

**Department of Recreation,
Park, and Tourism
Management**

2008-2013 Strategic Plan

**College of Health and Human Development
Penn State University**

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**Strategic Plan for the
Department of Recreation, Park, and Tourism Management
College of Health and Human Development
The Pennsylvania State University
2008-2013**

- I.** We have developed **an articulated vision of the future of RPTM** in 5-10 years including functional areas and types of programming that will be enhanced and those that will be less emphasized or not enhance to achieve our vision within a context of limited financial and other resources. Included are overarching trends and forces shaping the environment in which we operate locally and globally.

Mission: To generate, disseminate, integrate and apply innovative knowledge about the contributions of recreation, park and tourism experiences to health and human development across cultural and environmental contexts with the purpose of improving individual and collective quality of life for citizens of the Commonwealth, the nation, and throughout the world.

Vision: To attain national and international preeminence among departments of recreation, park and tourism management integrating high-quality research, teaching and service programs that:

- advance intellectual and professional development of students, staff and faculty;
- address socio-cultural, economic, and environmental problems;
- foster sustainable development of people, economies and the environment;
- influence policy; and
- promote healthy living and quality of life for individuals, families, and communities.

Introduction: This document represents the strategic plan for the Department of Recreation, Park and Tourism Management (RPTM) for five academic years beginning July 1, 2008. As we enter this phase of our development as an academic entity, the Department is well positioned for continued success.

Goal #1: Enhance students' educational experience and their academic success by recruiting and retaining the best mix of faculty, staff and students to create a more student-centered department

Goal #2: Position department for success in research to increase our national and international prominence by engaging in interdisciplinary scholarship

Goal #3: Extend our intellectual community by building and embracing collaborations with a wide-range of partners beyond boundaries of University Park that create a more inclusive, civil, and diverse learning community

Goal #4: Improve departmental operating systems that align our mission, programs, and services with available fiscal resources to better serve our students and their communities.

Each of these goals is described and elaborated in this report. We also list the strategic actions that will be undertaken to achieve each goal and briefly comment on measures used to determine our progress toward achieving them. These goals have emerged from discussions with the faculty and represent the collective vision of the steps to take to expand our reputation as one of the best departments of this type in the nation and globally.

We have focused our attention on new initiatives and actions. As a consequence, much of what we do on a regular basis is not represented within this document. In our constant quest for excellence as it relates to the Penn State missions of teaching, research and service, during the next five years we will implement a myriad of smaller actions intended to improve our performance. In this strategic plan we focus our attention on the "big picture." Thus, the goals represent overarching priorities that we believe are essential to the future of our Department.

We view this plan as an evolving document. Thus, as we move forward we will constantly review and refine our strategic actions and our progress on each goal and will make adjustments as necessary. Although other strategic actions might be added as circumstances arise or opportunities occur, we will maintain our commitment to achieving the four priority goals. In preparation of this Strategic Plan, two major themes were identified that are indicative of trends associated with our discipline.

Strategic Themes:

1. Recreation, Park and Tourism Experiences and Opportunities on Healthy Living
 - Impact of recreation, park and tourism experiences and opportunities on individuals' health and well being across the life span
 - Impact of recreation, park and tourism experiences and opportunities on the health of communities
 - Administrative, managerial, and policy developments that promote healthy participation in recreation, park and tourism experiences
2. Recreation, Park and Tourism Disparities
 - Equity and disparities in provision and participation in recreation, park and tourism
 - Role of recreation, park and tourism in developing whole communities within sustainable environments
 - Administration, management, and policy development associated with provision of equitable, sustainable, and profitable recreation, park and tourism

Trends in the field of Recreation, Park, and Tourism Management:

Although there are many trends that influence education of RPTM students and delivery of recreation, park, tourism, and leisure services, a few are described here. Sedentary lifestyles have a negative impact on people and influence the obesity epidemic. These negative lifestyles can be addressed by effective leisure education services. In addition, people who access services provided by RPTM graduates are becoming more diverse along a variety of factors including ability levels. Participation in specific active recreation pursuits, such as golf, is increasing, account for a major portion of discretionary spending, and contributes to healthy living.

Each person with a sedentary lifestyle negatively impacts society because of higher medical and work loss costs. Despite detrimental effects of a sedentary lifestyle, 80% of the U.S. is considered sedentary (Dishman, 1995) and lack of physical activity is one of the leading causes of preventable deaths (U.S. Department of Health, 2002). Increasing recreation opportunities has the potential to decrease health care expenditures through increase rates of physical activity (Rosenberger et al., 2005). For many people, active leisure involvement is overshadowed by the amount of time they spend on passive activities such as watching television (Czikszenmihalyi, 1997). Passive entertainment provides minimal opportunity for growth and frequently promotes boredom (Wlodkowski & Jaynes, 1991). Television, although entertaining in moderation, has a negative effect when viewed excessively (Trader & Anson, 1989). RPTM graduates can help people avoid being passive participants who are disempowered and helpless. In light of the critical evolving role and benefits of leisure in all societies, and the importance of all agents involved in leisure education, The World Leisure and Recreation Association (1993) recommended expanding development of leisure education programs. Moreover, there is a significant concern over the lack of exposure to nature among youth and younger adults (what Louv has coined "nature deficit disorder"). This concern is prompting a number of outdoor recreation/education policies and programs designed to connect America's youth with the outdoors. Given their shared experiences with these target audiences, RPTM graduates working within outdoor and environmental education settings play a key role in addressing this issue.

Healthy People 2010 identified obesity as a major health concern that is rising at an alarming rate. Evidence suggests people with disabilities living in community settings are at higher risk for becoming obese due to fewer opportunities for physical activity and fewer resources for general health education; thus, they are less likely to participate in physical activity than peers without disabilities (Edwards, 1996). For people with disabilities obesity can significantly impair their ability to be independent and place them at higher risk for serious health problems and substantially reduce their quality of life (Berkey, Rockett, Gillman, & Colditz, 2003). Therefore, education of RPTM students who will become Certified Therapeutic Recreation Specialists will be well prepared to design programs to reduce obesity for individuals with disabilities who are post rehabilitation and live in a community setting is needed.

With each day that passes, communities are becoming more and more diverse. Although many would hail this increasing diversity as a sign of health and vigor of American culture, today's human service professionals are challenged by the broadened spectrum of linguistic, cultural, ethnic, and ability differences (Ryndak & Kennedy, 2000). Indeed, national, state, and local park and recreation systems are making efforts to understand and reach out to previously marginalized and underserved populations. As a result, RPTM graduates are providing programs that are accessed by a variety of individuals sharing many common interests and characteristics while at the same time having unique interests and characteristics. If our alumni fail to recognize the complex nature of cross-cultural service delivery, they may act with the best intentions but unknowingly perpetuate oppressive and harmful behaviors by following unexamined common practices (Ryan & Fox, 2002). For example, Buzinde and colleagues (2006) reported that some tourism promoters have assumed that members of marginal groups do not partake in leisure travel and therefore promotional materials ignore entire groups of potential clients. To facilitate inclusion it is important that RPTM graduates develop an awareness of and appreciation for diversity and an interest in involving all citizens in recreation.

Disability was ranked by the 1991 Institute of Medicine as the largest public-health problem in the United States that affects individuals with disabilities, their families and all of society. Census data, national polls, and other studies have documented that people with disabilities, as a group, occupy an inferior status in our society, and are severely disadvantaged socially, vocationally, economically, and educationally. Therefore, our department teaches RPTM students about practices used to meet mandates of the Americans with Disabilities Act, models for inclusive leisure service provision, and strategies used to enhance inclusive leisure services (Devine, 1999).

Golf 20/20 reported that the golf industry accounts for \$76 billion in goods and services. The 2005 Golf Economy Report, released January 2008 reported that the golf industry accounts for an average annual growth of 4.1 percent since a similar study conducted in 2000. With ripple effects, the total impact was \$195 billion and 2 million jobs. In 2008 the National Golf Foundation estimated that golfing baby boomers will add 75 to 100 million incremental rounds of golf in the U.S. by 2015, even accounting for attenuating factors. These incremental rounds will increase gradually over the next 20 years as boomers retire and have more time to golf. Also in 2008 the PGA of America and Golf 20/20 reported that the \$62.2 billion spent on golf including core and enabled industries exceeds the motion pictures and sound recording industry at \$57.8 billion and amusement, gambling and recreation industry at \$55.9 billion. Therefore, RPTM students graduating with an emphasis in golf management are well positioned to address this expanding market.

Areas to be enhanced:

There will be an increased focus on Recreation, Park and Tourism Experiences and Opportunities on Healthy Living. This focus will allow us to conduct research, provide instruction, and engage in outreach on the (a) impact of recreation, park and tourism experiences and opportunities on individuals' health and well being across the life span, (b) impact of recreation, park and tourism experiences and opportunities on the health of communities, and (c) administrative, managerial, and policy developments that promote healthy participation in recreation, park and tourism experiences.

There will be an increased focus on Recreation, Park and Tourism Disparities. This focus will allow us to conduct research, provide instruction, and engage in outreach on the (a) equity and disparities in provision and participation in recreation, park and tourism, (b) role of recreation, park and tourism in developing whole communities within sustainable environments, and (c) administration, management, and policy development associated with provision of equitable, sustainable, and profitable recreation, park and tourism.

Areas NOT to be pursued:

We are working to make each existing RPTM content area more focused. One area of specialization within the field of Recreation, Park, and Tourism Management is that of Sport Management. There has been a proliferation of such programs at several of our peer institutions (e.g., University of Illinois, Indiana University, Florida State, Texas A&M, University of Wisconsin, University of Florida, University of Utah) http://www.nassm.com/InfoAbout/SportMgmtPrograms/United_States We have decided not to provide this specialization as an option within our department to increase our instructional focus and our scholarship.

One area of specialization within the field of Recreation, Park, and Tourism Management is that of Camp Management that is strongly affiliated with the American Camping Association <http://www.acacamps.org/>. Some of our peer institutions (e.g., Clemson) have such an emphasis. We will not provide this specialization as an option within our department to increase our instructional focus.

II. We have developed **specific strategies for achieving the vision** and considered implications and impact on current capacity in areas such as enrollments, staffing requirements, budgetary resources/flexibility, and space/facilities. Included are current internal and external challenges identified through benchmarking, constituent feedback, market analysis, and other assessment data, and how they will be addressed. We have been cognizant and have identified major University initiatives and priorities that have implications for our planning.

Goal #1: Enhance students' educational experience and their academic success by recruiting and retaining the best mix of faculty, staff and students to create a more student-centered department

Strategic Action 1a: Demonstrate coordinated, proactive and targeted strategies for recruiting highly-qualified undergraduate and graduate students.

Measures of Success:

1. Review RPTM web site to assure quality and accuracy of faculty profiles, departmental research job information, course descriptions, information about degree requirements (at least annually with input by faculty coordinated by administrative specialist):
2. Create intake survey for incoming graduate and undergraduate students (determine most recent program and campus/college, how they learned about RPTM, why they chose RPTM, and their previous advisor) administered by academic advisor and PIC of graduate studies (by summer 2008 with input from faculty, coordinated by undergraduate coordinator)
3. Develop strategic undergraduate and graduate recruitment initiatives based on results of intake survey (at least one annually by academic advisor and department head)
4. Monitor undergraduate and graduate enrollment data and, when necessary, focus recruitment efforts on options with lower enrollments (checked at least once per semester by academic advisor and PIC of Graduate Studies).
5. Increase number of undergraduate and graduate student scholarships and related awards (coordinated by department head and alumni relations coordinator)
6. Promote RPTM courses that have broad appeal (e.g., special topics courses in event management) in an effort to recruit highly-qualified *undergraduate* students.
7. Conduct *undergraduate* group recruitment sessions (at least once per semester by academic advisor)
8. Nurture relationships with representatives from the College of Health and Human Development, DUS and commonwealth campuses to recruit *undergraduate* students (at least one contact per semester by academic advisor and undergraduate coordinator)
9. Promote RPTM *undergraduate* courses that can be used for general education credits (e.g., RPTM 120 and RPTM 499-Study Abroad)
10. Increase number of *graduate* assistantships available through external grants and contracts (input from all faculty, coordinate by department head and PIC of graduate studies)

11. Develop and disseminate focused *graduate* assistantship opportunities via electronic list serves and RPTM web site (input from faculty aligned with relevant research laboratories and coordinated by the PIC of graduate studies in consultation with department head at least twice per year, preferably in late fall and early spring)
12. Contact RPTM departments throughout the world who have *graduate* programs and encourage them to identify promising master's students who might consider pursuing a Ph.D. with RPTM at Penn State (completed annually by the PIC of graduate studies, preferably early in fall semester)
13. Increase number of *graduate* students admitted who have GRE scores at or above the 50th percentile (baseline data compiled from HHD documents by administrative specialist, at least annually evaluated by graduate PIC and shared with graduate faculty)

Strategic Action 1b: Continue proactive efforts to diversify faculty, staff and student body.

Measures of Success:

1. All faculty recruitment will reference Penn State's Framework for Fostering Diversity
2. Introduce new initiatives designed to promote a culture of diversity among faculty, staff and students (at least annually by RPTM Diversity Committee)
3. Engage in initiatives designed to recruit and retain diverse faculty and staff (at least annually by RPTM Diversity Committee and department head)
4. Meet with student organizations to promote efforts to diversify student body (at least annually by RPTM Diversity Committee)
5. Contact representatives from RPTM programs at other universities with graduate programs to identify students from underrepresented ethnicities (e.g., American first nations) and world regions (e.g., Africa) who may be interested in pursuing a Ph.D. (at least annually by chair of RPTM Diversity Committee)
6. Identify students from underrepresented ethnicities (e.g., American first nations) who may be interested in pursuing a B.S. degree in RPTM (at least annually by chair of RPTM Diversity Committee)
7. Attract and hire diverse faculty with expertise in Recreation, Park and Tourism Experiences and Healthy Living and with expertise in Recreation, Park and Tourism Diversity

Strategic Action 1c: Review course offerings to ensure timeliness of subject matter being taught and ensure offerings are cohesive, responsive, innovative, and foster critical thinking.

Measures of Success:

1. Increase average number of faculty who participate in at least one teaching effectiveness seminar, program or workshop (every three years) (e.g., InSPIRE Academy, SPRE Teaching Academy, Schreyers Teaching Institute)
2. Identify, review and develop cross campus collaborations to provide undergraduate and graduate students with specialized competencies and credentials (e.g., minors, certifications) (at least annually by undergraduate leadership team¹ and PIC of graduate studies)
3. Review undergraduate and graduate curricula relative to Recreation, Park and Tourism Experiences and Opportunities on Healthy Living and Recreation, Park and Tourism Diversity and design appropriate instruction for students in these areas (by summer 2010 by RPTM faculty and faculty in related Penn State Units such as

¹ Undergraduate Leadership Team is composed of the PIC of Undergraduate Studies, Undergraduate Coordinator, Academic Advisor, and Staff Program Specialist

Kinesiology, Biobehavioral Health, Health Policy and Administration, coordinated by PIC of undergraduate studies and undergraduate coordinator).

4. Increase number of students enrolled in graduate and undergraduate summer and specialized courses and closely monitor the quality of instruction of these courses (monitored by staff program specialist and coordinated by department head in collaboration with the PIC of undergraduate studies and PIC of graduate studies)
5. Enhance instruction of *undergraduate* students by creating systematic mentoring program for graduate teaching assistants (by summer of 2009 by graduate faculty coordinated by PIC of graduate studies)
6. Develop RPTM advisory committee for *undergraduate* honors education (by 2010, coordinated by honors advisor)
7. Maintain *undergraduate* PGA Accreditation for the golf management option (as per the PGA accreditation schedule by selected faculty and department head)
8. Review each *undergraduate* option to produce a clear sequence of content across courses and reduce redundancy (by summer 2009 by faculty coordinated by PIC of undergraduate studies and undergraduate coordinator)
9. Review *undergraduate* curriculum to determine ways to systematically incorporate computer-based instruction and evaluation (e.g., using the testing service for scoring examinations) (by summer 2010 by faculty coordinated by PIC of undergraduate studies and undergraduate coordinator)
10. Explore delivery of selected *graduate* courses (e.g., methods and statistics) to reduce redundancy and capitalize on specialized expertise of faculty (at least annually by PIC of graduate studies)
11. Develop operational plan for *graduate* education that includes policies for admissions practices and graduate curriculum revisions (by summer of 2009 by graduate faculty coordinated by PIC of graduate studies)

Goal #2: Position department for success in research to increase our national and international prominence by engaging in interdisciplinary scholarship

Strategic Action 2a: *Develop interdisciplinary research initiatives.*

Measures of Success:

1. Increase number of interdisciplinary research projects related to (a) recreation, park and tourism experiences and opportunities on individual and/or community health as well as (b) management practice within recreation, park and tourism and individual and/or community health (ongoing by graduate faculty and monitored at least annually by department head).
2. Increase number of interdisciplinary research projects related to recreation, park and tourism and equitable provision/sustainable development (ongoing by graduate faculty and monitored at least annually by department head).
3. Increase number of interdisciplinary grant submissions focused on prevention and treatment of health concerns within a recreation, park or tourism management context (ongoing by graduate faculty and monitored at least annually by department head).
4. Increase number of interdisciplinary grant submissions focused on the role of recreation, park and tourism in developing whole communities within sustainable environments (ongoing by graduate faculty and monitored at least annually by department head).

5. Increase number of interdisciplinary grant submissions and awards for projects related to tourism and equitable and sustainable development (ongoing by graduate faculty and monitored at least annually by department head).
6. Evaluate relationships with external organizations (e.g., National Recreation and Park Association, Centers for Disease Control and Pennsylvania Recreation and Park Society) to coordinate and conduct research and education in healthy living recreation, park and tourism management and foster our presence on review panels at the national level (at least annually by graduate faculty, coordinated by PIC of graduate studies)
7. Evaluate relationships with external organizations (e.g., Ford Foundation, US Aid, Higher Education for Development, NIH, NSF) to coordinate and conduct research and education in addressing disparities in the delivery of recreation, park and tourism services and foster our presence on review panels at the national level (at least annually by graduate faculty and coordinated by the PIC of graduate studies)

Strategic Action 2b: Enhance research productivity.

Measures of Success:

1. Develop individualized goals and plans for scholarly productivity for each faculty member (by summer 2009, by faculty, coordinated by department head)
2. Enhance indicators of faculty scholarly productivity (ongoing by graduate faculty and monitored at least annually by department head):
 - increase average number of peer reviewed journal articles published per faculty
 - increase average number of grant proposal submissions per faculty
 - decrease percent of faculty with low publication rates (i.e., 0-1 publication/year)
 - increase average number of faculty who are principal investigators on at least one externally-funded project
 - increase average number of faculty who are investigators on at least one externally-funded project
3. Increase number of articles submitted/published based on doctoral students' research including collaborations with graduate students and faculty in other departments to stimulate interdisciplinary connections (ongoing by graduate faculty and monitored at least annually by department head)
4. Develop a golf teaching and research center (by 2009, by department head and professional golf management director)
5. Support sabbaticals that result in development and submission of fundable scholarly pursuits (at least annually by department head).
6. Foster continued faculty development through initiatives such as The Faculty Fellows Program designed to support development of interdisciplinary collaborations and external grant proposals by providing time for study and training in new research areas.

Goal #3: Extend our intellectual community by building and embracing collaborations with a wide-range of partners beyond boundaries of University Park that create a more inclusive, civil, and diverse learning community

Strategic Action 3a: Continue and expand efforts to nurture relationships with alumni and to leverage those relationships with initiatives that advance the educational and scholarly mission of our academic unit.

Measures of Success:

1. Collaborate with Affiliated Program Groups (APG; monthly conference calls and regular email/phone communications with APG board members by alumni relations coordinator)

2. Review Departmental and APG websites for accuracy and need for additional/updated information, events, initiatives, and activities (at least annually coordinated by alumni relations coordinator)
3. Enhance relationships with alumni and create a culture of giving (ongoing coordinated by alumni relations coordinator)
 - Obtain alumni development profiles from the HHD Development office (in 2008 and updated at least annually)
 - Make contact with at least four alumni a month who have substantial potential to make a financial contributions to the Department (monthly by alumni relations coordinator and department head)
 - Develop a telephone contact guide used to speak with alumni (in 2008 and updated yearly by alumni relations coordinator)
4. Invite a minimum of six alumni per semester to speak in courses, Student Society, etc. (monthly, monitored by alumni relations coordinator and reported in RPTM Monthly Alumni Activity Reports)
5. Develop system (e.g., courses and forums) to monitor alums that meet with students (in 2008 monitored by alumni relations coordinator and administrative assistant)
6. Use RPTM's Student Career and Interview System to recruit at least four alumni a semester to visit campus, present or exhibit their organizations and interview students for internships, employment (per semester monitored by alumni relations coordinator)
7. Encourage graduating seniors to become involved members of the department APG by sending seniors a letter and email seeking the areas of the APG in which they would like to be involved (during their graduating semester coordinated by the academic advisor)
8. Create opportunities for alumni to mentor current students (at least annually coordinated by department head and alumni relations coordinator)
 - identify and support at least 15 alumni interested in developing mentoring relationships with students, and
 - collaborate with College to host an annual mentoring event to kick-off new mentoring relationships
9. Offer at least two social/professional events (e.g., PRPS and NRPA), for alumni and further relationships (at least annually coordinated by alumni relations coordinator)
10. Honor and award alumni for outstanding achievements and contributions (at least annually coordinated by alumni relations coordinator)
 - Offer three department awards (Emerging Professional – Graduate; Emerging Professional-undergraduate; and Alumni Recognition Award)
 - Serve on college APG awards committee
11. Host RPTM Weekend to include an Alumni Recognition Banquet, Alumni/Student Mentoring Brunch, Alumni/Student Networking event, and an ALL APG General Meeting (at least annually coordinated by department head and alumni relations coordinator)
12. Host PGM alumni and industry professionals (monthly via student society meetings coordinated by PGM faculty).
13. Host annual PGM Alumni Panel meeting and Alumni/student mentoring event (coordinated at least annually coordinated using newsletters and websites by PGM faculty).
14. Communicate to alumni resources available to assist with conducting collaborative research (at least annually coordinated by department head and alumni relations coordinator)

15. Using newsletters and websites, communicate to alumni resources available to assist them in determining professional development needs and our ability to provide educational programs to meet those needs (at least annually coordinated by department head and alumni relations coordinator)
16. Using hard copy newsletter, communicate with alumni information about department, alumni, special events, and alumni-pertinent activities (at least annually coordinated by alumni relations coordinator)
17. Communicate with alumni information about department, alumni, special events, and alumni-pertinent activities (at least biannually by department head)

Strategic Action 3b: Expand our entrepreneurial involvement in innovative outreach initiatives that advance our educational and scholarly mission.

Measures of Success:

1. Identify key outreach organizations with whom to collaborate (by 2009 by faculty and coordinated by department head and administrative specialist)
2. Introduce new outreach opportunities within and through the Golf Teaching and Research Center (at least one per semester by PGM faculty)
3. Explore innovative ways to offer outreach opportunities (at least one program annually by department head).

Strategic Action 3c: Expand involvement in international collaborations with initiatives that advance our educational and scholarly mission.

Measures of Success:

1. Broadcast international reach of scholarship to international colleagues, academic units and public and private organizations (at least annually coordinated by PIC of international relations)
 - Generate an html and pdf illustration of the global reach of RPTM faculty's scholarship (by fall 2008 and updated yearly by administrative specialist)
 - Add an international section to the RPTM web site with comments in foreign languages and with testimonials of international collaborators and current and past international students (by summer 2008 and updated yearly by PIC of international relations)
2. Create mechanisms that encourage and support faculty and students in collaboration with international colleagues and units (at least one per semester coordinated by PIC of international relations)
 - Create a process to write summaries of select international projects for dissemination through appropriate media (e.g., Mosaic, Outreach Magazine, RPTM APG newsletter, Kudos) (by fall 2008 by PIC of international relations)
 - Optimize means of connectivity for international collaborations through an operational and broadly understood video conferencing process (by spring 2009 by PIC of international relations)
3. Continue to build collaborations (e.g., Office of International Programs, Shavers' Creek Environmental Center Office of Outreach), to expand Education Abroad offerings (coordinated by PIC of international relations)
 - Work with partners in developing, obtaining approval for and offering two additional RPTM short-term study abroad courses (by summer 2009 coordinated by PIC of international relations)
 - Increase number of RPTM students graduating with an education abroad experience (assessed annually coordinated by PIC of international relations).
 - Consolidate relationship with third party Education Abroad provider, American Universities International Programs, through implementation of agreement funding a graduate assistantship dedicated to education abroad research, administrative, and teaching duties (beginning summer 2008 and revised yearly by PIC of international relations)

4. Focus and intensify our collaborations with international scholars and academic units (coordinated by department head, PICs of graduate program, undergraduate program and international relations)
 - Identify and contact reputable international units from under-represented regions (e.g., South America, Africa and Middle East) to recruit graduate applicants (yearly coordinated by PIC of international relations)
 - Work in collaboration with Office of International Programs to identify meritorious academic units from world regions that have well documented student appeal to create an undergraduate student exchange agreement (by summer 2010 coordinated by PIC of international programs)
 - Create system for effective evaluation and processing of visiting scholar applications (by summer 2008 by PIC of graduate studies)

Goal #4: Improve departmental operating systems that align our mission, programs, and services with available fiscal resources to better serve our students and their communities.

Strategic Action 4a: Develop and improve effective and efficient personnel operations system.

Measures of Success:

1. Review existing personnel resources and determine future needs based on strategic plan (at least annually by department head and strategic planning committee)
2. Recruit and hire staff to manage undergraduate and graduate programs, manage staff and operations of RPTM, interface with students and the public, and provide faculty support (as needed coordinated by department head and administrative specialist).
3. Compile job descriptions in central location (by 2009 by administrative specialist)
4. Review job descriptions and revise descriptions based on evolution of job responsibilities (at least annually by supervisor and individual)
5. Develop exit interview questionnaire for faculty, staff and graduating students (by summer 2008 by administrative specialist, undergraduate advisor, PICs of undergraduate and graduate studies, and department head)
6. Conduct exit interviews with any faculty, staff and graduating students leaving department (as needed by department head, administrative specialist and undergraduate advisor)
7. Create suggestion box to provide communication system that allows staff, faculty, and students to identify ways to increase efficiency and increase morale (by summer 2008 by administrative specialist)
8. Check suggestion box and respond to concerns (weekly by administrative specialist and communicated to RPTM administration)
9. Develop orientation procedure for new staff and faculty including physical space, university/department policies/ and procedures, departmental policies and procedures, and departmental culture (by summer 2008, by administrative specialist).
10. Update RPTM policy manual each time policy is revised or added (as needed by administrative specialist).
11. Review RPTM policy manual (at least annually by all faculty and staff and coordinated by department head)
12. Review the RPTM website to verify that content reflects themes of strategic plan (at least annually by strategic planning committee and department head).

Strategic Action 4b: Organize physical environment to promote departmental operations.

Measures of Success:

1. Establish “audit” procedure for review of space (e.g., track student lounge to determine if space is utilized; at least each semester by administrative specialist)
2. Implement tracking system for physical space issues (monthly review and report by staff to RPTM administration)

Strategic Action 4c: Intensify and broaden faculty and staff involvement in international initiatives.

Measures of Success:

1. Increase number of faculty teaching RPTM summer study abroad courses (by PIC of international relations)
2. Engage faculty, staff and students in conversations about opportunities and challenges brought by increased internationalization (at least once a semester by PIC of international relations)
3. Create at least one program, practice or policy that fosters a globally minded student/faculty culture (at least once a semester by PIC of international relations)

Strategic Action 4d: Acquire resources to support strategic initiatives.

Measures of Success:

1. Create a grant writing support system within department for faculty and graduate students (by summer 2010, by faculty, coordinated by department head and lab directors)
2. Create infrastructure to help administer study abroad opportunities (by summer 2010, by department head and PIC of international relations)
3. Create infrastructure to manage and maximize impact of golf teaching and research center (by 2010, by professional golf management director and department head)
4. Create infrastructure to expand focus on Recreation, Park and Tourism experiences and opportunities and Healthy Living (continuously by faculty and department head)
5. Create infrastructure to expand focus on Recreation, Park and Tourism Disparities (continuously by faculty and department head)

Implications and impact on current enrollments:

We anticipate that concentrating our efforts on research, instruction, and service on the relationship between recreation, park and tourism to healthy living and disparities will increase our enrollments since these areas are indicative of growing trends within our profession.

Our efforts to develop a clear track within the option that prepares Certified Therapeutic Recreation Specialists that focuses on a Child Life Specialization should result in increased enrollment.

Our efforts to develop a clear Community Tract and Commercial Tract (under the COCRM Option) should result in more focused study by specialty within this Option and will increase the number of graduates who define themselves primarily as Community Recreation specialists. This change responds to a need expressed by alumni and partners to recruit emerging professionals who can thrive in a non-profit or public-sector organization.

Development of the Golf Teaching and Research Center will enhance our instructional and research program that should allow us to continue remain competitive with recruiting students into our Golf Management option.

We anticipate that pursuit of courses qualifying as General Education should increase our credit hour production.

Our efforts in expanding our Study Abroad programs should result in more RPTM students and other students across the university enrolled in courses that provide them with an internationalization experience (see 1c.7)

Implications and impact on current staffing requirements:

We anticipate that concentrating our efforts on research, instruction, and service on the relationship between recreation, park and tourism to healthy living and addressing important disparities will increase our need for hiring faculty who can study, teach and provide service in these areas. Initially, there is a need for someone in the area of leisure and disability.

The growth of our study abroad program, expansion of tourism in the global economy, and our expanded efforts to conduct research abroad will increase our need to hire faculty who can study, teach and provide service the area of international tourism that address needs related to Recreation, Park and Tourism Experiences and Opportunities on Healthy Living and Recreation, Park and Tourism Diversity.

Administration of the Golf Teaching and Research Center will require additional faculty to staff the facility and coordinate research and teaching efforts.

Our continued interest in collaborating with Shaver's Creek Nature Center as well as with parks and various agencies throughout Pennsylvania (including the PA Division of Conservation of Natural Resources and the PA Park System) will encourage hiring faculty who can study, teach and provide service the area of outdoor recreation and protected area management and environmental education and interpretation.

Implications and impact on current budgetary resources/flexibility:

We anticipate that concentrating our efforts on research, instruction, and service on the relationship between recreation, park and tourism to healthy living and disparities will result in an increase in pursuit and acquisition of external funds (e.g., NIH, NSF, CDC, RWJF, ALR, National Park Service, USDA Forest Service, DCNR, National Recreation Foundation) supporting health-based research.

We anticipate that concentrating our efforts on research, instruction, and service on the relationship between leisure and disability will result in an increase in pursuit and acquisition of external funds (e.g., DU.S. Department of Education and Rehabilitation, NIH, CDC) that support disability-related research.

The growth of our focus on international tourism will result in an increase in pursuit and acquisition of external funds (e.g., Spenser Foundation, U.S. Department of Education) supporting research and the expansion of the study abroad program should result in additional resources provided by World Campus.

Our continued collaboration with Shaver's Creek Nature Center, parks and various agencies throughout Pennsylvania (including the PA Division of Conservation of Natural Resources and the PA Park System) will result in acquisition of contracts and grants associated with outdoor recreation and protected area management and environmental education and interpretation.

Implications and impact on current space and facilities:

There are facility requirements for the Golf Teaching and Research Center to provide adequate space for the state-of-the-art motion detection equipment that will be used for research and teaching association with golf.

With the expected expansion of research projects and associated graduate students we anticipate and increase in the need for space associated with research laboratories.

Current internal and external challenges that have been identified:

There is insufficient number of tenure-track faculty members to conduct research and scholarship and provide instruction in critical areas. This challenge for RPTM is consistent with the challenge identified by Provost Erikson in his January 18, 2008 presentation to the Board of Trustees when he stated that “tenured and tenure track faculty are the foundation for long-term academic excellence and program recognition” and that a major challenge in hiring and retaining a world class faculty “is hiring a higher proportion of tenure track faculty as vacancies occur.”

There are an insufficient number of available student scholarships to defray the cost of students’ educational expenses.

University and College initiatives and priorities influencing RPTM plan:

We responded to university and college focus on interdisciplinary and cross-campus collaborations to enhance our scholarship, teaching, and service and to reduce costs and improve efficiency (See 1c.1). For example, we have several faculty members with courtesy appointments in other departments (e.g., Chick in Anthropology, Caldwell in Human Development and Family Studies, Morais in Hospitality). We also have submitted grant applications in collaboration with PSU faculty in the following departments (e.g., Special Education, Human Development and Family Studies, Biobehavioral Health, and Landscape Architecture) and in collaboration with colleagues from other universities (e.g., University of Illinois, University of Utah, Texas A&M).

The emphasis placed on globalization and international developments has influenced our focus on international relations, especially as it relates to efforts associated with tourism and sustainability. More specifically, we plan to continue and expand our involvement in international collaborations with initiatives that advance our educational and scholarly mission.

We have embraced the goal to enhance academic excellence (Penn State Strategic Plan 2006-09 Goal #1) by placing in our strategic plans specific strategies to review course offerings to ensure timeliness of subject matter being taught and ensure offerings are cohesive, responsive, innovative, and foster critical thinking as well as integrating high-quality teaching, research, and service.

The focus on student-centeredness (Penn State Strategic Plan 2006-09 Goal #2) is strongly reflected in our strategic plan as indicated by the identification of one of our four overarching goals to be directed toward recruitment and retention of the best mix of faculty, staff and students and create an environment within which they can be successful. As a result we plan to demonstrate coordinated, proactive and targeted strategies for recruiting highly-qualified undergraduate and graduate students, continue proactive efforts to diversify faculty, staff and student body, and review course offerings to ensure timeliness of subject matter being taught and ensure offerings are cohesive, responsive, innovative, and foster critical thinking.

A desire to create a more inclusive, civil and diverse university (Penn State Strategic Plan 2006-09 Goal #3) and the PSU’s Framework to Foster Diversity influenced development of the strategic plan, especially in the section that identifies our continued proactive efforts to diversify faculty, staff and student body. We plan to expand international collaborations that advance our educational and scholarly mission and promote acceptance of diversity and inclusion.

We have organized efforts to measure achievement of the strategic goals in concert with Penn State’s intention to align missions, programs and services with available fiscal resources to better serve our students and their communities (Penn State Strategic Plan 2006-09 Goal #4) and to develop new sources of non-tuition income and reduce costs through improved efficiencies (Penn State Strategic Plan 2006-09 Goal #6) and therefore have devoted an entire strategic goal to develop and improve operating systems for the department that align our mission, programs, and services with available fiscal resources to better serve our students and their communities.

Given that our department mission, vision and title is associated with serving the specific discipline of recreation, park and tourism, by definition we our research, teaching and service is continuously intertwined with the goal to serve society through teaching, research, and creative activity and service (Penn State Strategic Plan 2006-09 Goal #5).

III. We have made **progress and initiatives in learning outcomes assessment** and have recently: (a) identified key learning outcomes for each of the four options, (b) reviewed syllabi and identified key learning outcomes for core courses, (c) delineated approaches to measure outcomes by identifying assignments for core courses that provide a measure of achievement of program outcomes, and (d) identified rubrics for these assignments.

Step A: Identify key learning outcomes for RPTM majors by option area

1. Students who complete undergraduate major in RPTM with a Commercial/Community Recreation Management Option will have demonstrated the ability to:
 - Assess social, environmental, political and economic benefits and demerits of tourism development.
 - Develop a comprehensive recreation and tourism business plan taking into consideration an understanding of the strategic management process and how that process applies to the for-profit recreation industry.
 - Develop strategic management decisions for non-profit and for-profit recreation/tourism organizations grounded in the analysis of market, financial, legal and political environment.
 - Present their ideas in writing and in public speaking in a manner that conveys professional competence and technical expertise.

2. Students who complete an undergraduate major in RPTM with a Therapeutic Recreation Option will have demonstrated the ability to:
 - Assess participants' leisure-related knowledge and skills to determine appropriate interventions and/or participation in recreation activities.
 - Develop appropriate treatment plans including goals, objectives and evaluation in conjunction with other health disciplines to maximize client potential in a least restrictive environment.
 - Implement recreation treatment and interventions, using information gathered in the assessment process, which will address treatment goals and have meaning to the client.
 - Evaluate provision and administration of recreation services to people with disabilities in a variety of clinical and community settings.

3. Students who complete an undergraduate major in RPTM with an Outdoor Recreation Option will have demonstrated the ability to:

Environmental Interpretation Track

 - Show awareness of the history, professional resources and best practices in the field of environmental interpretation.
 - Access sources of information and materials for environmental education content and methods.
 - Develop a working knowledge of the philosophy, history, content resources, and current methodology trends in the field of environmental education.

Adventure Programming Track

 - Show familiarity with outdoor leadership principles and begin to develop skills in decision-making, judgment, program design, and group facilitation.
 - Plan, organize, implement and evaluate outdoor experiential education programs.

Park Management Track

 - Provide input into planning and design of indoor and outdoor recreation and park facilities, and the ability to operate such facilities in a safe, efficient and cost effective manner.
 - Acquire and effectively manage fiscal and human resources in the operation of a public-sector recreation and park agency.

4. Students who complete an undergraduate major in RPTM with a Golf Management Option will have demonstrated the ability to:
 - Assess leadership and management principles including customer service, interpersonal skills, business communication, conflict resolution, time management, negotiating, project management, marketing, and community relations.
 - Evaluate basic concepts of financial and managerial accounting, along with accounting rules and techniques associated with business transactions and financial statements.

- Show how to manage human resources including employment law, job descriptions and performance standards, evaluating and improving employee performance, recruiting and employee training programs, employee benefit programs, and contracts.
- Develop basic food and beverage principles including ordering and inventory control, labor costs, calculating menu prices, health regulations and permits, and licensing and liability laws.
- Implement principles and preferences of teaching including club design and fitting; ball flight laws, recruiting and retaining clients; utilizing technology for teaching and club fitting; analyzing, communicating, correcting, and coaching; developing junior golf programs; and applying the rules of golf.
- Assess retail management including advertising and branding strategies, market and competition, sales forecast and inventory budgets, merchandise assortment plan, vendor selection, open-to-buy plan, performance measurements, inventory software applications, inventory control, and display techniques.

Step B. Review syllabi and identify key learning outcomes for core courses

RPTM 101 (Introduction to Recreation Services): Students will demonstrate an understanding of the roles and significance of leisure and recreation in past and present societies, knowledge of the factors contributing to the emergence of specific movements, delivery systems, and agencies within the recreation and parks movement through quizzes and a final project.

RPTM 236 (Leadership/Group Dynamics): Students will demonstrate an understanding of the societal, definitional and theoretical contexts of recreation/leisure service leadership and group facilitation by demonstrating effective group leadership and interpersonal communication through in class and out of class leadership assignments.

RPTM 356 (Programming): Students will work in teams to design, promote, implement and evaluate a special event that will benefit participants and the sponsoring agency of the event. Students' knowledge of key concepts in program planning, the decision factors involved in analyzing and designing a recreation program or special event, as well as the skills associated with management functions will be evaluated through in class assignments, quizzes, and the implementation of an event.

RPTM 410 (Marketing): Students will demonstrate their understanding of marketing principles useful to designing and selling recreation experiences and the ability to apply marketing principles to the development of effective marketing strategies and tactics through in class exams and the creation of a marketing plan.

RPTM 433W (Program Evaluation & Research): Students will demonstrate their ability to understand and evaluate research reports and to conduct research projects of moderate complexity in the field of recreation, parks, and tourism management through examinations and writing exercises.

Step C: Delineate approaches to measure outcomes by identifying assignments for core courses that provide a measure of achievement of program outcomes

RPTM 101 Career Report Assignment (30% of the course grade) Students write an agency report that helps them to learn the goals, operational procedures, financing, staffing, clientele, programs, and future directions of the student-selected park, recreation and tourism agency. This assignment includes interviews of agency personnel and an agency visitation.

RPTM 236 Community Leadership Assignment (20% of the course grade) A variety of leadership experiences are pre-established with local recreation and parks agencies. Representatives from these agencies discuss opportunities available to students at a mandatory evening class. The type of leadership experience is chosen on the basis of student interest and time commitment. Students are encouraged to select leadership experiences that broaden their skill levels.

RPTM 356 Special Event Program Team Project (45% of the course grade) Working in a team of 6-8 students, students are required to design, promote, implement and evaluate a three hour special event for a minimum of 50 participants. This comprehensive project entails considerable event planning as well as program implementation.

As such, the key components of this team project are the development of an event operations manual and program implementation.

RPTM 410 Marketing Plan (40% of the course grade) Students assume a marketing director's role to develop a marketing plan that proposes a segmentation strategy for attracting new customers and a relationship building strategy for increasing customer loyalty. Students are also tasked with creating promotional materials associated with marketing plan strategies.

RPTM 433 Evaluation Research Project (35% of the course grade) Students complete an evaluation research report similar to one that might be prepared in a business or academic setting. The project is composed of several parts that culminate in a survey. Students determine topics and conduct focus groups to identify specific issues related to the topics. Each student interviews another student regarding one topic to confirm or expand the issues. Students prepare a survey based on information gleaned from focus groups and individual interviews that is distributed for anonymous completion by a sample of RPTM students. Students prepare written final reports based on analysis of a minimum of four dependent variables and one independent variable from the survey.

IV. Strategic performance indicators appropriate to unit level goals. The University will continue to monitor strategic performance indicators at the university level. Included are data of indicators appropriate to unit level goals and strategies.

Placement of our graduates is a helpful indicator of the success of our curriculum. Students graduating from our doctoral and master's programs (those who have gone on to complete doctorates) have procured faculty and research positions at:

- *international universities* (e.g., Sejong University, Mersin Universities, Ludens, Chung-Dan dong, Gang-Nam Gu, Feng-Chia University, Dong-Guk University, WooSong University, and Concordia University, University of Nottingham),
- *research intensive universities* (e.g., Illinois, Indiana, West Virginia, Utah, Arizona State, Texas A&M, Florida State, Clemson, and Penn State)
- *other universities* (e.g., San Diego State, Northern Michigan, Central Florida, Illinois State, and East Carolina)
- agencies in the field (e.g., US Forest Service, San Juan Board of Cooperative Services, National Capital Park and Planning Company, NIDA Clinical trials Network, Beckett Adventures, and Unlocked Legends, Inc.).

In addition, a high percentage of our graduates become employed in RPTM related fields (e.g., 100% of students who graduate with a Golf Management option are employed in the golf field).

National and state awards provide recognition of alumni, faculty, students, and our department.

- Our *alumni* receive numerous awards (e.g., Elizabeth Helm '01 and Rebecca Slick '98 2007 PA Recreation and Park Society's "Excellence in Programming" Award, Joe Hughes '99 2007 and Brian Esposito 2005 HHD Emerging Professional Undergraduate Degree Award, Carl Mancuso '70 2006 PA Recreation and Park Society Fred M. Coombs Honor Award, Wendy Owen '85 2004 Penn State Alumni Fellow Award).
- Our *students* receive numerous awards (e.g., Kortney Clemons 2007 HHD Christopher Warren Barnes Endowment, Ton Liechty 2007 Juran Doctoral Award, Anita Yonker 2007 HHD Prevention and Methodology Training Fellowship, Larissa Witmer 2006 and Christine Murawki 2007 PA Recreation and Park Society Student Honor Award, Amy Baginski 2006 PA Therapeutic Recreation Society Student Honor Award).
- Our *faculty* members receive national awards (e.g., Linda Caldwell 2007 National Recreation and Park's Theodore and Franklin Roosevelt Award, John Dattilo 2005 Society for Parks and Recreation Educator's Innovation Teaching Award, Duarte Morais 2004 Charles R. Goeldner Article of Excellence in the Journal of Travel Research).

Overall enrollment in RPTM courses has risen 14% in the past 3-years (F05 = 1286, F06 = 1366, F07 = 1468) and in fall 2007 undergraduate enrollment of RPTM majors is at a 5-year high of 503 which is up 12% from fall 2006.

Examination of our faculty profile provided useful information about our department.

- Student to faculty ratio over the past 5-years has been on the rise with (04-05 18 faculty for 486 RPTM majors - 27:1; 05-06 17 faculty for 452 RPTM majors - 27:1; 06-07 17 faculty for 451 RPTM majors - 27:1; 07-08 18 faculty for 503 majors - 28:1) with the highest ratio occurring this past year compared to Penn State's overall considerably lower average of 16:1.
- One reason for this increase in number of students per faculty is our departments' reduction in number of tenure track faculty over the past 5 years from 14 in 2003-04 to 12 in 08-09 resulting in an overall 16% reduction in tenure track faculty.
- Fortunately, RPTM full-time tenured or tenure track faculty for the upcoming 2008-09 academic year is 67% of the total faculty as compared to Penn State's overall current rate of approximately 50%.
- The percentage of RPTM faculty who are women (50%), minorities (11%), and underrepresented minorities (6%) as compared to Penn State overall having 36% women, 17% minorities and 6% underrepresented minorities is consistent with the Penn State profile except what we have 14% more women and 6% less minorities.

V. Included is an indication of how elements of the *Framework to Foster Diversity* are incorporated into our strategic plan. We have incorporate related elements of goals and commitments regarding diversity into the larger context of future vision and strategies. Other elements of climate reflected in faculty and staff surveys as available are included.

We have identified seven strategic actions listed in strategic action 1b on pages 7-8 of this report that are identified as continued proactive efforts to diversify faculty, staff and student body.

VI. A five-year recycling plan that describes those adjustments that would be necessary for the unit to recycle centrally up to 1.0% of its permanent operating budget each year.

One percent of RPTM permanent operating budget would be approximately \$10,000 for 2007/08. We could recycle 1% of our budget by engaging in the following practices:

Operate department more efficiently by:

- increasing use of technology to reduce need for supplies and communication costs
- reducing number of faculty conference presentations by strategically selecting most influential venues
- promoting eco-efficiency by enlisting consultant services from select university offices (e.g., Take Charge program of OOP) for optimization of energy and resource use
- developing eco-efficiency best practices and share them with faculty
- monitoring cost savings in department operations from the implementation of eco-efficiency practices

Increase departmental revenue by:

- promoting alumni relations and increasing donations from alumni and friends
- increasing revenue from summer course enrollment
- increasing revenue generated from workshops and institutes
- increasing revenue generated from external grants that pay faculty travel

VII. Centrally funded and jointly funded strategic investments that will have the greatest impact in helping to achieve the unit's articulated vision. Three possible scenarios were considered when making requests:

- a. We would have at our disposal strategic investment funds (in addition to the regularly provided general salary increase funds) over the next five years equal to approximately half of those funds that would be centrally recycled.**

With an additional \$25,000 we would seek to hire a part-time employee to assist faculty with development of research investigations and associated grant proposals.

b. We would have strategic investment funds equal to the total of those funds centrally recycled by the unit.

With an additional \$50,000 we would supplement that amount with additional funds sufficient to hire a tenure track junior faculty member. This faculty member could address several possible needs in the department including Recreation, Park and Tourism Experiences and Opportunities on Healthy Living to examine the impact of recreation, park and tourism experiences and opportunities on individuals' health and well being across the life span, impact of recreation, park and tourism experiences and opportunities on the health of communities, and administrative, managerial, and policy developments that promote healthy participation in recreation, park and tourism experiences. The faculty member could also address Recreation, Park and Tourism Disparities to enhance equity and disparities in provision and participation in recreation, park and tourism, role of recreation, park and tourism in developing whole communities within sustainable environments, and administration, management, and policy development associated with provision of equitable, sustainable, and profitable recreation, park and tourism.

c. We would have the equivalent of our centrally recycled funds plus an increment of strategic investment funds equal to approximately 5% of the current base budget.

With an additional \$100,000 we would seek resources to create an Institute that promotes the RPTM strategic themes by stimulating interdisciplinary scholarship.