

Sustained Commitment to Service

Introduction

Although we, in academia, generally divide our efforts into three distinct components (teaching, research, and service), I believe commitment to all three is necessary to remain current and effective in my department, university, and profession. Being actively involved in service, while at Texas State University, has allowed me to contribute to my department, college, and profession, while also helping me remain connected to changes and progress in Health Education. As an assistant professor, I have served on nine institutional committees, thirteen thesis/culminating project committees, and one state organization board committee. Additionally, I have contributed to three national Health Education organization publications, served as a consulting editor for the *Journal of American College Health*, and as advisor of the Texas State University chapter of the *Eta Sigma Gamma* National Health Education Honorary (ESG), Delta Chi. I believe service is a key to professional growth and I am grateful to have had the opportunity to work with students and other professionals in these capacities.

Institutional Service

My departmental service also includes the Thesis Mentorship/Authorship Committee, Faculty Evaluation (FEC) Ad Hoc Committee for Web-based Teaching, and Academic Program Review Committee (APR). The Thesis Mentorship/Authorship Committee was charged with developing guidelines for ethical faculty collaboration and advisement of student thesis and research projects. Collaboration in this committee produced two working departmental documents. My FEC responsibilities include researching, developing, and testing evaluation tools for faculty performance in Web-based teaching. The finalized instrument will be used in annual faculty evaluation in the Department of Health and Human Performance. As a member of the APR, we are currently analyzing Health Education Program data and preparing the program review report.

For five years I have served on the Student Recruitment Committee, the committee responsible for increasing student enrollment through recruitment at Bobcat Days, professional meetings, and Personalized Academic & Career Exploration (PACE) events. I attend at least one Bobcat Day each year and spend significant time recruiting students during state and national professional meetings. During this time, our department has seen exponential growth in our undergraduate programs, as well as strong growth in our graduate programs.

Finally, at the departmental level, I have also served as faculty advisor for the Delta Chi chapter of *Eta Sigma Gamma* National Honorary for Health Education (ESG) for four years. Although the chapter is housed in the Department of Health and Human Performance, any student studying in a health sciences field at Texas State University is eligible for membership. As faculty advisor, it is my responsibility to guide students through extracurricular enhancement of service, teaching, research, and advocacy related to the Health Education profession. Our Delta Chi chapter has contributed to service projects, such as food and coat drives, World AIDS Day, Bobcat Build, among others, while also assisting in teaching projects with local community events and school districts. Additionally, students attend the annual ESG National Conference in conjunction with the American School Health Association Annual Meeting. Students help facilitate the meeting by service as planners and monitors, while also participating in ESG functions, and presenting research findings from annual Delta Chi research projects. As faculty adviser, I help coordinate student assignments and help students prepare presentations. During my time as adviser, two Delta Chi students won the *Gamman of the Year*, a national recognition given to students who make strong contributions to ESG and the Health Education profession.

In addition to my department service, I have served as a reviewer of proposals for the Research Enhancement Program and applications for the Outstanding Graduate Student Award in the College of Education. Currently, I am a member of the university Academic Student Organizations Committee, which is responsible for restructuring university definitions and

classifications for student organizations; specifically, we are charged with incorporating the needs of academic student organizations into the existing structure.

Professional Service

Because I believe service to my profession is essential for development and advancement of Health Education, I have actively pursued and engaged in professional service at the state and national levels. As part of my professional service, I have contributed to planning of Texas Association of Health, Physical Education, Recreation, and Dance (TAHPERD) and American Association of School Health (ASHA) annual meetings, and served on multiple state boards. Moreover, I have acted as a consulting editor for the *Journal of American College Health*, and contributed to several projects for the National Commission for Health Education Credentialing (NCHEC), the national body for the Health Education Specialist Certification and the *Eta Sigma Gamma* National Health Education Honorary (ESG).

As a member of TAHPERD, I served as chair of the Health Education Profession Education Section for two years, during which time I was responsible for collaborating with section officers to plan, develop, and implement health education programs at TAHPERD annual meetings. Prior to serving as chair, I served various roles within the section, including secretary and chair-elect. As a group, our focus was to maintain health education in public schools and to promote the health education profession within the state.

Moreover, as a consulting editor for the *Journal of American College Health* for the past four years, I'm responsible for reviewing one to two manuscripts each month, as well as collaborating with executive editors on publication decisions. As a reviewer, it is my responsibility to provide detailed feedback regarding methodology and analysis with a teaching philosophy, which stems from the review board's philosophy of providing meaningful feedback, rather than ambiguous "yes/no" or one sentence publication decisions. Meaningful research is necessary for development and implementation of effective, evidence-based Health Education and Health Promotion programs;

therefore, our goal is to not only accept and publish quality research, but also to “teach” effective research methodology by providing meaningful feedback and publication decisions.

Another example of my professional service is my contribution to national Health Education documents and publications. I participated as a contributing author, as well as a copy editor, to the 6th Edition of *The Health Education Specialist: A Companion Guide for Professional Excellence*, the NCHEC published “study guide” for the nationally recognized and accredited certification for Health Education Specialists. This text outlines national Areas of Responsibilities and Competencies for Certified Health Education Specialists (CHES), and is the primary text used for CHES exam preparation. I also contributed to development of the *Master Certified Health Education Specialist (MCHES) Exam Companion Guide Supplement*, a guide designed for Health Education professionals seeking MCHES, the certification for advanced-level practice. Furthermore, I participated as a contributing author and copy editor for *A Competency-Based Framework for Health Education Specialists – 2010*. Currently, I am participating in the Health Education Specialist Practice Analysis (HESPA), a study to update national Competencies for Health Education Specialists.

A final example of my professional service is my involvement in the ESG Constitution and By-laws Review and Update Committee. As a committee, we’ve been charged with reviewing ESG National- and Collegiate-level Constitutions and By-laws, with the goals of updating each document to represent changes in the profession, and aligning of articles and language in National and Collegiate Constitutions and By-laws.

Other Service

Finally, although not always considered service, I have devoted significant time to helping students with research projects, many of which were presented at state and national professional meetings. Over the past five years, I have served on 13 thesis/culminating project committees and have assisted students with survey development, research methodology, and statistical analyses to

promote their development as professionals that resulted in 14 student presentations, one of which won the Outstanding Poster Presentation Award at the 2010 TAHPERD Annual Convention.

In closing, I believe significant interplay between teaching, research, and service is necessary to remain current and be successful in my profession. Without serving my department, university and profession, I would lose valuable insight. Although it is sometimes difficult to “find time” to engage in service activities, I believe trying to create balance in my career and committing time to service, allows me to grow as a professional, while also providing me an opportunity contribute to the continued growth of my profession.