

Indiana State University

2006 - 2007 Academic Annual Report

Department of Recreation & Sports Management

Vision Statement

[View/Modify Vision](#)

Below is your vision statement from previous years. Please take this opportunity to review it and if necessary update it.

The Department of Recreation and Sport Management (RCSM) is a multifaceted unit with emphasis in recreation management and youth leadership, sport management, and recreation therapy, plus a sport management graduate program. RCSM's teaching and learning efforts will focus on outcome based student learning based on innovative curriculum design using traditional teaching and learning methods, experiential learning, servant leadership, community engagement, and emerging pedagogies.

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

1. Development of the Indiana Rural Recreation Development Project by Dr. Nathan Schaumleffel (<http://www.indstate.edu/inrrdp/>). The project has already received national attention for its efforts. The project involves: The Indiana Rural Recreation Development Project's (InRRDP) mission is, by using an ecological framework and through a self-help community development approach, to develop sustainable local park, recreation, leisure, and tourism services that achieve individual, community, economic, and environmental benefits in rural Indiana communities through active and representative civic participation, youth development, collaboration, and research. To date, the InRRDP has successfully assisted communities develop varying levels of sustainable local park, recreation, leisure, and tourism services. Those communities are: • Rockville - Recreation and park services are administered by the Rockville Park Board. InRRDP assisted the Rockville Park Board with a Recreation and Leisure Needs Assessment for Teens. To date, the Rockville Park Board used the data from the needs assessment to build a new soccer field at the town park, and the park board planned a Movie in the Park special event that took place in July 2006. • Town of Rockville, Indiana Final Report Recreation and Leisure Needs Assessment for Teens • Town of Rockville, Indiana Final Report Recreation and Leisure Needs Assessment for Teens - Power Point Presentation Currently, the InRRDP is working with communities to develop sustainable community park and recreation systems. Communities currently collaborating with the InRRDP are: • Clay City - Harrison Township - Recreation and park services are administered by a variety of non-profit organizations, which include: the Fair Association, the Youth Baseball Association, and the R.E.I.N. Coalition. The InRRDP is working with the R.E.I.N. Coalition to develop a Master Plan for Parks and Recreation. 2. Curriculum revision: This ongoing process led to the renaming of one concentration from Park & Community Recreation Management to "Recreation Management and Youth Leadership", better addressing changes in the marketplace. The first capstone course in the College of Health & Human Performance is offered during the first summer session. 3. Recreation

Therapy concentration revitalization has been initiated. The RT program has created an articulation agreement with Ivy Tech Community College (system-wide) and created a marketing plan to increase the number of majors. The marketing plan calls for faculty to make visits to all Ivy Tech campuses during the 2007-2009 academic years and to host a system-wide workshop at ISU in spring 2008. 4. Change in name and focus of Park & Community Recreation Management to Recreation Management and Youth Leadership recognizes the changing nature of the marketplace. The department has not taught “park-based” courses in 20 years. The youth leadership market has grown dramatically and is a major focus within in Indiana. With the change in name, and minimal content change, the department becomes the first and only undergraduate program in Indiana with a youth leadership concentration. 5. Moving to the forefront in Indiana in providing youth leadership focus at the undergraduate level. The department and ISU is a charter member of the Indiana Youth PRO Association. Youth leadership is a national movement recognizing the need to broaden, rather than segment, professional services for workers in the field of child and youth development. ISU is on the cutting edge of this movement and the department’s strategic partnership with the association and the Center for Community Engagement & Public Service puts us in a unique position to target this potential student population and meet an increasingly major need in Indiana. 6. Community Engagement. The program requires each student to achieve almost 900 hours of contact with real-world experience over the 4 year academic career. 7. Internship program that places almost 80% of the students in Indiana working with Indiana based nonprofits, public agencies, and for profit sport organizations 8. The Cyprus graduate program’s first cohort graduates 16 students in May, 2007.

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

- a. The department continues to make strides in scholarship. The senior faculty, full professors, set the standard for publishing, as they should. The strength of the junior faculty is in original research. Senior faculty have national and international reputations and junior faculty are achieving similar reputations. We have had refereed publications this year in research on sport volunteerism, gender based sport urban forests, qualitative research, youth leadership, training and learning transfer, legal liability, disability and quality of life, spinal cord injury and methods for recreation therapy practice.
- b. I am satisfied with the quality of the research accomplished by the department, especially given the impact the Morocco grant and the Cyprus graduate program have had on faculty time. One of the diminishing factors for research are current faculty teaching loads and expectations for community engagement and service. We recognize the importance of these to the university, but they are not rewarded at the same level and often require considerable time.
- c. The department does particularly well in risk management in sport, acquisition of knowledge among urban leaders, and sport marketing, recreation therapy clinical methods, youth leadership, and alternative medicine and impact on leisure.
- d. I would like to see more investment in grantwriting, but given time constraints of faculty, I don’t see this changing in the near future.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

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Teaching

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

Dr. Nathan Schaumleffel worked with his RCSM 345 (Community Organizations & Leisure) class and Clay City, IN to develop a park and recreation master plan. The involvement of students brought notoriety to ISU through newspaper articles, enhanced student competencies in working in political environments, and planning process skills, and finally, established a closer working relationship with local communities. He has been highlighted in local newspapers, the ISU news bulletin, and in numerous web sites including Harvard Business School.

Course Scheduling/Enrollment Management

How is the department making sure that students are able to get the classes they need to graduate in a timely manner?

By timely and effective scheduling of classes and students. Most classes are offered one-time a year. Some 100 and 200 level classes are offered spring and fall. Internship classes are offered every semester.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

a. Cyprus Graduate Program: The Cyprus graduate program delivered as a 4-week web-based course and a 2-week on-site course. Students actually have more contact time than full-time students at ISU do for a similar course. b. The ISU Field Campus served over 4650 individuals and 160 groups in CY 2006. This included 45 ISU groups and over 108 community, school, and other groups. c. The department is currently working on a distance education graduate program for interscholastic athletic administrators and hopes to unveil it in 2007-2008.

Assessment

Please share your stated student learning outcomes.

Student as a learner: the nature of knowing; develop goals for developing needed skills and pursue opportunities for skill development New types of relations with faculty, staff, and fellow students: Actively seek new relationships, join groups for personal and professional development; establish lines of communication - e-mail, internet, and personal visits Emerging knowledge and skills in areas of scholarship, professional practice, and professionalism; emerging critical thinking skills; becoming an advocate for the values and benefits of learning and practice; demonstrating higher expectations of quality work Student as a learner: the nature of knowing; develop goals for developing needed skills and pursue opportunities for skill development New types of relations with faculty, staff, and fellow students: Actively seek new relationships, join groups for personal and professional development; establish lines of communication - e-mail, internet, and personal visits

Emerging knowledge and skills in areas of scholarship, professional practice, and professionalism; emerging critical thinking skills; becoming an advocate for the values and benefits of learning and practice; demonstrating higher expectations of quality work
Role modeling: Professional appearance; professional attitude; self-directed learning behavior; interacting respectfully with peers; discussing ideas openly; assuming leadership and membership roles in organizations; taking initiative for meeting needs and responsibilities; providing support to peers; effective time management
Transformation: bridging the gap between knowledge and professional practice
Thinking it - Linking it: making and maintaining connections developing knowledge to effectively address enduring and emerging issues and problems
Reflective thinking: developing an awareness of a real Projects (Individual) Decision-making: synthesizing and reflecting upon the Four knowledge, abilities, and skills learned within the major and general education problem and make reflective judgments based on evaluation and integration of existing data into a solution
Internship Declarative knowledge: Mastering the facts and concepts of the discipline
Group dynamics and collaboration: developing a team work attitude; developing skills that encourage teamwork and collaboration
Critical thinking:: constructing knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry
Change: recognizing that knowledge is the foundation for successful modifications in the real world
Networking: making professional connections
Mentoring: assisting new professionals
Servant-leadership: leading through facilitating others and providing service
Practice: Ongoing practice of learned skills

Strategic Initiatives

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

The Department faculty is actively engaged in community engagement. Two faculty members serve on the United Way allocations committee panels and have for several years. Two faculty members are actively engaged in NCA accreditation and professional accreditation. One faculty member annually works in an outdoor setting with newly disabled individuals who are camping for the very first time. This intervention may be one of the most important community engagement activities any faculty member is involved in. Other faculty are equally engaged in community engagement activities throughout the community, region, state, nationally, and internationally.

Experiential Learning

What is your vision for experiential learning in your department?

Our vision is to extend the opportunities for meaningful involvement with professionals and professional organizations. Currently students are required to complete (1) 280 hours of pre-professional experience with a variety of agencies and (2) a capstone internship experience of 600 hours over a 15 week period. Enhancing and refining these experiences are always a part of our vision.

Fundraising Activities

What steps have you taken to support fundraising activities in your department? How can your efforts be supported?

The university chose not to support the department in these efforts this year and the department did not have sufficient internal resources to address this issue along with other issues.