collegiality

I believe I have demonstrated through my vita and my two years at Texas Woman's University my collegial personality. Collegiality is not an effort, but a way of life for me. This is one of the wonderful aspects of my job at Texas Woman's University. For example, I have worked professionally with colleagues, in the process of writing a

federally funded training grant with Drs. French and Davis from the Department of Kinesiology, Dr. Kinnison from the Department of Special Education, as well as, three of our adapted physical education doctoral students. In addition, I have had the opportunity to work with Dr. Kwon from the Department of Kinesiology who had a visiting professor Dr. Lim studying with him in the area of Biomechanics. Dr. Kwon, Dr. Lim, and I collaborated on a scientifically-based study. We conducted the physical fitness performance study with students with Down syndrome from the Denton public school district. The results of the study were presented at an international conference in October 2006 (i.e., International Symposium on Biomechanics in Sports). In addition, Dr. Lee, from South Korea, did work with Dr. French in the Department of Kinesiology. I had the opportunity to collaborate with both of them on scientifically-based research project related to belief's related to inclusion from the perspective of a middle school student. This study was presented at an international conference in July 2006 in Michigan (i.e., North American Federation on Adapted Physical Activity).

On a lighter side, is with the interaction with the students. Since I have been here it has been a pleasure for me to be asked by many student athletes to be part of their faculty recognition day. Below is a note from Mandy Lambert who invited me to her soccer game in the Fall of 2006 (see Figure 15). Another example was particularly exciting. During a basketball athletic faculty recognition event this past Spring 2007 I wore the athletes' away uniform when she recognized me as her favorite teacher (see Figure 16). I have also been invited and recognized by athletes in soccer, gymnastics, and volleyball as their favorite teacher.

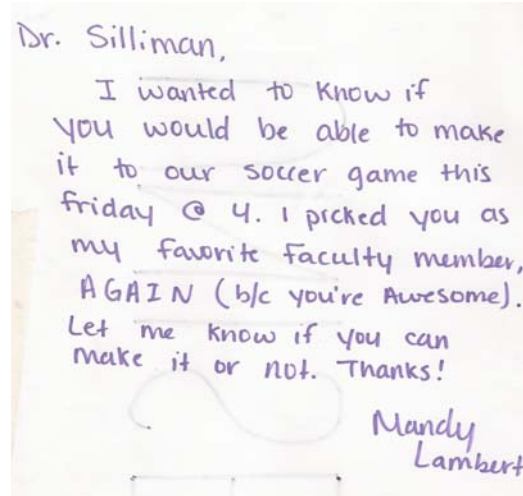


Figure 15. Note from an athlete who plays soccer.



Figure 16. Supporting basketball athletes at faculty recognition night.

Finally, we just started participating in on and off campus activities with our Adapted Physical Education Club. For example, 1 to 2 days per week we play wheelchair basketball at noon with KINS students in the Pioneer Hall gymnasium. Further, we have another faculty member, Dr. Ron Davis and the Dean of our college, Dr. Ishee who sometimes participates in our games.

In summary, I enjoy the students and faculty and have always been a personable and energetic individual. To finalize this section, here is a quote from a 4th grade student with a disability who I feel describes a teacher-student relationship:

“Dr. Lisa, every time I am with you, I put a smile on my face and I can’t take it off.”

(February 9, 2000)

Conclusion

In conclusion, I believe I have met the departmental and university criteria for promotion as associate professor and tenured. With 17 years of practical knowledge in the area of physical activities; extensive scholarly work; and service within the Department, University, and profession I believe I have the knowledge and skills to prepare future professionals in the Kinesiology Department at Texas Woman’s University. Letters of professional support and from internal and external reviewers are attached in the Appendix B. As well as my vitae, these letters support that I have met the criteria in the areas of teaching, scholar, and service to be promoted to the rank of associate professor and tenured.

References

- Boyer, R.L. (1990). *Scholarship reconsidered: Priorities of the profession*. New York: Carnegie.
- Humphries, K., Bowerman, S., Bower, T., & Silliman-French, L. (2007). *Comparison of athletes on selected items on the Brockport physical fitness test (BPFT)*. Texas Woman's University, Denton.
- O'Connor, J. (2000) *Bibliometric analysis of pedagogy literature in adapted physical activity*. Published dissertation: Texas Woman's University, Denton.
- Silliman-French, L., & Morgan, V. (January 25, 2007). *We are a program, not a placement for students with disabilities*. Presented at the: Texas Council of Administrators of Special Education Conference, Austin, TX.

Appendix A

Letters of Support from Internal and External Evaluators

for Promotion and Tenure

Appendix B

Letters of Support for 2005 TAHPERD Scholar Award

