

Collaborative Plan of Support between CDIP Applicant and Faculty Mentor

Communication is an integral part of the mentoring process. Therefore, we have developed a plan describing how we intend to maintain communication and work together. This plan addresses all three dimensions of a career as a faculty member of the CSU system: (a) teaching, (b) research, and (c) service. Our main means of communication will be e-mail, phone/skype, internet, and conferences. E-mail will serve as the major means of communication between us since it is practical, easy, and allows for asynchronous communication. The phone and/or skype will be used in situations where more direct, synchronous communication is required (e.g., brainstorming, working through pressing issues, etc.). The internet (e.g., Dropbox, Google Docs) will be used primarily for document/file sharing. Finally, we will also meet and interact face-to-face at least once a year at academic conferences like the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and/or the American Educational Research Association (AERA) annual conferences. Below, you will find specific activities in the three dimensions mentioned above.

TEACHING:

- 1. Syllabus Development:** We will collaboratively develop course syllabi prior to each semester (Fall 2013, Spring 2014) through a cyclical process of reviewing and revising. This process will focus on various aspects, including: (a) specifying clear and specific learning objectives that are aligned both to the Arizona State and California State Physical Education Standards (which are similar), (b) developing appropriate learning activities that are well aligned with the learning objectives, (c) identifying teaching methods and strategies that can meet the needs of the diverse student population, (d) developing authentic (formative and summative, formal and informal) assessments that are well aligned with the objectives and the instruction, and (e) ensuring that student expectations and grading procedures are clear and appropriate/fair.
- 2. Formative Assessment of Teaching:** We will collaboratively review and reflect upon the end-of-semester student course evaluations (Fall 2013, Spring 2014) in an attempt to find ways in which we can revise course syllabi and improve the doctoral student applicant's teaching skills (e.g., presentation of information in multiple ways, employment of various active, student-centered teaching methods, clarity of instruction, provision of feedback, checking student understanding, etc). The goal is to develop behaviors that support instructional effectiveness that results in student learning for a diverse range of students.
- 3. Integration of Technology:** We will explore the integration of technology in the courses the doctoral student applicant is teaching as a means of enhancing student learning. Technology, for instance, may be used as a way to enhance communication between the doctoral student instructor and his students during the learning process through the use of an e-Educational Instruction platform (i.e., Blackboard) or the use of online tools (e.g., Captivate or Wimba) to support archived lectures. Additionally, technology may be used as a way to engage learners within a large lecture class through a student response system like clickers. Another example would be to use technology in content delivery to individualize instruction that maximizes learning for a diverse student population. Finally, technology may also be used as a means of demonstrating to prospective Physical Education teachers how they can assess student physical activity levels (e.g., pedometers, accelerometers, heart rate monitors) and/or physical fitness (e.g., Fitnessgram software).
- 4. Professional Development Opportunities:** We plan to look for professional development opportunities that can further support the doctoral student applicant's growth as a teacher

educator. These opportunities may include webinars or workshops related to assessment, the use of active teaching techniques, the use of assessment, the development of portfolios, and other. The plan is for the doctoral student to engage in at least one such activity every semester (Fall 2013, Spring 2014).

RESEARCH:

- 1. Dissertation Support:** The CSU faculty mentor will serve as an external member of the doctoral student applicant's dissertation committee. In this role, the CSU faculty member will engage in every step of the doctoral student's dissertation process, including the preparation/planning phase, the dissertation proposal defense, and the final dissertation defense (Summer 2013 to Spring 2014).
- 2. Manuscript Preparation:** The CSU faculty mentor will provide support to the doctoral student applicant in regards to ongoing projects and, specifically, the preparation of manuscripts for publication. This will occur through document review, discussion, and revising/editing. The development of a final document for the purposes of submission for publication can be a challenging process and the CSU faculty advisor's support in this process will be valuable since he has extensive experience both in preparing manuscripts and in serving as a reviewer for some of the most prestigious journals in the field.
- 3. Research Conference Presentations:** The CSU faculty mentor will provide support to the doctoral student applicant in regards to the various phases of preparing and delivering research conference presentations. This will include the following: (a) review of presentation proposals prior to submission, (b) review of presentations to be presented at conferences (i.e., posters, PowerPoint presentations, and papers), and (c) provision of feedback about the actual presentation to guide the development of the doctoral student's presentation skills. We will also explore the possibility of submitting collaborative applications for conference presentations. (Summer 2013 to Spring 2014).
- 4. Partnerships within the CSU System:**
 - a. Expanding Ongoing Projects to CSU:** The CSU faculty mentor will help the applicant in creating partnerships within the CSU system to expand research projects that are in progress. For instance, the doctoral student is currently working with a researcher at his doctoral institution to develop a survey regarding the use of curricular models by Physical Education teachers. This project has the potential to be expanded to California to provide information regarding the current state of Physical Education in the state and how the CSU can better train Physical Education teachers that are familiar with and are able to use a variety of curricular models.
 - b. New Collaborative Projects:** The CSU faculty advisor and the doctoral student applicant will explore collaborative research opportunities. Potential future collaborative projects may be conducted in Arizona or in California or in both states. This will provide the doctoral student applicant with the opportunity to become familiar with the CSU system Institutional Review Board application process for the approval of research projects.
 - c. Guidance in Establishing Collaborations:** The CSU faculty mentor will provide guidance to the applicant in the process of establishing collaborations, including how to establish workloads with multiple faculty members and creating clear communication. These are essential components of successful collaborative research and the faculty advisor has extensive experience in collaborative projects.

5. **Curriculum Vitae Refinement:** The CSU faculty mentor will support the doctoral student applicant in the expansion and refinement of his curriculum vitae as well as in the creation of a professional portfolio. This will assist the applicant during his job search process.
6. **Professional Development Opportunities:** We plan to look for professional development opportunities that can further support the doctoral student applicant's growth as a researcher. These opportunities may include webinars, workshops, or even courses related to research methods, statistical methods used to analyze data (e.g., Hierarchical Linear Modeling), grant writing (e.g., through the National Institutes of Health), development of a curriculum vitae, and other. The plan is for the doctoral student to engage in at least one related activity every semester (Fall 2013, Spring 2014).

SERVICE:

1. **Involvement with CSU Committees:** The CSU faculty mentor and the doctoral student applicant will collaborate to identify committees at the faculty advisor's campus that are related to our field and where the applicant can serve either officially or unofficially. Potential committees may focus on areas like curriculum development for the Physical Education Teacher Education program or mapping course requirements with State and National Standards for Physical Education Teacher Education programs and cross-referencing with current course syllabi. (Summer 2013 to Spring 2014).
2. **Community Service:** Service to the community is usually an essential part of faculty members' service. The CSU faculty mentor and the doctoral student applicant will explore opportunities for the doctoral student to become involved with local communities within the CSU system. Such opportunities may include providing guidance to Physical Education departments of local schools that are trying to revamp their programs (e.g., providing advice regarding the selection of curricular models, alignment with state and national standards, integration of assessment, etc.). (Summer 2013 to Spring 2014).
3. **Service to the State Physical Education Association:** The CSU faculty mentor and the doctoral student applicant will explore opportunities for the doctoral student to provide service to the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). These opportunities can involve, for example, serving as an abstract reviewer for the annual CAHPERD conference or serving as a member of one of the association's committees (e.g., the advocacy committee). (Summer 2013 to Spring 2014).
4. **Service to the National Physical Education Association:** The CSU faculty mentor and the doctoral student applicant will explore opportunities for the doctoral student to provide service to the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) and specifically the National Association for Sport and Physical Education (NASPE). The applicant has served as an abstract reviewer for the annual AAHPERD conference last year and he will continue serving the organization in that capacity. Another opportunity for service to AAHPERD is the organization and implementation of graduate student-oriented activities during the annual conference (e.g., sessions related to preparation for job searching). (Summer 2013 to Spring 2014).
5. **Service to Peer-Reviewed Journals in the Field:** Serving as a reviewer for peer-reviewed journals is another desired area of service for faculty members. At least one of the top journals in the field of Physical Education (i.e., *Journal of Teaching in Physical Education*) allows doctoral students who are in the third year of their program or beyond to serve as guest

CDIP 2013-2014 Application

reviewers under the supervision of their mentors. The CSU faculty mentor and the doctoral student applicant will contact the journal editor requesting to include the doctoral student in the list of guest reviewers. (Summer 2013 to Spring 2014).

We believe that this plan includes a variety of specific collaborative activities between the CSU faculty mentor and the graduate student applicant that adequately address all three dimensions of a career as a faculty member of the CSU system (i.e., teaching, research, and service). We also believe that the plan has clear evidence of efforts to familiarize the doctoral student applicant with the CSU system and the expectations for CSU tenure-track faculty in the field of Physical Education Pedagogy. For example, various activities included in the plan require the applicant to familiarize himself with the following: (a) the California State Standards for Physical Education Teacher Education programs, (b) the CSU system Institutional Review Board application process for research projects, and (c) the various CSU committees in the field of Physical Education Teacher Education. Furthermore, the continuous communication and interaction of the doctoral student applicant with the CSU faculty advisor and potentially with other CSU faculty members within collaborative research projects will provide the applicant with the opportunity to become familiar with the CSU culture, governance, mission, and responsibilities of CSU tenure-track faculty in the specific field.

Doctoral Student Applicant

CSU, Chico Faculty Mentor