

Learning Analytics in RPTS: The Impact of Two Courses on Student Performance, Major Selection, and Degree Completion

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Department of Recreation, Park, and Tourism Studies
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Abstract

Students in the Department of Recreation, Park, and Tourism Studies (RPTS) are educated and trained to become leaders in a public health landscape increasingly aware of connections among the natural and built environment, and social, physical, and mental health. It is essential for any specialized field that their leaders be technically competent, current, and informed. With this in mind, the research questions for the proposed study from RPTS: 1) Does high student achievement in these courses lead students to choose RPTS majors?; 2) Does students' success in two core curriculum course/general education courses predict success in RPTS major coursework?; and, 3) Do students enrolled in those courses as a general education requirement achieve successful and timely graduation rates? Although the field of leisure studies/parks and recreation has nearly a 30-year history in scholarship of teaching and learning, there have been no studies or conceptual discussions on the implications of student performance in one class on their overall success throughout a major and eventual degree completion. If successful, knowing these primary factors will empower the RPTS faculty to more fully understand the critical nature of these gateway courses, consider further course re-design, and course sequencing due to the role they play in student graduation and major selection. But importantly, this four person project team is a collaborative proposal across majors/option areas will also allow the RPTS department to better understand the impact of student achievement in these general education courses and how they influence student achievement in subsequent courses.

Project Description

Purpose of the Investigation

Leisure Studies and/or Parks and Recreation curricula across the United States are focused on the production of a student that can demonstrate entry-level knowledge, design services that facilitate human experiences and embrace cultural dimensions of diversity, day-to-day operations and strategic planning, and show the potential to succeed as a professional at a supervisory level. For the field and its many settings, the purpose of an undergraduate degree and education is learning the basic knowledge and skills necessary for a successful beginning practitioner to be technically competent, well-versed in current management techniques, and informed of the most current practices in the industry. At Indiana University, the undergraduate curriculum in the Department of Recreation, Park and Tourism Studies (RPTS), leads not only to a B.S. in Recreation degree, but also prepares students for positions as recreation activity programmers, planners, and leaders; managers of facilities; supervisors of guest services; park and recreation resource managers; and specialists in such areas as tourism management, recreational therapy, recreational sports, public and nonprofit organizations, and outdoor adventure education.

Two courses vital to the education of all RPTS majors are SPH-R 110 (Foundations of Leisure and Public Health in Modern Society), and SPH-R 142 (Living Well). Both courses serve as pre-requisites for students choosing majors in RPTS as well as serving as Social and Historical Studies general education courses for students across the IUB campus. In SPH-R 110, students learn leisure's relational importance to the public health of individuals, groups and communities by studying its social, behavioral, psychological, historical, philosophical, economic, anthropological, and geographical foundations. In SPH-R 142, students' view of living well and public health by actively pursuing healthy lifestyles is studied and broadened in an effort to help students achieve balance in health, physical activity, and leisure pursuits.

With the recent transition from a School of HPER to a School of Public Health, the Department of RPTS, is one of the nation's few academic departments to embrace the importance of recreation and leisure in tackling public health risk factors. A purposeful reimagining of public health is required to be responsive to contemporary health challenges. As a result, the Department of RPTS is reshaping how parks, tourism, physical activity, sports, and leisure, enhance and expand disease prevention.

Research Objectives. With this in mind, the following are the research questions for the proposed interdisciplinary study across five majors within RPTS:

1. Does high student achievement in these courses lead students to choose RPTS majors? (or other SPH majors; Allsop & Mowatt are responsible for this question)
 - Majors within RPTS are Outdoor Recreation & Human Ecology (ORPHE), Public, Nonprofit, & Community Recreation (PNC Rec.), Recreational Sports (RSM), Recreational Therapy (RT), and Tourism, Hospitality and Event Management (THEM).
2. Does students' success in R110 and/or R142 predict success in RPTS major coursework? (Knapp is responsible for this question)

- Specifically, we would identify key courses within the majors at the 100-, 200-, 300-, and 400-level.
3. Do students enrolled in R110 and/or R142 as a general education courses achieve successful and timely graduation rates? (Young is responsible for this question)
- In relationship to Degree Maps, 120 credit hour degree requirements, and in regards to interdisciplinary programs, the information that could be gathered from University Division/the College of Liberal Arts & Sciences.

Significance and Impact of Study

As a field, teaching and learning has nearly a 30-year history within the pages of *Scholar: A Journal of Leisure Studies Recreation Education*. The journal has covered a range of discussions in curriculum design (Sable, Powell, Hagner & Lichtenstein, 1997); course design (Austin, Perry, Harnisfeger, & McCormick, 1999); student learning (Young & Myllykangas, 2006); accreditation measurement (Scholl & Olsen, 2014); assessment (Ross, Young, & Sturts, 2012); best teaching practices (Mowatt, 2010); issues in high education (Henderson, 1995); professional preparation (Beggs, Ross, & Knapp, 2006); curriculum competencies (Msengi, Farland, Pedsclaux, McGloster, & Yang, 2007); and SOTL work (Wellman, 2004) specific to the field of leisure studies and parks and recreation curriculum. However, there have been no studies or conceptual discussions on the implications of student performance in one class on their overall success throughout a major and eventual degree completion. Thus, such a study would be immensely valuable within RPTS and IU, as well as, across the country in leisure studies or parks and recreation curricula.

Anticipated Outcomes

The requested funding from the IUB Learning Analytics Fellows Program will help explore the impact of student achievement in SPH-R 110 and SPH-R 142 on major selection, graduation rates, and subsequent success in future Recreation, Parks, and Tourism Studies (RPTS) core courses. The anticipated outcomes from this proposed project are the identification of the impacts that student achievement has on major selection (student grades as a predictor of interest in declaring a major within RPTS), graduation rates and future RPTS core course success. If successful, these primary factors will empower the RPTS core faculty to more fully understand the critical nature of these core courses, consider further course re-design, and course sequencing due to the role they play in student graduation and major selection.

This will allow the RPTS department to better understand the impact of student achievement in these general education courses and how they influence student achievement in subsequent courses. In addition, this information will be used to help support Council on Accreditation of Park, Recreation, Tourism, and Related Professions (COAPRT) accreditation procedures within the RPTS department. It is also anticipated that this study will form the initial stages of a wider adoption of learning analytics by the RPTS department and enable the faculty to lay the foundation to further understand the role of student achievement both within and outside the department.

Research Methodology

This study will explore the impact of student achievement in SPH-R 110 and SPH-R 142 on major selection, graduation rates, and subsequent success in future Recreation, Parks, and Tourism Studies (RPTS) core courses. Student achievement will be measured through grades, which will be obtained from the Bloomington Assessment and Research office (BAR). SPH-R 110 and SPH-R 142, serve as core courses for the Recreation, Parks, and Tourism Studies Department and the School of Public Health and, in addition, function as general education courses for the entire Indiana University Bloomington campus. Both of these courses have an approximate fall enrollment of 250 students, with additional sections offered in the spring.

Data from the last five years will be compiled and Tableau analytics software will be used to explore and establish connections between student achievement and major selection, graduation rates, and subsequent success in future RPTS core courses. It is anticipated that the sample size will consist of approximately 2500 student records and that these students will follow traditional demographics for Indiana University. The four academic years of 2010-2011 through 2013-2014 will be analyzed for results and the current academic year will be analyzed for projected results. These results will be compiled and presented in a report to the Learning Analytics Fellows program and as a poster presentation for Indiana University faculty during the 2015 fall semester. They will also be presented within a submitted manuscript for *Scholar*.

Measurements of Success

The success of this project will be determined by three primary factors. First, the ability to obtain the necessary measures of student achievement. Second, the ability to obtain funding, secure access to the Tableau software, and obtain training for the use of the software. The final, and most important, factor will be the ability to identify the impacts that student achievement has on major selection, graduation rates and future RPTS core course success. If successful, these primary factors will empower the RPTS core faculty to more fully understand the critical nature of these core courses and the role they play in student graduation and major selection. This will also allow the RPTS department to better understand the impact of student achievement in these general education courses and how they influence student achievement in subsequent courses.

Previous Research Results

In addition, this information will be used to help support accreditation procedures within the RPTS department through the Council of Accreditation of Parks, Recreation, Tourism and related professions (COAPRT). It is also anticipated that this study will form the initial stages of a wider adoption of learning analytics by the RPTS department and enable the faculty to lay the foundation to further understand the role of student achievement both within and outside the department. Please see the Appendix on the summary of a departmental self-study that highlighted related concerns on student learning and professional preparation and the identification of courses related to accreditation learning outcomes.

References

- Austin, D. Perry, D., Harnishfeger, M., & **McCormick, B.** (1999). Graduate student perceptions of a televised master's degree program. *Schole: A Journal of Leisure Studies & Recreation Education, 14*, 123-133.
- Beggs, B. A., Ross, C. M. & **Knapp, J. S.** (2006). Internships in leisure services: A analysis of student and practitioner perceptions and expectations. *Schole: A Journal of Leisure Studies & Recreation Education, 21*, 1-19.
- Henderson, K. A. (1995). Leisure in a diverse society: Designing a course. *Schole: A Journal of Leisure Studies Recreation Education, 10*, 1-15
- Mowatt, R. A.** (2010). To begin with the end: Backwards design in leisure studies. *Schole: A Journal of Leisure Studies Recreation Education, 25*, 141-145.
- Msengi, I, Farland, J., Pedescleaux, J., McGloster, M., & Yang, H. (2007). Program effectiveness and curriculum competencies of the leisure youth and human services division at a Midwestern University. *Schole: A Journal of Leisure Studies & Recreation Education, 22*, 29-43.
- Ross, C. M., **Young, S. J.** & Sturts, J. R. (2012). Evaluating the student learning outcomes assessment process in undergraduate parks and recreation academic programs. *Schole: A Journal of Leisure Studies & Recreation Education, 27*(1), 25-38.
- Sable, J., Powell, L., Hanger, D., & Lichenstein, S. (1997). Curriculum design for a disability minor: An interdisciplinary approach. *Schole: A Journal of Leisure Studies & Recreation Education, 12*, 47-61.
- Scholl, K. & Olsen, H. M. (2014). Measuring student learning outcomes using the SALG instrument. *Schole: A Journal of Leisure Studies Recreation Education, 29*(1), 37-50.
- Wellman, J. D. (2004). The scholarship of teaching and learning. *Schole: A Journal of Leisure Studies Recreation Education, 19*, 1-9.
- Young, S. J.** & Myllykangas, S. A. (2006). Teaching management in recreation curriculum: Application of reality-based learning. *Schole: A Journal of Leisure Studies Recreation Education, 21*, 113-129.

Curriculum Vitae

Jared W. Allsop, M.S., CTRS

EDUCATION

Ph.D., 2017 (Expected Graduation), Indiana University, Bloomington, IN
Major: Leisure Behavior. Minor: Inquiry Methodology

M.S., 2012, University of Utah, Salt Lake City, UT
Major: Therapeutic Recreation

B.S., 2007, Brigham Young University, Provo, UT
Major: Recreation Management and Youth Leadership with an Option in Therapeutic Recreation. Minor: Psychology

EMPLOYMENT INFORMATION

8/13–Present	Indiana University, School of Public Health, Bloomington, Indiana
Lecturer	Lecturer for undergraduate Recreational Therapy and Parks, Recreation, & Tourism Studies courses.
8/12– 05/13	Indiana University, School of Public Health, Bloomington, Indiana
A.I.	Associate Instructor for undergraduate Recreational Therapy and Parks, Recreation, & Tourism Studies courses.
9/07 – 8/12	Kostopulos Dream Foundation, 4180 Emigration Canyon, Salt Lake City, Utah
Employee	-Program Director, TRS/CTRS -Clients diagnosed with a variety of chronic illnesses, cognitive and physical disabilities, ages 7-85 -Assess, plan, implement, evaluate, and document all recreational, educational, and cultural programs. -Manage a staff of 15-50 individuals year round -Additional responsibilities include: marketing, budgeting, non-profit management, summer camp management, community outreach, recruiting, strategic planning, performance measures, intern supervision, staff training and development, program and curriculum development, board presentations, ropes course facilitation -Interventions used: challenge courses, equine therapy, adventure and experiential based education, basic life skill classes, and social skill development programs.
4/08 – 9/09	Salt Lake County Adaptive, 8446 South Harrison Street, Midvale UT
-Employee	-Certified Therapeutic Recreational Specialist -Clients who are recovering substance abusers at the Haven Treatment Center, ages 18-70 -Plan, implement, evaluate, and document effectiveness of all programs and participants -Lead group recreational therapy sessions
-5/07 – 08/07	National Ability Center, 3991 E Hwy 248, Park City, Utah
-Intern	-Worked with males and females ages 4-65 -Clients diagnosed with wide range of physical, cognitive and/or behavior disabilities -Assessed, planned, implemented, and evaluated wide range of therapeutic activities including and related to: outdoor education, adventure learning, people first activities, mountain biking, waterskiing, horseback riding, rope course elements, and aquatic therapy -Assisted in the administrative and summer camp aspects of the facility
-05/05 – 5/07	Pedersen's Ski & Sport, 575 East University Pkwy, Orem, Utah

- Employee -Assistant Store Manager/Sales Associate
-Worked with the store manager maintaining a positive work environment as well as performing inventory assessments, staff evaluations, product orders and customer service responsibilities.
- 2/06 – 05/06 Shriners Hospital, Fairfax Rd & Virginia, Salt Lake City, Utah
- Volunteer -Worked in the prosthetics department helping fit children ages 1-15 with prosthetics
-Assisted in both construction and clinical application of prosthetics
-Worked in the Recreation Therapy department running arts and crafts sessions with children ages 6-13 dealing with cancer, severe burns, amputations, depression, and other medical conditions
- 5/04 – 8/04 Hole in the Wall Gang Camp, 565 Ashford Center Rd, Ashford, CT
- Employee -Ropes course staff and summer camp counselor
-Children, ages 7-16, diagnosed with cancers, sickle cell anemia, AIDS/HIV, and hemophilia
-Planned, facilitated, and evaluated outdoor recreational activities including initiation, trust, and team building activities as well as low and high rope course elements
- 7/98, 99, 03 Big Sky Kids/Eagle Mount, 6901 Goldenstein Ln, Bozeman, Montana
- Volunteer -Summer camp counselor for children with cancer
-Worked with males and females ages 12-18
-Clients diagnosed with cancers and related illnesses
-Assisted in the operation of various outdoor recreation activities including camping, hiking, horseback riding and rafting

SCHOLARSHIP AND CREATIVE ACTIVITY

Presentations

- Allsop, J. (2014). RTI Annual Conference, “Assessing the social effects of a therapeutic recreation summer camp for adolescents with chronic illness”. Verbal Presentation.
- Loucks, S., Allsop, J., Emigh, W., Bongard, V., Cook, C., Kurz, L., Ortiz, S., Embry, M., & Kavousian, S. (2014). FALCON Annual Conference, “Reflections from a Non-Tenure Track Faculty Learning Community: The Benefits of Cross Disciplinary, Discussions among Non-Tenured Track Faculty”. Verbal Presentation.
- McCormick, B. & Allsop, J. (2014). ATRA Annual Conference, “Why fun is good for you: Positive emotion as a recreational therapy outcome”. Verbal Presentation.
- Van Puymbroeck, M., Allsop, J., Miller, K.K., & Schmid, A. (2014). American Congress of Rehabilitation Medicine, “Improvements in ICF Components in Individuals With Chronic Stroke Following a Yoga-Based Intervention”. Toronto, Canada. Visual Presentation.
- Allsop, J. & Sibthorp, J. (2013). ACA National Conference, “Assessing the social effects of a therapeutic recreation summer camp for adolescents with chronic illness”. Verbal Presentation.
- Allsop, J. (2013). ACA National Conference, “Assessing the social effects of a therapeutic recreation summer camp for adolescents with chronic illness”. Visual Presentation.
- McCormick, B.; Allsop, J. & Walter, A. (2012). RTI Annual Conference, “Why fun is good for you: Positive emotion as a recreational therapy outcome”. Verbal Presentation.
- Allsop, J. (2012). URTA Annual Conference, “The effects of therapeutic recreation programming on summer camps for adolescents with chronic illness”. Verbal Presentation.
- Allsop, J. & Ethington, G. (2012). URTA Annual Conference, “Portable portables, quick on the spot icebreakers, team building, and initiative based activities for the CTRS”. Verbal Presentation.

- Howard, G. & Allsop, J. (2007). URTA Annual Conference, “How to prepare for graduation”. Verbal Presentation.

Publications

- Allsop, J.; Negley, S. & Sibthorp, J. (2013). Assessing the social effects of a therapeutic recreation summer camp for adolescents with chronic illness. *Therapeutic Recreation Journal*, 47(1), 35-46.
- Van Puymbroeck, M., Allsop, J., Miller, K.K., & Schmid, A. (in press). ICF- based improvements in body structures and function, and activity and participation in chronic stroke following a yoga-based intervention. *American Journal of Recreation Therapy*.
- Van Puymbroeck, M.; Townsend, J.; Wenzel, K.; & Allsop, J. (in press). Multiple sclerosis. In H. Porter (Eds.) *Recreational therapy handbook of practice*. Enumclaw, WA: Idyll Arbor.
- Van Puymbroeck, M.; Allsop, J.; & Schmid, A. (in press). Cerebrovascular Accident. In H. Porter (Ed.), *Recreational therapy handbook of practice*. Enumclaw, WA: Idyll Arbor

Course Instructed

- Recreational Therapy Internship Professional Preparation – Lecture (SPH-Y 397), Fall 2014
- Recreational Therapy Assessment and Planning – Lecture (SPH-Y 378), Fall 2014
- Inclusion in Recreation, Parks and Tourism – Lecture (SPH-R 210), Fall 2014
- Foundations of Recreational Therapy – Lecture (SPH-Y 277), Spring 2014
- Recreational Therapy Facilitation Techniques and Evaluation – Lecture (SPH-379), Spring 2014
- Foundations of Recreation and Leisure – Lecture (SPH-R 110), Spring 2014
- Recreational Therapy Internship Professional Preparation – Lecture (SPH-Y 397), Fall 2013
- Recreational Therapy Assessment and Planning – Lecture (SPH-Y 378), Fall 2013
- Inclusion in Recreation, Parks and Tourism – Lecture (SPH-R 210), Fall 2013
- Recreational Therapy Facilitation Techniques & Evaluation – Lab (HPER-R 379), Spring 2013

Service

- RPTS Department Member on the SPH Committee on Service – September 2013-May 2014
- RPTS Department Member on the SPH Committee on Workforce Development – September 2014-Present

PROFESSIONAL INVOLVEMENT

- Member of RTI
- Member of ATRA
- Member of ACA

CERTIFICATIONS

- CTRS
- CPR
- First Aid
- Small Watercraft
- Lifeguard

AWARDS

- ACA Marge Scanlin Outstanding Student Research Award - 2013
- Outstanding Master Student - University of Utah, Department of Parks, Recreation, & Tourism 2010-2011
- University of Utah Federal Credit Union Scholarship 2010-2011

- University of Utah Federal Credit Union Scholarship 2009-2010
- Utah Recreation Therapy Association Outstanding Member of the Year Award - 2009-2010
- Utah Recreation Therapy Association Recreational Therapy Co-Student of the Year - 2007
- Thane Packer BYU Recreational Therapy Scholarship recipient - 2006
- Family Recreation Scholarship recipient - 2005
- Matthew Ver Hagen Memorial Scholarship recipient - 1999
- Memorial Service Scholarship recipient - 1999
- Eagle Scout Award - 1998

Dr. Rasul A. Mowatt

AREAS OF INTEREST

- **Primary Pedagogical Areas: leisure studies, social justice, cultural studies, and critical pedagogy**
 - Secondary Pedagogical Areas: racial identity, social inequity (diversity education), leadership (transformational leadership theory) & management best practices (team management & team-based learning), media & narrative analysis (informational literacy), use of visual materials & visual methodology (video action research and pedagogy), community development (service-learning), and active learning.

EDUCATION

- **Doctor of Philosophy in Leisure Behavior**, August 2006
University of Illinois at Urbana-Champaign
Department of Recreation, Sport and Tourism (formally the Department of Leisure Studies)
- **Master of Science in Park and Natural Resource Management**, May 2002
University of Illinois at Urbana-Champaign
Department of Leisure Studies
- **Bachelor of Science in History**, May 1995
University of Illinois at Urbana-Champaign
Department of History

AWARDS

National

- 2014. Academy of Leisure Sciences (ALS) Excellence in Teaching Award.
- 2011. Nominated for National Recreation & Park Association (NRPA) Annual Excellence in Teaching Award.
- 2010. Nominated for the National Parks & Recreation Excellence in Teaching Award.
- 2010. Nominated for Society of Parks & Recreation Educators Annual Excellence in Teaching Award.

State

- 2014. Mack Fellow. Faculty Colloquium on Excellence in Teaching (FACET). Indiana University.
- 2013. Faculty Colloquium on Excellence in Teaching (FACET) Award. Indiana University.
- 2012. Nominated for Faculty Colloquium on Excellence in Teaching (FACET) Award. Indiana University.
- 2011. Nominated for Faculty Colloquium on Excellence in Teaching (FACET) Award. Indiana University.
- 2010. Nominated for Faculty Colloquium on Excellence in Teaching (FACET) Award. Indiana University.

Campus

- 2013-14. The Beth Wood Distinguished Service-Learning Faculty Award. Indiana University.
- 2012-13. The Beth Wood Distinguished Service-Learning Faculty Award. Indiana University.
- 2013. Nominated for Student Choice Award, Indiana University Neal-Marshall Black Cultural Center. Indiana University.
- 2013. Commission of Multicultural Understanding Faculty Member Award. Indiana University.
- 2011-2012. The Beth Wood Distinguished Service-Learning Faculty Award. Indiana University.

- 2012. Nominated for Student Choice Award, Indiana University Student Foundation. Indiana University.
- 2010. Nominated for Student Choice Award, Indiana University Student Foundation. Indiana University.
- 2009. Student Choice Award, Indiana University Student Foundation Award. Indiana University.
- 2008. Nominated for Student Choice Award, Indiana University Student Foundation. Indiana University.
- 2004. Graduate Teaching Certificate, Center for Teaching Excellence at the University of Illinois at Urbana-Champaign.

School

- 2012. Trustees Teaching Award, School of Health Physical Education & Recreation Annual Teaching Excellence Award. Indiana University.
- 2012. Nominated for Outstanding Early Career Scholar Award, School of Public Health - Bloomington. Indiana University.
- 2011. Trustees Teaching Award, School of Health Physical Education & Recreation Annual Teaching Excellence Award. Indiana University.
- 2010. Trustees Teaching Award, School of Health Physical Education & Recreation Annual Teaching Excellence Award. Indiana University.
- 2009. Trustees Teaching Award, School of Health Physical Education & Recreation Annual Teaching Excellence Award. Indiana University.
- 2008. Trustees Teaching Award, School of Health Physical Education & Recreation Annual Teaching Excellence Award. Indiana University.

Course Development

- 2009. Faculty Fellowship, Office of Service Learning Faculty Fellows Program. Indiana University.

Community

- 2007. National Recreation and Parks Association Award of Recognition (on behalf of the Department of Recreation, Park, and Tourism Studies volunteer support of 375 students).
- 2006. President's Gavel, Rotary International. Sunrise Rotary, Champaign, Illinois.
- 2005. Rotarian of the Year, Rotary International. Sunrise Rotary, Champaign, Illinois.

SELECTED PUBLICATIONS

- **Mowatt, R. A.**, & Travis, J. (2015). Event planning, public participation & failure: A 2016 Olympic bid case Study. *Revue Loisir et Societe - Leisure and Society*, 38(2).
- Duffy, L. N., **Mowatt, R. A.**, Fuchs, M. & Salisbury, M. A. (Accepted). Making Diversity Tangible: Assessing the Role of Service-Learning in Teaching Diversity & Social Justice. *International Journal of Critical Pedagogy*.
- Schmalz, D. L. & **Mowatt, R. A.** (2014). The unsettling nature of prejudice. *Journal of Leisure Research*, 46(3), 245-251.
- **Mowatt, R. A.** & Schmalz, D. L. (2014). The conspicuous nature of power. *Journal of Leisure Research*, 46(3), 353-358.
- Mowatt, R. A. (2013). Constructing white supremacy or privilege: Deconstructing "whiteness" in leisure studies. *Leisure Studies Association Newsletter*, 94, 45-50.
- **Mowatt, R. A.**, French, B. H., & Malebranche, D. A. (2013). Black/female/body hypervisibility and invisibility: A black feminist augmentation of feminist leisure research. *Journal of Leisure Research*, 45(5), 644-660.
- Floyd, M. F., & **Mowatt, R. A.** (2013). Leisure and African Americans: A historical overview. In M. Stodolska, M. Floyd, K. J. Shinew, & G. J. Walker (Eds.), *Race, ethnicity, and leisure* (pp. 53-74). Champaign, IL: Human Kinetics.

- Anderson, A. R., & **Mowatt, R. A.** (2013). Heterosexism in campus recreational club sports: An exploratory investigation into attitudes toward gay men and lesbians. *Recreational Sport Journal*, 37(2), 106-122.
- Duffy, L. N., **Mowatt, R. A.**, Chancellor, H. C., & Cardenas, D. A. (2013). Machismo-Marianismo and the Involvement of Women in a Community-Based Tourism Project in Ecuador, South America. *Tourism Analysis: An Interdisciplinary Journal*, 17(6), 791-803.
- Sturts, J. R., & **Mowatt, R. A.** (2012). Understanding and overcoming “bottlenecks” in student learning. *Schole: A Journal of Leisure Studies & Recreation Education*, 27(1), 39-45.
- Mowatt, R. A. (2012). Lynching as leisure: Broadening notions of a field. *American Behavioral Scientist*, 56(10), 1361-1387.
- **Mowatt, R. A.**, & Bennett, J. (2011). War narratives: War Stories, PTSD effects, and therapeutic fly-fishing. *Therapeutic Recreation Journal*, 45(4), 286-308.
- **Mowatt, R. A.**, & Chancellor, H. C. (2011). Visiting death & life: tourism, slavery & slave forts. *Annals of Tourism Research*, 38(4), 1-25
- Mowatt, R. A. (2010). Team-based learning: An approach to teaching leisure service management & leadership. *Schole: A Journal of Leisure Studies & Recreation Education*, 25, 54-68.
- Mowatt, R. A. (2010). To begin with the end: Backwards design in leisure studies. *Schole: A Journal Of Leisure Studies & Recreation Education*, 25, 141-145.
- Mowatt, R. A. (2009). Notes from a native son: Expanding an understanding of Whiteness in leisure. *Journal of Leisure Research*, 41(4), 509-526.
- Mowatt, R. (2008). The king of the damned: Reading lynching as leisure. *Policy Futures in Education*, 7(2), 185-199.
- McCarthy, C., Durham, A., Elavsky, C. M., Filmer, A., Giardina, M., Harewood, S., Kim, S., Logue, J., Malagracia, M., & **Mowatt, R.** (2008). Contesting identities, contesting nations. *Policy Futures in Education*, 7(2), 138-144.
- Mowatt, R. (2007). The king of the damned: Reading lynching as leisure; The analysis of lynching photography for examples of violent forms of leisure. In C., McCarthy, A., Durham, L., Engel, A. A., Filmer, M. D., Giardina, J., Logue, & M., Malagracia, (Eds.), *Globalizing cultural studies: Ethnographic interventions in theory, method & policy* (pp. 253-270). New York: Peter Lang Publishing.
- Shinew, K., **Mowatt, R.**, & Glover, T. (2007) An African American community recreation center: Participants’ and volunteers’ perceptions of racism and racial identity. *Journal of Parks and Recreation Administration*, 25(2), 84-106.

SELECTED PRESENTATIONS

- Lovett, M. L. & **Mowatt, R.** (2014, May). The education effect: A university-community school partnership to support academic achievement in Liberty City, Miami. *Proceedings at the 10th International Qualitative Inquiry Conference* (p. 111). 10th International Qualitative Inquiry Conference, University of Illinois–Urbana-Champaign.
- Henderson, K. A., Dionigi, R., **Mowatt, R. A.**, Samdahl, D., Scraton, S., Schmalz, D., Shannon-McCallum, Memorial, A. S., Tirone, S., & Trussell, D. (2014, May). Feminist leisure studies in a postfeminist society. *Proceedings from the 14th Canadian Congress on Leisure Research*. Canadian Congress on Leisure Research, Nova Scotia, CA: Dalhousie University.
- **Mowatt, R. A.**, & Floyd, M. F. (2014, May). Old knowledges, new societies: *The Philadelphia Negro* and leisure research. *Proceedings from the 14th Canadian Congress on Leisure Research*. Canadian Congress on Leisure Research, Nova Scotia, CA: Dalhousie University.
- Doss, D., Middlestadt, S., Murray, M., Lin, H. C., & **Mowatt, R. A.** (2014, February). *Understanding intention to Participate in Physical Activity Programs among Black Adults in Gary, Indiana*.

Upcoming presentation for the 22nd National Association of African American Studies Affiliates Conference. Baton Rouge, LA.

- Duffy, L. N. & **Mowatt, R. A.** (2014, February). *Assessing the role of service-learning in teaching diversity and social justice*. Presentation at the Academy of Leisure Sciences Teaching Institute. Pacific Grove, CA.
- Mowatt, R. A. (2014, February). *Information fluency and research: Redesigning the course research paper*. Presentation at the Academy of Leisure Sciences Teaching Institute. Pacific Grove, CA.
- Franzidis, A., & **Mowatt, R. A.** (2013, June). *Tourism development in less economically developed countries*. Presentation at the International Critical Tourism Studies Conference V. Guildford, UK: University of Surrey.
- **Mowatt, R. A.**, & Fuchs, M. (2013, April). *Making diversity tangible: Benefits of service-learning site, Pages to Prisoners, in the study of Race*. Upcoming presentation at the Center for Innovative Teaching & Learning Poster Symposium. Indiana University.
- Onesti, N. S., **Mowatt, R. A.**, Colon, C. L. & Center for Innovative Teaching & Learning. (2012, September). *Leveraging classroom technology in large courses: The results from a faculty learning community*. Presentation at the 2012 Statewide IT Conference. Indiana University and Purdue University - Indianapolis.
- **Mowatt, R. A.**, Johnson, C. W., Roberts, N. S., & Kivel, D. (2012, May). Embarrassingly White: Changing the “color” of higher education in parks, recreation, and leisure studies. *Proceedings from the 1st Annual Social Justice in Leisure Studies Conference*. Salt Lake City, UT: The University of Utah.
- Duffy, L. & **Mowatt, R. A.** (2011, October). Service-Learning and Community-Based Research in Leisure and Tourism Planning: International and Domestic Mechanisms for Social Change. *2011 Annual Conference Proceedings* (pp. 140-141). International Association for Research on Service-Learning and Community Engagement. Chicago, IL: University of Illinois Chicago.
- **Mowatt, R. A.**, & Floyd, M. F. (2011, May). The white tapestry on the wall: Re-conceptualizing the foundations of leisure research and education from a colored perspective. *Proceedings from the 13th Canadian Congress on Leisure Research* (pp. 264-271). Canadian Congress on Leisure Research, Ontario, CA: Brock University.
- **Mowatt, R. A.**, & Lovett, M. L. (2011, February). *Video Action Research & Pedagogy: Combining Civic Engagement & Critical Thinking in Leisure*. Presentation at the 2011 Leisure, Recreation, Sport, and Tourism Educators Teaching Institute (formally SPRE Teaching Institute). Athens, GA: University of Georgia.
- Mowatt, R. A. (2009, November). *The Gap: Examining the Quality of Life Populations of Color in the Backdrop to a Phenomenon*. Presentation at the 2009 Men of Color/Women of Color Conference & Leadership Institute. Bloomington, IN: Indiana University.
- **Mowatt, R.**, & Lovett, M. K. (2008, February). *Heritage after disaster: Visual narratives of rebuilding and preservation in New Orleans. Selling or Telling? Paradoxes in Tourism, Culture and Heritage, 2008 ATLAS Conference Proceedings* (pp. 5). Association for Tourism and Leisure Education (ATLAS), University of Brighton, UK.
- Shinew, K. J., Stodolska, M., & **Mowatt, R.** (2007, October). Increasing our understanding of African Americans’ and Latinos’ use of urban parks. *Leisure Research Symposium Book of Abstracts* (pp. 159-162). National Recreation and Park Association Conference, Indianapolis, IN.
- Mowatt, R. (2006, May). Violence as a form of leisure: Reflections on the visual analysis and textual analysis of lynching in American history. *Proceedings at the 2nd International Qualitative Inquiry Conference* (p. 306). 3rd International Qualitative Inquiry Conference, University of Illinois–Urbana-Champaign.

Dr. Sarah J. Young

EDUCATIONAL BACKGROUND

Doctor of Philosophy, 1998. Indiana University, Bloomington, IN

Major: Leisure Behavior Minor: Law

Master of Science, 1986. Indiana University, Bloomington, IN

Major: Recreational Sport Administration

Bachelor of Science, 1982. Illinois State University, Normal, IL

Major: Recreation and Park Administration

ACADEMIC and PROFESSIONAL POSITIONS

- 2002 – present Associate Professor, Department of Recreation, Park, and Tourism Studies - Indiana University
- 2011 – present Option Coordinator, Recreational Sport Management, Department of Recreation, Park, and Tourism Studies – Indiana University
- 2002 – 2009 Undergraduate Curriculum Coordinator, Department of Recreation, Park, and Tourism Studies - Indiana University
- 1998 – 2002 Assistant Professor, Leisure Studies Program, Department of Tourism and Convention Administration, William F. Harrah College of Hotel Administration, University of Nevada, Las Vegas
- 1995 – 1998 Visiting Lecturer, Department of Recreation and Park Administration - Indiana University, Bloomington, Indiana
- 1989 – 1995 Assistant Director, Intramural Sports - Indiana University, Division of Recreational Sports, Bloomington, Indiana
- 1986 – 1989 Coordinator, Intramural Sports - Indiana University, Division of Recreational Sports, Bloomington, Indiana

HONORS and AWARDS

Research Awards

- Research Fellow, Sport & Recreation Law Association, 2013.
- Outstanding Journal Article Award, National Intramural-Recreational Sports Association, 2003.
- Outstanding Journal Article Award, National Intramural-Recreational Sports Association, 2001.

Teaching Awards

- Career Teaching Award, School of Public Health, Indiana University, 2013.
- Trustees Teaching Award, Indiana University, Board of Trustees Award for outstanding teaching in the School of Health, Physical Education and Recreation, 2009, 2006, 2004, & 2003.
- Faculty Colloquium on Excellence in Teaching (FACET) award, Indiana University, 2007.
- Teaching Excellence Recognition Award, Indiana University, Board of Trustees Award for outstanding teaching in the School of Health, Physical Education and Recreation, 1997.

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CREATIVE RESEARCH ACTIVITY (for last 4 years)

Refereed Publications

- * Young, S. J., Sturts, J. R., & Ross, C. M. (accepted). Physical activity among community college students. *Journal of Facility Planning, Design, and Management*.
- * Keiper, M. C., Young, S. J., Fried, G., & Seidler, T. (2014). The legal implications of obstacle racing and suggested risk management strategies. *Journal of Legal Aspects of Sport, 24*(2), 78 – 95.
- * Kroth, A. M., & Young, S. J. (2014). New professionals, new desires: What Millennials want in their work. *Recreational Sport Journal, 38*(1), 23 – 32.
- * Ross, C. M., Young, S. J., Sturts, J. R., & Kim, K. T. (2014). Personal correlates impacting job satisfaction among campus recreational sport employees. *International Journal of Sport Management, Recreation & Tourism, 14*(d), 68-96.
- * Young, S. J., Ross, C. M., Kim, K., & Sturts, J. R. (2013). Engaging youth in physical activity: Indicators of a physically active friendly community. *Child Indicator Research, 6*(2), 1-17, DOI: 10.1007/s12187-013-9199-1.
- * Ross, C. M., Young, S. J., Sturts, J. R., & Franzidis, A. F. (2013). A Delphi study identifying indicators and criteria for physically active communities for youth 10-14 years old. *LARNet: The Cyber Journal of Applied Leisure and Recreation Research, 16*(1), 1-11.
- * Young, S. J., Sturts, J. R., Ross, C. M., & Kim, K. T. (2013). Generational differences and job satisfaction in leisure services. *Managing Leisure, 1*, 1-19.
- * Ross, C. M., Young, S. J., Sturts, J. R., & Kim, K. T. (2012). Factors affecting job satisfaction of public park and recreation employees. *Applied Recreational Research and Programming Annual, 2*, 1-31.
- * Kroth, A. M. & Young, S. J. (2012, November/December). Banned from the pool: Due process and public places. *Journal of Physical Education, Recreation & Dance, 83*(9), 6-7, 12.
- * Ross, C. M., Young, S. J., & Sturts, J. R. (2012). Evaluating the student learning outcomes assessment process in undergraduate parks and recreation academic programs. *Scholar: The Journal of Recreation and Leisure Studies Education, 27*(1), 25-38.
- * Zukis, E. A. & Young, S. J. (2012, May/June). Contact sport exception and nonparticipants. *Journal of Physical Education, Recreation & Dance, 83*(5), 5-6.

- * Young, S. J., & Souder, A. P. (2011, November/December). Waivers: Contracts of adhesion? *Journal of Physical Education, Recreation & Dance*, 82(10), 10-11.
- * Coe, E.E., Chancellor, H.C., & Young, S. J. (2011, September). Exploring motives, benefits, constraints, and needs of bicycle commuters. *International Federation of Parks and Recreation Administration World*, 6-7.
- * Burch, L. M., & Young, S. J. (2011, September). Contact sport rule is alive and well in Iowa. *Journal of Physical Education, Recreation & Dance*, 82(7), 8-9, 55.
- * Barcelona, R.J., & Young, S.J. (2011). Hands on or hands off? The role of municipal parks and recreation in community youth sports program. *Applied Research in Coaching and Athletics Journal*, 1, 24-54.

Abstracts

- * Ross, C. M, Young, S. J., & Sturts, J. R. (2012). Examining outcomes assessment in park and recreation academic programs. *Abstract from 2012 Leisure Research Symposium – Anaheim, California.*
- * Ross, C. M, Young, S. J., & Sturts, J. R. (2012). Indicators of Physically Active Friendly Communities: Measuring a Healthy Community for Youth 10-14 Years. *Abstract from 2012 World Leisure Organization Congress – Rimini, Italy.*

Competitive Presentations

- Young, S. J. (2014). Mock court in a recreation law course: Are students really learning? Paper accepted *Academy of Leisure Sciences Teaching Institute*. Pacific Grove, CA.
- Young, S. J., & Sturts, J. R. (2014). Teaching students to think critically through problem-based learning. Paper accepted *Academy of Leisure Sciences Teaching Institute*. Pacific Grove, CA.
- Young, S. J., & Ramos, W. D. (2013, April). What do students really learn from mock court? Active learning in a recreation law course. Paper presented at *E. C. Moore Excellence on Teaching Symposium*, Indianapolis, IN.
- Young, S. J. (2013, March). Understanding today's sport law student. Paper presented at *Sport and Recreation Law Association Annual Conference*, Denver, CO.
- Young, S. J., & Ramos, W. R. (2013, March). Obstacle Racing and Challenge Events: Why aren't there more lawsuits? Paper presented at *Sport and Recreation Law Association Annual Conference*, Denver, CO.
- Young, S. J., Ross, C. M., & Sturts, J. R. (2013, January). Understanding Millennials in the Workforce while Preparing for the Second Wave. Paper presented at *Indiana Parks & Recreation Association annual conference*, Bloomington, IN.
- Ross, C. M., Young, S. J., Murray, M. J., Klossner, J., & Sturts, J. R. (2012, November). Shared Goals and Student Learning Outcomes: Using Multiple Methods of Assessment in the School of Public Health-Bloomington. Presentation at *Scholarship of Teaching and Learning* event hosted by Center for Innovative Teaching and Learning, Indiana University, Bloomington, IN.
- Young, S. J., & Ramos, W. D. (2012, March). Legal Implications of Over-Exercise and Eating Disorders for Coaches and Athletic Directors in High School and College Settings. Paper presented at *Sport and Recreation Law Association Annual Conference*, Greensboro, NC.
- Moiseichik, M. L., & Young, S. J. (2012, March). The Effect of Immunity on High Risk Activity Offerings in U.S. Communities. Paper presented at *Sport and Recreation Law Association Annual Conference*, Greensboro, NC.

- Sturts, J. R., Young, S. J., & Ross, C. M. (2012, March). Personal Correlations Impacting Job Satisfaction among Campus Recreational Sport Employees, Poster presented at the *2012 NIRSA Annual Conference & Recreational Sports Exposition*, Tampa, FL.
- Sturts, J. R., Young, S. J., Kim, K. T., & Ross, C. M. (2011, April). Generational Differences in Job Satisfaction. Poster presented at the *2011 National Intramural-Recreational Sports Association Annual Conference*, New Orleans, LA.
- Young, S. J., & Rodenberg, R. M. (2011, March). Gambling on the U.S. Constitution. Paper presented at *Sport and Recreation Law Association Annual Conference*, Savannah, GA.

RESEARCH SUPPORT (past 3 years)

- Indiana University, School of Public Health-Bloomington. International Research Travel Grant. June, 2014, \$3260.00 awarded.
- U.S. Department of State - Bureau of Educational and Cultural Affairs (ECA). *Youth Enrichment through Sport (YES) Ghana*. September 2013 – October 2015. Total budget requested: \$216,605; Total cost sharing: \$97,426; Total budget: \$314,031. Role: Primary-investigator.

SERVICE ACTIVITIES (past 3 years)

- Member, School of Public Health-Bloomington, Academic Council, 2014-present.
- Chair, School of HPER Academic Council, 2010-2011 & 2012.
- Member, School of Public Health Promotion and Tenure Committee, 2008 – 2012 & 2013-2014.
- Member, RPTS Undergraduate Studies Committee, 2011 – present.

Dr. Julie S. Knapp

EDUCATION

- 2000 – Ph.D. Indiana University, Bloomington, IN (Leisure Behavior) Dissertation: *Leadership Development: Marker Events and Experiences of Leaders in Local Public Parks and Recreation*
Minor: Public Administration
- 1997 – M.S. Indiana University, Bloomington, IN (Recreation Administration)
- 1991 – B.S. University of Nebraska, Lincoln, NE (Recreation and Leisure Studies)

APPOINTMENTS

- 2010-present Clinical Assistant Professor, Indiana University- Internship Coordinator, Indiana University, Department of Recreation, Park and Tourism Studies, Duties include: Instructor for undergraduate courses. Supervision, placement and advisement related to the Department's internship program.

SELECTED PUBLICATIONS

Refereed Journal Articles

Accepted

- Beggs, B.A., Ross, C.M., & Knapp, J. (2006). Internships in leisure services: An analysis of student and practitioner perceptions and expectations. *Scholar*.
- Knapp, J., & Jamieson, L. (2003). An exploratory study of collaborative efforts between police and public parks and recreation departments. *LARNet; The Cyber Journal of Applied Leisure and Recreation Research*.

Refereed Proceedings of Research Symposia / Conferences

- Knapp, J., & McLean, D. (2004). The Passion for Public Service. Proceedings. (2004 Great Lakes Park Training Institute). Pokagon, IN: Indiana University.
- Knapp, J., & McLean, D. (2001). Leadership Development: Marker Events and Experiences of Leaders in Local Public Parks and Recreation. Proceedings. (2001 NRPA National Congress Leisure Research Symposium). Denver, CO: National Recreation and Park Association.
- Knapp, J., & Jamieson, L. (2000). An exploratory study of collaborative efforts between police and public parks and recreation departments in three Midwestern communities. Proceedings. (2000 NRPA National Congress Leisure Research Symposium). Phoenix, AZ: National Recreation and Park Association.

Textbooks

- Knapp, Julie (2014) Career Perspectives on-line Text Book – Publisher Great River Technologies

Instructional Materials and Technical Reports

- Knapp, J. (2013-2004). Indiana University Executive Development Program Student Manual. Indiana University
- Jamieson, L., Knapp, J. & Cooper, J. (2003). Self-Study Accreditation Report for Continuing Accreditation of the Baccalaureate Program. Indiana University.

- Indiana University-Eppley Institute. (1999). City of Fairfield needs assessment. Department of Parks and Recreation, Fairfield, OH.

SELECTED PRESENTATIONS AT PROFESSIONAL MEETINGS

National

Competitive

- Beggs, B.A., Ross, C.M., & Knapp, J. (October,2006). Internships in leisure services: An analysis of student and practitioner perceptions and expectations. 2006 NRPA National Congress Poster Session, Seattle WA: NRPA
- Young, S., & Knapp, J. (October 2005). Employee Performance: Turning Subpar into Superstar. 2005 NRPA National Congress Education Session, San Antonio: NRPA
- Young, S., & Knapp, J. (October 2003). Generations in the Workplace: Impact upon Mentoring. 2003 NRPA National Congress Education Session, St. Louis: NRPA McLean, D., Hurd, A., and Knapp, J. (October 2002). Competencies, Experiences and Executive Leadership Development. 2002 NRPA National Congress Education Session, Tampa, FL: NRPA.

State

Competitive

- Knapp, J. (January, 2013). Preparing for the CPRP Exam: Strategies, Tips and Practice. The Indiana Park and Recreation Association Annual Conference, Indianapolis, IN : IPRA.
- Knapp, J. (January, 2012). Preparing for the CPRP Exam: Strategies, Tips and Practice. The Indiana Park and Recreation Association Annual Conference, Bloomington, IN : IPRA.
- Knapp, J. (January, 2011). From the Classroom to the Intern's Cubicle: Making the most of your internship. The Indiana Park and Recreation Association Annual Conference, Indianapolis, IN : IPRA.
- Ketchum, C., Knapp, J. (January, 2010). Professional Certification/Agency Accreditation: The What, Who, How and Why. The Indiana Park and Recreation Association Annual Conference, West Lafayette, IN : IPRA.
- Ketchum, C., Knapp, J. (January, 2009). Professional Certification/Agency Accreditation: The What, Who, How and Why. The Indiana Park and Recreation Association Annual Conference, Bloomington, IN: IPRA.
- Ketchum, C., Knapp, J.. (January, 2008). Professional Certification/Agency Accreditation: The What, Who, How and Why. The Indiana Park and Recreation Association Annual Conference, Indianapolis, IN: IPRA.

INVITED PRESENTATIONS

- Knapp, J. (March, 2010). How to Develop an Internship Program. The New and Young Professionals Indiana Park and Recreation Association Mini Conference, Carmel, IN : IPRA
- Knapp, J. (February, 2004). The Passion for Public Service. The Great Lakes Park Training Institute, Pokagon State Park Angola, IN.

INVITED GUEST LECTURES

- Knapp, J. (November, 2014) Public, Non Profit and Community Recreation Lecture, R110 Intro to Recreation and Public Health Indiana University, Bloomington , IN.
- Knapp, J. (October 2014) Careers in Tourism, Hospitality and Event Management. Introduction to Tourism. Indiana University, Bloomington, IN.
- Knapp, J. (October, 2012) Internships, 320 hours and Volunteer Experiences, R231, Indiana University, Bloomington, IN
- Knapp, J. (November, 2011) Internships, 320 hours and Volunteer Experiences, R231, Indiana University, Bloomington, IN
- Knapp, J. (April, 2011) Internships, 320 hours and Volunteer Experiences, R231, Indiana University, Bloomington, IN

COURSES TAUGHT

Indiana University

Management of Recreation, Park and Tourism Studies (R311) Fall 2013, Spring 2014, Fall 2014
 Career Perspectives and Internship Preparation (R312) Spring 2013, Fall 2013, Spring 2014, Fall 2014

INSTITUTIONAL SERVICE

Indiana University

- IUB Faculty Learning Committee- Active Learning Spaces Fall 2014-Present
- Member of the RPTS Public, Nonprofit and Community Recreation Option (2012-2014)
- SPH Committee on Teaching and Learning (School of Public Health Committee) 2013-Present
- SPH NTT Committee to review Promotion Documents Spring 2013
- Reorganized SPH NTT Committee to review Promotion Documents Fall 2013
- SPH Workforce Development and Continuing Education Working Group (2012)
- Member of the RPTS Undergraduate Curriculum Committee (2008-2010)
- Member of the HPER and School of Public Health Career Council (2008-present)
- RPTS Learning Support Systems Task Force (2009-2011)
- School of HPER Undergraduate Studies Committee (2009-2010)
- Member of Bloomington Advisors Council (2007-2010)
- Member of Indiana University Career Council (2007-present)
- Member of Indiana University Career Council's internship subcommittee (2008-present)
- Facilitated Career Recruitment efforts for White Lodging Services (Fall 2006, Spring 2007, Fall 2007, Spring 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013)
- Organized Internship/Job Fair for the Department of Recreation, Park and Tourism Studies (February 2006, February 2007, February 2008, February 2009, February 2010, February 2011, November 2011, November 2012, October 2013)
- Co-Coordinated the Indiana Summer Camp Jobs Fair (February 2009, February 2010, February 2011, February 2012, February 2013)
- Co-Coordinated Volunteer Workshop (September 2009, 2010, 2011, 2012)
- Co-Coordinated Interview Workshop (March 2009, 2010, 2011, 2012, 2013)
- Co-Coordinated School of Public Health Student Services Open House (August 2012)
- Organized and Led New Major Meetings entering our department (2006-2010)

- Government and Social Services Career Fair Committee Member (2006-2009)
- Leisure Services Management Option Committee Member (2001-2011)
- SPH NTT review committee (2012-2013)
- RPTS Search Committee NTT Lecturer Position – Tourism (2012)
- SPH Search Committee for Associate Director of Career Services (2013)
- HPER Career Service Director Search Committee Member- (2011-2012)
- Recreation, Park and Tourism Studies Clinical Assistant Professor Search Committee Member – (2011-2012)
- HPER Diversity and Gender Committee Member (1998-2000)
- Recreation and Park Administration Scholarship and Awards Committee Member-(1999-2000)
- Recreation and Park Administration Review Committee Member-Department Chair (1998-1999)
- Recreation and Park Administration Development Committee Member (1998-1999)
- HPER Minority Affairs Committee Member (1996-1997)
- HPER Graduate Student Advisory Council (1995-1996)
- Department of Recreation and Park Administration Strategic Planning Committee (1995-1996)

HONORS AND AWARDS

- 2012 Educator of the Year (Indiana Park and Recreation Association)
- 2012 FACET Associate Faculty and Lecturers Conference

CERTIFICATIONS

MBTI Certification (Fall 2014-Present)

Appendix

Summary of Self Study Findings

1.00 ELIGIBILITY CRITERIA

We find that as a department we meet or exceed all of the standards in this section. Our program is one of the longest standing of its kind in the United States and we have a faculty with backgrounds in all disciplinary areas of parks, recreation, tourism and related professions. Indiana University has a long history of being one of the top academic institutions in the country that supports institutional accreditation and academic innovation.

2.00 MISSION, VISION, VALUES AND PLANNING

Our program has had an active strategic plan spanning the entire period since last reviewed for accreditation. At the same time, the degree to which the department's strategic plan has been "visible, operational and present in the unit culture" has been inconsistent. The department is currently in a strategic planning process based on an aspirational model of planning. The recent and significant changes in our school's identity provide both opportunities and challenges. We have a consensus statement of mission, vision and values and are continuing to identify a limited and concrete set of goals and objectives. A curriculum assessment plan has been created with stated outcomes and related evidence to support achievement of those outcomes. As this plan was implemented for the first time in the fall semester of 2013, the first semester of data will be reviewed by appropriate faculty committees for the first time in the Spring 2014 semester. We recognize that evidence for the suitability of the assessment metrics and the ability to demonstrate the influence of assessment data in curricular decisions is currently unavailable.

3.00 ADMINISTRATION

We find our program to meet all standards in this area as we are an autonomous department within the school with administrative and fiscal resources consistent with other autonomous departments in the school. The department administrator and faculty have defined authorities in both administrative and curricular matters and the department seeks regular input from a variety of stakeholders.

4.00 FACULTY

We also find our faculty to be actively engaged in professional development and the scholarship of teaching and learning and that this activity directly translates to student experiences. Our faculty members are comparably resourced with faculty in other academic units in the school. Faculty workloads are variable according to type of assignment and comparable to other departments. Full time faculty members are actively involved in undergraduate instruction and have accounted for almost 75% of teaching in our core curriculum over the past three years.

5.00 STUDENTS

The program has clear policies and procedures for student matriculation into the degree program and provides a variety of resources for academic and career planning. Student records are maintained according to all regulations of confidentiality and accessible only by those authorized to do so. All major program areas provide significant encouragement for students' active involvement in professional societies. **An area of weakness identified in the self-study was that at present there is no formal and ongoing process to consider student input related to their ongoing professional preparation.** Although student input is routinely collected informally via the advising process and through student majors' associations and reflected back to the faculty, a formal process of input is needed. The present self-study provides the opportunity to initiate creation and engagement of a student advisory committee, representative of all majors in the department, in a formal and semi-annual process of systematic student input.

6.00 INSTRUCTIONAL RESOURCES

We find that our program, as a unit of Indiana University Bloomington, is exceptional in terms of learning resources. Our program has resources consistent with other programs within the school to carry out its academic mission. In addition, teaching and learning resources available as a unit of School of Public Health-Bloomington at Indiana University are remarkable.

7.00 LEARNING OUTCOMES

Standard: 7.01. *Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science, and philosophy.*

As a result of our examination of the department's core curriculum through the current self-study, we believe that we principally meet this standard. **Through the self-study, it has come to our attention that we may need to examine the degree to which we are exposing students to the nature and scope of relevant and related professions and industries.** Historically, this was provided in our introductory class (now R110 Foundations of Leisure and Public Health). As our school is currently seeking accreditation as a School of Public Health, the Council on Education for Public Health (CEPH) requires that all degree programs provide students with an introduction the five core disciplines of public health as well as how degrees not in these core disciplines contribute to public health. Our faculty has chosen that instead of adding an additional course to the curriculum that we

would meet this requirement by including the material in R110. This has created additional pressure on the content of the R110 and thus warrants some attention by our faculty.

Standard 7.02. *Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.*

Our self-study indicates that we provide an extensive array of learning opportunities for students to demonstrate their abilities to design, implement and evaluate personally and culturally relevant human services. We have engaged in a significant revision of our core curriculum that we believe will provide all our undergraduate students with the knowledge, skills, and abilities to succeed as entry-level professionals in their chosen fields. In addition, we have engaged in a process that has created objective assessments of student learning in all core curriculum courses and we are currently in the process of collecting data to evaluate our performance in delivering these outcomes. At the same time, the self-study has identified that there are challenges in delivering a consistent curriculum when contingent and adjunct faculty are employed. Our self-examination indicates that greater collaborative oversight by our full time faculty is warranted.

Standard 7.03. *Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.*

As with the 7.02 standard we find from the self-study that students are provided with appropriate learning opportunities to develop and demonstrate entry-level knowledge of operations and strategic management in parks, recreation, tourism and related professions. All students are required to complete the core curriculum courses of *Management in Parks, Recreation and Tourism*, and *Data-Based Decision-Making*. These courses focus on knowledge and skills related to entry-level supervision and management. Similarly to standard 7.02, we also have recognized that consistency in planned curriculum delivery and outcomes requires greater oversight by our faculty.

Standard 7.04. *Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.*

We find that our curriculum clearly meets the standard based on required clock hours and the comprehensiveness of the student internship experience. We also find that while our current approach to internship grading as satisfactory/fail is valuable, our student learning assessments during internships could reflect degrees of performance to a greater degree. In addition we find that while internship supervision has been capably performed by a limited number of our faculty, a greater investment of our entire faculty in the outcomes of the internship experience is needed. We intend to prioritize this area of the core curriculum for examination in the coming semester.

COAPRT Student Learning Outcomes Mapped to RPTS Courses

	R142	R110		R311	R312	R314	T410	R497
7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; c) the foundation of the profession in history, science and philosophy.		I,T,A EE, GP/IP, MC, WA			I,T,A MC, WA, IP			
7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	I,T,A EE, WP, GP, IP, MC	I IP/GP. WA	I,T,A WA, MC, O				I,T,A MC, WA	
7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.				I,T,A WA, MC, GP		T, A GP/o EE		
7.04 Students graduating from the program shall demonstrate through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.					I,T,A MC, WA			T,A WA, IP, O

- WA = Written Assignment/Paper MC = Multiple Choice Test EE= Essay Exam IP = Individual Project
- GP= Group or Team Project (including class presentations) O = Other

New Course #	Course Title
R110	Foundations of Leisure and Public Health
R142	Living Well
R210	Inclusion in Recreation, Parks, and Tourism
R311	Management in RPTS
R312	Career Perspectives & Internship Preparation
R314	Data-Based Decision-Making Methods
T410	Event Planning and Program Development
R497	Professional Internship