

**OUTDOOR RECREATION LEADERSHIP AND MANAGEMENT
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND
RECREATION
REQUEST FOR TENURE TRACK ENHANCEMENT POSITION
SUBMITTED OCTOBER, 2011**

Introduction:

The Outdoor Recreation Division in the Department of Health, Physical Education and Recreation is requesting a minimum of one tenure track enhancement position in order to continue to support the Outdoor Recreation Leadership and Management (ORLM) program and to pursue opportunities to expand the undergraduate program into Adventure Tourism (@25-50 new majors and/or minors over three years) and to consider a graduate program in Environmental Communication/Interpretation.

The ORLM program has been poised for growth since we began requesting an enhancement position in 1999. We are a proven and successful program that is strained in its ability to fully accommodate the number of students in the curriculum and is unable to realistically pursue viable opportunities for growth in response to lucrative trends in the leisure service industry. Specifically, Adventure Tourism is, perhaps, one of the fastest growing areas in the leisure service industry. One factor in this growth is the economic constraints that are presenting themselves in the public and non-profit sector.

Northern Michigan University is uniquely positioned to capitalize academically on the growth of adventure tourism worldwide. The ORLM program currently prepares students for work primarily in public recreation settings, commercial settings, youth service agencies, organized camps and recreation resource management of federal, state and local protected areas such as National Parks and Forests and Wildlife refuges, State DNR's and municipal natural areas. While these agencies and settings will not disappear, economics are causing some agencies to streamline their operations. This presents numerous entrepreneurial outdoor recreation opportunities to fill the gap.

Reallocation of Resources

EPC Report and Recommendations

CHARGE

The Educational Policy Committee is charged in Article 3.3.2.2 with making recommendations on “the allocation of budget for the support of academic programs.” Consistent with this responsibility, President Wong, in his April 7, 2010 University Forum, charged the Educational Policy Committee with the task of identifying criteria for the reallocation of resources to high need areas.

PROCESS FOR DEVELOPING THE CRITERIA

The Educational Policy Committee scheduled special session after the close of the 2010 winter semester to develop an over-arching Vision Statement to complement the approved Mission Statement for Academic Affairs. The criteria for reallocation were then developed in terms of the vision and include a common set of elements for academic program review. These were presented for discussion to Dr. Susan Koch, Provost and Vice President for Academic Affairs, on June 28, 2010.

Mission and Vision Statements

UNIVERSITY MISSION STATEMENT

Northern Michigan University challenges its students and employees to think independently and critically, develop lifelong learning habits, acquire career skills, embrace diversity and become productive citizens in the regional and global community.

UNIVERSITY VISION STATEMENT

Northern Michigan University will become the university of choice in the Midwest for students seeking a quality academic program with individualized attention in a high-tech learning environment.

ACADEMIC AFFAIRS MISSION STATEMENT

The Academic Affairs Division supports the mission of the university by encouraging excellence and innovation in teaching, scholarship, student development and community engagement. The division strives to prepare students for a lifetime of professional and community contributions in an increasingly interdependent and culturally diverse world.

ACADEMIC AFFAIRS VISION STATEMENT (DRAFT)

The academic curriculum and the scholarship that support it will provide an intellectual foundation for life-long learning, problem solving and career development. This curriculum will feature a rich learning

environment that energizes the faculty-student relationship and creates an essential bridge from theory to practice.

Key Concepts:

There are four key concepts which support the curricular vision.

- 1. Intellectual Foundation** includes a curriculum focusing on reasoning skills, humanistic and scientific inquiry, technological and writing skills along with cultural and historical knowledge. This curriculum will provide a rich context for life-long learning and problem-solving that will serve as a foundation for any career an NMU graduate may pursue.
- 2. Career Preparation** is grounded in the University's commitment to provide and support high quality academic and technical programs that are relevant to societal needs and challenges and that meet the needs of a global business environment. Career preparation provides the NMU graduate with the educational qualifications, skills and flexibility necessary to compete and succeed in a rapidly changing environment.
- 3. An Active Learning Model** engages students in higher-order thinking tasks such as discovery, analysis, synthesis, and evaluation. Active learning connects faculty scholarship to the student learning experience. In addition to engagement in the classroom, it also includes the practical application of knowledge through activities such as internships, practica, academic service learning and field experiences.
- 4. Community engagement** fosters collaboration between the students' experience of the curriculum and communities outside the university at the local, state, regional, national and global levels for the exchange of knowledge, experiences, and resources in a context of partnership and reciprocity.

Reallocation of Resources – Criteria

- 1. Alignment with the Mission and vision of Academic Affairs**

Our mission statement and the information below indicate the Outdoor Recreation Division's alignment with the mission and vision of Academic Affairs.

MISSION OF THE OUTDOOR RECREATION DIVISION

The mission of the Outdoor Recreation Division is to provide an affective, cognitive and experiential academic foundation which meets professional standards in leisure services and outdoor recreation. Through the integration of classroom and experiential education, field experiences, interdisciplinary learning and professional and personal growth and development, the Outdoor Recreation Division challenges its students to develop critical thinking and problem solving skills, develop competencies and

career skills for a variety of entry-level positions in leisure services and outdoor recreation settings, be able to express an understanding and appreciation of leisure and the role of the leisure service profession in a free and pluralistic society, and become an advocate for a leisure-valued lifestyle and for outdoor recreation opportunities .

The Outdoor Recreation Division will provide an academic and experiential framework for learners to:

1. Interact with each other, with faculty scholarly and/or professional development activities, with traditional and non-traditional educators and working professionals and with people in and out of the University system
2. Develop leadership skills in a variety of settings
3. Develop teaching and interpretive skills in a variety of setting
4. Develop outdoor technical skills
5. Develop technological communication skills related to the use of computers, especially in publishing and portable media software and its production
6. Develop verbal, written, interpersonal and technological communication skills
7. Practice practical application of abstract knowledge
8. Engage in discovery, exploration, synthesis, analysis, evaluation, judgment, curiosity, group processes, teamwork, scholarly undergraduate endeavors and enjoyment.

Intellectual Foundation

The intellectual focus of the Bachelor of Science degree in Outdoor Recreation Leadership and Management is on the students' development of competencies in the NRPA (National Recreation and Park Association) and AALR (American Alliance in Leisure and Recreation) Undergraduate Baccalaureate Standards. The NRPA and the AALR are the national accrediting bodies for leisure services and for educational institutions. In addition, students develop intellectual competencies related to various specialty areas within leisure services. Some examples include: The Wilderness Education Association – outdoor leadership; US Forest Service – Wildland Firefighting; the National Association for Interpretation – face-to-face and media interpretation; the Association for Experiential Education – adventure, outdoor education; American Camp Association – organized camping.

Active Learning

As a strictly undergraduate program, the Outdoor Recreation Leadership and Management program, connecting faculty scholarship to the student learning experience is not the prime learning objective and opportunities for pure research are fairly limited with current resources. However, faculty and staff engage students scholarly activities where and when appropriate – most scholarship is conducted in conjunction with appropriate courses in the curriculum. In RE 467 – Research and Evaluation in Leisure Services, students are assigned research projects in leisure-related topics. As a part of RE 491 – Professional Assessment Seminar, students are engaged in a variety of scholarly endeavors as a part of their senior project. Some examples include: the development of a membership survey for Region 8 of the National Association for Interpretation; development of a design for an

Interpretive Laboratory at NMU; development of a design for an outdoor challenge team's course at NMU; development of a plan for an outdoor classroom at NMU; development of recommendations to Championship Township for development of a Wetlands area and for development and marketing of their recreational programs; developing a proposal for an Experiential Education Center for NMU; developing a feasibility study for the reconstruction of the McCormick Wilderness Area's historic buildings; development of an historic/cultural inventory (based upon National Park Service criteria) and development of a recommended management plan for use at NMU's Forestville (or Longyear) property; recommendations for interpretive signage at the Native Plants area at NMU; recommendations for marketing/signage for Moosewood Nature Center, etc.. Currently, RE 491 is developing and conducting a pilot land use survey on the Forestville property. Some of these projects involved multiple classes – in other words, the project transitioned from one semester to another until the project is completed.

Most recently, Dr. Rademacher has been exceptional in providing scholarly activity related to his work in new and portable media in interpretation – specifically students have been published in professional publications (i.e. Ranger Magazine) and in a cutting edge digital journal. ORLM students have developed various media projects for agencies in the area.

Students have also given presentations at local, regional, national and international conferences; some have co-presented with faculty.

The ORLM program also requires a 12 credit internship and prior to F, 2010 3 credits of field work (practica). While not always officially designated as ASL, RE 491 – Professional Assessment Seminar (as described above), RE 261 – Leadership and Pedagogy in Leisure Services and RE 362 – Program Design in Leisure Services are specifically designed to provide practical application of abstract knowledge especially in local areas. RE 261 teaches leadership and pedagogical knowledge and students apply this to teaching topics at local schools; in RE 362 students develop leisure programs (based upon the mission of the University) and implement them in the Marquette area in conjunction with a wide variety of agencies and the public (e.g. Big Brothers/Big Sisters, Teaching Family Homes, Lost Creek Retirement Community, Great Lakes Recovery Center, Girl Scouts, Norlite Nursing Home, MARESA, and local schools and churches).

The program is intricately involved in Superior Edge as a means to enhance the students' learning experiences.

A more recent occurrence that can lend itself to this core value is a slight rise in alumni applying to and being accepted into graduate schools.

Career Preparation

Students are more than adequately prepared to be successful in their choice of career. Approximately 95% of reporting students/alumnae who actively seek employment in leisure services are successful in doing so usually within a year of graduation. All graduate who have applied to graduate school or to

programs to obtain teaching certificates have been accepted. (See the history section for further information regarding employment.)

Community Engagement

The section above related to ASL, Internships, field work, senior projects, coursework and Superior Edge speaks to the engagement with the community expected in the program. We are also strong advocates of study abroad experiences and encourage our students who seek this to do so.

2. History, development, and expectations of the program

- **Why was the program established?**
- **How has the program evolved over time?**
- **How has the program adapted to meet change, including demographic changes?**

The History of the Outdoor Recreation Leadership and Management Program

**By Jean L. Kinnear, Ph.D., Professor, Fall 2005 and Fall 2007
Dr. Cheryl Teeters, Professor, Fall, 2010**

The current Outdoor Recreation Leadership and Management program traces its roots back to RE 475: Wilderness Leadership Skills first offered in the mid-1970s to school teachers during the summer semester. At that time NMU had two programs in recreation: General Recreation and Community School Recreation (CSR). The primary difference between the two was education courses. CSR was a teaching major and its graduates found jobs in school systems managing the community school education programs (GED, after school recreation, adult education classes and athletics). General Recreation was a non-teaching major and its graduates sought jobs in community and non-profit recreation settings. The Health, Physical Education and Recreation Department (HPER) offered a Master's degree in Recreation also.

Dr. Dale Phelps was the primary faculty member for those two majors. Faculty and staff in the HPER Department taught, coached athletics and managed NMU's recreation services and facilities. Facilities were the PEIF, Hedgcock Field House, the intramural and athletic fields, and tennis courts. The latter two venues were located where the Berry Events Center and its parking lots are now; some intramural fields were located off Wright Street across from the armory.

In the mid-1970s Associate Professor Delphine Parshal, Health Educator and Women's Basketball coach, and Alan Strasser, HPER graduate student, recognized the emerging interest in and need to prepare people for trip leadership and created RE 475: Wilderness Leadership Skills. The course proved popular with teachers and undergraduates. It was offered in summer school.

When Dr. Phelps went on sabbatical in 1978-79, Jean Kinnear, a doctoral candidate at Pennsylvania State University was hired into a continuing tenure-track position starting January 1979. During his sabbatical, Parshal, Strasser, Kinnear and David Burke (Dr. Phelps' sabbatical replacement), were directed by newly appointed HPER Department Head Dr. Cameron Howes to create a major in Outdoor Recreation. Dr. Howes had taken undergraduate courses in outdoor pursuits in England and, like Parshall and Strasser, shared a vision of having college level preparation for students in outdoor recreation.

In 1980, a major in Outdoor Recreation, which shared many of the courses with the General Recreation and Community School Recreation majors, was approved by NMU. Kinnear was granted a Ph.D. in Recreation and Parks also. In addition to Phelps and Kinnear, Ken Godfrey, Steve Reed, Alan Strasser, recreation services and facilities staff, and Del Parshall taught courses in the three majors.

The Outdoor Recreation Program had a steady enrollment of around 30 undergraduates. Some students found student employment in the HPER Department's recreation services and its outdoor recreation center (housed in the sweltering basement of Hedgcock, later moved to a room in the Superior Dome when that

was opened in 1991 and finally moved to a utility room on the east side of the PEIF) which ran programs for and rented equipment to members and students.

One of those student employees was Bill Thompson who had graduated from the undergraduate program and was continuing on as the last graduate student in the Recreation master's program which was being phased out in the late 1980s. Bill patched together a meaningful program by transferring field-based courses from the National Outdoor Leadership School (NOLS) and the Wilderness Education Association (WEA) and completing directed studies to add to what he could take at NMU. One directed study was the creation of a student organization for Outdoor Recreation majors which came to fruition in the late 1980s. The Organization for Outdoor Recreation Professionals' (OORP) purposes included providing a power base for students in the program, bringing speakers to campus to enrich the program, and providing a positive image for the program on campus. Bill also started the short-lived newsletter, *Climbing*, which was to serve as a continuing connection to our alumni. Thompson's studies brought the value of WEA programs to Kinnear's attention.

In the 1980s, high ropes courses and indoor climbing walls were emerging as important components of outdoor education, adventure education and/or self-awareness activities. NMU's Student Services sponsored trips to the high ropes course at a camp in the western U.P. Realizing the value of such a facility here at NMU, a committee of Student Services staff and Dr. Kinnear from HPER, chaired by director of services for non-traditional students, Carol Sue Huntoon, worked to get a high ropes course on campus. Not until Dr. Howes and Perrin Fenske, director of continuing education and graduate studies, wrote a successful grant to the W.K. Kellogg Foundation did it happen. The grant funded the Adventures in Growth (AIG) program under the initial direction of Peter Hatlestad, a graduate of Southern Illinois University. The high ropes course in the PEIF's basketball gym was funded by this grant in 1992.

In 1994, after the retirements of Phelps and Parshal, resignation of Strasser, and reorganization and separation of HPER, Recreational Services, and Athletics into separate departments in the late 1980s and early 1990s, Dr. Cheryl Teeters, a Ph.D. from Oklahoma State University, was hired. One criterion for the position was WEA instructor certification so we could bring their programs into our curriculum.

It had been abundantly apparent for several years prior to 1994 that all the recreation curricula in the HPER Department needed revising and a Re-Visioning Committee was formed in 1994 with Dr. Teeters at its chair. During that year, Dr. Kinnear was on a one-third load release to serve as the Academic Senate Chair and alumnae Jacquie Medina was hired to teach in Kinnear's place, be the assistant director of AIG, and teach HL 242.

The Re-Visioning Committee consisted of Kinnear, Medina, Hatlestad, Chuck Howe (Alumni Member) and undergraduate students Marianne Kronk, Kevin James and Karen Isaacson. Various subcommittees were established which consulted with numerous practitioners and academics. The result of the committee's work was the dropping of the Community School and General Recreation majors and their minors and refocusing all our resources into a significantly revised and renamed program: Outdoor Recreation Leadership and Management, with three minors and several cluster minors. The major was built with a core of leisure services and resources courses (RE 110, RE 250, RE 270, RE 261, RE 362, RE 461, RE 466 and RE 467); a general outdoor skills course (RE 155) and then more specialized outdoor recreation courses. Specialized courses were in outdoor adventure pedagogy and management (RE 251, RE 357, RE 358, and RE 450), the WEA college curriculum (RE 356, RE 455, 456 and RE 457) and interpretation (RE 381, RE 382, and RE 480). The outside layer was professional development and assessment classes (RE 191, 291, 391 and 491; RE 294 and RE 494. We included the basic elements of Superior Edge in the Professional Development Seminars before Superior Edge existed.). Because a minor was not mandatory, students were required to take supporting courses in Introduction to Maps, Business Law, Intro to Library Resources, Intro to Marketing, and Emergency Health Care. These changes took effect in Fall 1996.

Since that time the curriculum has undergone modifications and steadily grown from an enrollment of 60 at the implementation of the "new" major to over 100 students currently in the major and over 20 in the minors as of Fall 2007, making the Outdoor Recreation Leadership and Management major the largest in

the Department of Health, Physical Education and Recreation. Between 2001 and 2004, two of the “other required courses” were deleted (GC 225, MGT 211) and replaced with a statistics course, RE 410 – Leisure Through the Ages and an increase in credits in some of the RE classes to provide a more comprehensive and in depth learning experience. A course grade minimum of “C” in each class was added.

Two tenure track faculty (until Winter, 2007) taught the bulk of the curriculum and were supported by adjuncts. Adjuncts with major roles have included NMU alumni Andrew Nelson and Chuck Howe (RE 155), Annie Stanger (RE 110), Michele Stephenson (RE 251) and Etienne Senker (RE 251, RE 356, RE 455-457), Chris Kostelansky (RE 352) and Peter Glover and Jeff Noble (RE 277 and RE 295). Lindsay Henderson, an ORLM alumna, first assisted with RE 251, RE 261, RE 356, RE 357, RE 381, RE 382, and currently teaches RE 251, RE 261, RE 356 (winter and summer semesters), RE 357 and other health promotion classes. David Kronk (NPS) has taught RE 371 for two years. HPER faculty member Dr. Phil Watts has taught RE 358. In 1999-2000, Dr. Kinnear was on sabbatical and most of her courses were taught by Lise and Ed Schools of Bloomington, Indiana. The Schools have intermittently taught courses for us via videoconferencing. Other adjuncts have contributed to the program but not so consistently as the ones named here.

In 2000, Dr. Howes was appointed Dean of the College of Professional Studies and Dr. Harvey Wallace assumed the chairmanship of the HPER Department.

The facilities used by the program have been expanded to the Superior Dome’s Wildcat Room and the Berry Event Center’s Izzo-Mariucci Room. When the lower floor of the PEIF was renovated, the equipment storage (now the O’Rumpus Room, was moved to a former zamboni storage area in PEIF. The equipment for the use of ORLM undergraduates was managed by Dr. Teeters for seven years along with two student employees. The equipment is currently under the administrative management of Lindsay Bean and from one to two student employees provide operating management. The murals on the walls of the O’Rumpus room were painted by Chris Tatum, Jeff Grabham, Angie Hewitt, Christy Metzner and OORP members between 1999 and 2001. Three canoe trailers and canoes are stored in the Butler Building. During the lower floor PEIF renovation, HPER Department assumed the cost of rebuilding the high ropes course and the initial training for its use. The climbing and bouldering walls in one gymnasium were demolished and a new climbing wall was built by Recreation Services in the former ice rink area. The high ropes course management and climbing wall management continued to be operated by AIG and AIG was shifted from the HPER Department to Recreation Services. It was quietly phased out in the late 1990s. After Peter Hatlestad left, its director was Jacquie Medina who was replaced by Michele (Webb) Stephenson when Medina left to pursue further graduate work. Stephenson continued with Recreation Services for a couple of years until her position was phased out and replaced with student employees. Currently Recreation Services has discontinued the use of the high ropes course.

Programs within the HPER Department are supervised by coordinators. Dr. Phelps and Dr. Kinnear were Recreation Coordinators and later after the phase out of the General Recreation and Community School Recreation majors, Dr. Kinnear was the Outdoor Recreation Division Coordinator. Since Fall, 1997, Dr. Teeters has been the Outdoor Recreation Division Coordinator. Kinnear was the OORP Faculty advisor until Fall, 1994 when Dr. Teeters took over that role.

Through the years the faculty and students have been involved with hosting the workshops and conferences of our professional associations. When Medina was here, the regional Association for Experiential Education (AEE) was held on campus, in February 1997 the National Association for Interpretation (NAI) Region 4 workshop was held in the University Center and students were room hosts, on committees, and made money planning and presenting a well received evening winter outdoor games event. In 2004 and 2007, OORP hosted the Midwest Student Outdoor Educator’s Conference. ORLM students have also attended and/or presented at regional and national NAI conferences, Wilderness Education Association Leadership Conferences, AEE Conferences, American Camp Association Conferences, and other professional venues.

As this was first written in 2005, more curriculum tweaking was implemented and the need for a new faculty position or two became increasingly evident. The ORD submitted enhancement position requests

generally on a yearly basis starting in approximately 1999; all of which were denied. Failure to gain just one enhancement position has limited the offering of the Outdoor Leadership component (including the Outdoor Leadership minor) and other technically based skill courses in outdoor leadership, outdoor recreation and interpretation. Extensive efforts in 2005 and 2006 by Dr. Teeters and Dr. Wallace to “ship out” the WEA Outdoor Leadership certification to another agency as a semester course never saw fruition because Continuing Education did not have the mechanism to pay the instructors. There were 10 students at that time who were ready to participate in such a program.

Efforts are still being made by Dr. Teeters to contract with outside agencies to reinstate this important academic and experiential component of the program. In addition, the Wilderness Education Association has recently moved to an accreditation model for outdoor leadership certification, but because of faculty limitations, we are unable reintroduce this curricular component at this time. We are currently an Organizational Member with the Wilderness Education Association and can offer the Leave No Trace Master Educator certification, but are still limited by staffing. The Leave No Trace Master Educator certification, as a nationally recognized certification, is a desirable addition to many of our students’ professional portfolio especially for those who are interested in working in positions associated with protected area management and other outdoor related agencies.

In winter 2007, Dr Kinneer was diagnosed with bone marrow cancer and her courses were covered by Dr. Teeters and adjuncts for the remainder of the semester. A one-year term faculty position was filled by Dr. Craig Rademacher to meet Dr. Kinneer’s responsibilities in the program for 2007-8. Dr. Rademacher has continued to serve in a term capacity through 2011. Dr. Rademacher’s expertise in and experience with technology has allowed the program to offer cutting edge instruction in new and portable media (e.g. pod casting) especially as it relates to interpretation. The ORLM program is also interested in proposing a Master’s program in this area in response to multiple inquires from individuals and agencies associated with the NRPA and NAI.

Graduates of the curriculum are working all over the world both in positions directly linked to the coursework and not linked to the program. Not linked to the program are graduates working in building management and maintenance, banking, counseling, insurance sales, parenting in the home, surveying, teaching in K-12 and art, to name a few. Some are active in community leadership and volunteering.

Alumni who have chosen to stay in the field are managing university outdoor recreation programs, organized camps, interpretive and visitor centers, Boy and Girl Scout councils, military recreation centers and resorts. Other graduates are senior staff for Outward Bound, instructors and guides for specific outdoor activities, staff at wilderness therapy centers for youth, interpreters at nature centers, program directors for AmeriCorps, or boat captains for tourist based businesses. Still others have started, purchased or are managing retail outdoor equipment stores or are sales people for specific products. Since the Wildland Firefighting course was introduced, alumni are also employed with various state and federal land management agencies in wildland firefighting positions, from the front line to middle (or crew) management. Over the last four plus years, there has been an increase in alumni pursuing Master’s degrees at various institutions (NMU included – Public Administration and teaching certificates). Some are involved in higher education, continuing the tradition started here in the 1970s of preparing people for professional outdoor recreation positions.

3. EXTERNAL DEMAND FOR THE PROGRAM

- National
- Regional

The ORLM program attracts students predominantly from the Midwest, approximately 15% - 20% are transfer students and/or students to whom we refer to as “discovery majors” meaning that they are NMU students, are generally sophomores or juniors and discover us and change majors (or retain their original majors and double major). We do attract students from Community Colleges and Jr. Colleges from various locations in the nation. We have had 4 students from Colorado Mountain College (CMC) alone. We

have had inquiries from CMC, North Central Michigan, and North Country Community College (Saranac Lake, NY) to create reciprocal agreements, but have not pursued this because we are not able to support such agreements with our current resources.

4. INTERNAL DEMAND FOR THE PROGRAM

- Does this program provide essential support for others in the University?

The ORLM program does not really provide “essential support” for others in the University, with the possible exception of RE 110, RE 155, RE 352, RE 277, RE 278 and RE 377. These courses are considered service courses and are open to the general student body. As noted above we do attract “discovery majors” on a fairly regular basis. We do require cognates that involve other academic units. We share academic connections to various other majors/minors in the University, such as Criminal Justice, Business Administration, Psychology, Art and Design, Sociology and/or Social Work, Environmental Conservation, et.al.

5. QUALITY OF THE PROGRAM INPUTS AND RESOURCES

- Equipment

The Outdoor Recreation Leadership and Management program, with support from the Department of Health, Physical Education and Recreation, maintains a large, and solid inventory of academic outdoor equipment designated for use in the program and/or for approved professional development opportunities for our majors and minors and for the Organization for Outdoor Recreation Professionals. The equipment inventory, repair, maintenance, distribution, and ordering is currently coordinated by Adjunct Lindsay Bean who also supervises up to two student employees (the students must be ORLM majors or minors in order to be eligible to hold this position). The HPER Department has also invested in some quality specialty equipment (e.g. ice climbing equipment) but, with current staffing and the restrictions about offering a limited enrollment courses, are unable to make the best use of this equipment. Ms. Bean will probably not be available for this role after this academic year, meaning that this significant and time intensive role will have to revert back to faculty or to a new faculty or non-faculty who must be trained by current faculty.

The indoor Ropes Course is another resource for our majors and minors that is currently unavailable since Recreation Services discontinued operating it. HPER might be able to make it operable if personnel were available to do so.

Equipment in the interpretation courses for the program is scant. There is need for mobile media devices (i.e. iPods and iPads) to facilitate design and testing of student work in digital print development and new media (i.e. podcasts and multimedia for handheld devices). Additionally, the program is hamstrung by being forced into using PC laptops that are not the ideal platform for developing new media. Our technology needs are more in line with those required for art and design students as we often use similar software and prefer to work in the Apple environment. Faculty usually have to purchase their own software to conduct the best research.

In order to offer a quality program in Interpretation, accessibility to an appropriate media lab to provide professional grade recording and editing of audio and video content would be needed. This lab would also support graduate research and creative efforts of faculty and students if a graduate program could be offered.

- Facilities

The ORLM program shares 4 “regular” classrooms of varying capacity and quality with the rest of the HPER Department, including HP classes. Athletic Training has a designated classroom/lab; Exercise Science has a designated classroom/lab. Two non-traditional rooms include PEIF 140 and the Wildcat Room. The ORLM program uses the Wildcat Room in the Berry Events Center as its prime “classroom”. We have also had to occasionally use the Izzo-Marriuci Study Room. Adequate, appropriate, conveniently located and available classroom and “lab” areas are severely limited for the entire Department in the PEIF. Most classrooms have finally gotten the capacity to use modern projection equipment. The storage areas for ORD equipment is adequate.

- Faculty

We currently have one tenure-track faculty, one term faculty and over the course of a full academic year five to seven adjuncts and from two to five poorly compensated co-leaders and/or assistants for field based courses. Depending upon the number of majors/minors who need 300/400 level courses, one or both faculty members are often on overload. We rely on a number of adjuncts teaching each semester. Having to rely upon so many adjuncts makes every year questionable in terms of offering courses. There is no guarantee that key adjuncts who teach critical courses will continue to remain at Northern. A minimum of one tenure track enhancement position would provide us with the ability to offer enough sections of required courses to accommodate the number of majors/minors in a timely manner. This stability could be more attractive to more students who may transfer and may enable us to pursue reciprocal agreements with two-year institutions; it could also allow us to pursue a teaching minor in Outdoor Education and Interpretation.

Faculty quality, including the adjuncts, is outstanding, but retaining quality adjuncts is always questionable. In terms of industry standards for field-based courses, assistants and/or co-leaders are not financially supported by the Department; we are currently relying on some residual monies from offering Wilderness First Responder non-credit courses several years ago to pay them a meager stipend for major responsibilities. One tenure track enhancement position will probably not change this situation unless the University is able to appropriately structure pay for adjuncts/assistants/co-leaders in field courses; the contract stipulates how faculty are to be compensated for field courses (based on base salary), but does not include non-faculty who do not have a base salary.

Students

Students are required to earn a minimum of “C” in all core major courses. They must have a 2.5 GPA in core major courses in order to enroll in an Internship. This minimum grade was implemented in order to emphasize the importance of being engaged in the learning process from the very beginning. Unfortunately, a common misconception is that the program is easy; students quickly discover that it is not easy and that it has just as much rigor as any other professional preparation program. With NMU’s “right to try” policy, we do not always attract students who have high GPA’s; we have our share of probation students and those who are suspended; we also have our share of students who also return to the major after probation with a rededicated seriousness and the majority succeed in graduating. We are not sure how this actually compares with other programs and do not track this information. Based upon employment, our students are successful in their pursuit of their career interests.

Our “Graduation Ratio” exceeds the ratio of the University as shown below

Ratio of Enrollments to Earned Degrees
Fall Enrollment Counts and Academic Year Degree Totals
Note: Enrollment Periods – Fall 2006 through Fall 2010

		Enrollments		Degrees		Enroll/Degree		
<u>Major</u>	<u>Description</u>	<u>Degree</u>	<u>Total</u>	<u>Average</u>	<u>Total</u>	<u>Average</u>	<u>Total/Total</u>	<u>Avg/Avg</u>
	Outdoor Rec Leadership/							
ORLMMgmt		Bachelor	559	112	94	19	5.9	5.9
	Baccalaureate	Total	28,559	5,715	5,262	1,068	5.4	5.4

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6. Quality of Program Outcomes

- Job Placement

This was addressed in an earlier section. Our alumni are hired at a high rate. Specific data is contingent upon information from either the Alumni Office, NMU Foundation, Institutional Research or word of mouth.

-National certification results (pass rate for certifications, etc.)\

This area is not particularly applicable for our program, although the Wilderness First Responder (RE 352) is a nationally recognized certificate; pass rate would be close to 100%. All our alumni are eligible to sit for the Certified Licensed Practitioner exam offered through NRPA, however it is not that essential for our students’ general career interests, is extremely costly and is only offered in areas that are generally 8 – 10 hours away from Marquette. An enhancement position, with the right qualifications, could allow the program to provide the Wilderness Education Association’s Outdoor

Leadership Certification (an international certification) and return NMU to its original roots. This would be an attractive offering for recruiting and, perhaps, for initiating reciprocal agreements with two-year institutions.

NOTE: Areas indicated parenthetically below were those areas which the former Department Head indicated were not applicable for enhancement requests and therefore are not addressed in this document.

- Faculty Productivity (Not applicable for enhancement requests)
- Impact on the regional community (Not applicable for enhancement requests)
- Learning outcomes assessment (Not applicable for enhancement requests)

7. Size, scope and productivity of the program

- Program data provided by Institutional Research (see <http://www.nmu.edu/www-sam/pln&anal/pas/default.htm>)

- Provide data, preferably time series. For example

FYES/FTETF (Not applicable for enhancement requests)

Major enrollment

Generally, have expanded from 30 to over 100 majors since the original program was implemented in 1995-6. 2011 enrollment 93 + 2 in T.I.P. program.

Fall Semesters

2004 - 97 + 4 Double Majors

2008 - 116 + 1 Double Major

2005 - 97 + 2 Double Majors

2009 - 100 + 6 Double Majors

2006 - 108 + 4 Double Majors

2010 - 96 + 6 Double Majors + 3 in T.I.P.

2007 - 109 + 3 Double Majors

2011 - 89 + 4 Double Majors + 2 in T.I.P.

SCH (N/A for enhancement requests)

SCH/FTETF (N/A for enhancement requests)

Majors/FTETF (N/A for enhancement requests)

- *Number of graduates: see graduation ratio above*

- Class Size

Field Based (i.e. 10 + days in the field)

10-12

Labs

10- 16

Professional Development Seminars

90+

Average lecture

30 (Fall RE 110 generally enrolls 40-50)

8. Revenue and other resources generated by the program (N/A for enhancement requests)

- Enrollment/tuition

The total degree credit hours are from 129.5 – 132

We do not actively advertise or recruit students through any venue. Recently, we have been considering ways to cap enrollment because of limited faculty resources.

-Grants – An enhancement position might allow faculty more time to pursue grants.

-Fund raising (current and potential) (Not applicable for enhancement requests)

9. Costs and other expenses associated with the program

- Instructional costs

All costs associated with an enhanced tenure track faculty position

- New support needed

*** Equipment**

No new support for general outdoor equipment is needed; however, some specialized equipment may be needed to support a skill base in Adventure Tourism (e.g. sea kayaks) and some additional equipment to accommodate additional students. Replacement and/or new equipment costs have been borne by the HPER Department. However, as indicated in the section “Quality of the program inputs and resources:”, accessibility to or creation of a media lab would be essential and new mobile media devices would also be vital for undergraduates.

*** Travel**

Travel costs covered by AAUP professional development funds, plus any supplemental funds allotted by the Department, Dean and/or Provost

Travel costs associated with transportation for most field based courses has been borne by the HPER Department.

*** Library resources**

Library resources are adequate, but might need to expand to accommodate Adventure Tourism literature/periodicals.

*** Instructional Software**

Instructional software licensing agreements have been generally adequate and appropriate and usually supported by Academic Information Services; as noted above there would be some associated costs with keeping software and perhaps some media hardware current and in adequate supply.

*** Efficiencies (Not applicable for enhancement requests)**

10. Impact, justification and overall essentiality of the program

- Illustration of program’s impact

Enrollment in the ORLM program has remained fairly stable over the past several years, averaging around 100. At the time the curriculum (1995-6) was implemented we estimated that 60 in the program would be capacity given the number of faculty (2). The program reached that number in just three semesters and reached the 90-100 enrollment approximately 4 semesters later (@200/2001). The number reflect both the maximum capacity of the current faculty and the adjuncts. Truthfully, we could not offer this curriculum without our adjuncts, but adjuncts have no real incentive to stay in their roles as evidenced in the departure of key adjunct who has been teaching core courses. The majority of our adjuncts just happen to be alumnae.

The impact, perhaps, lies in the program's ability to contribute to the community both while attending NMU and later in contributing to the profession in their internships and their ultimate careers.

- Connection to mission

As shown earlier, the ORLM program is firmly in line with the mission of the University and Academic Affairs.

-Centrality to the core values of our curriculum (e.g. Philosophy, Physics, liberal studies)

As with the connection to mission the ORLM program is also firmly in line with the core values (key concepts?) of Academic Affairs. We include key liberal studies courses to serve as prerequisites for some 300 and 400 level courses. Other than that, we have no clue what the "e.g's" actually represent.

- Relation to the success of other programs

We have no information (other than graduation ratio perhaps) to make this comparison.

11. Opportunity analysis of the program – what new possibilities will this program present?

- Articulation of new ideas that have not been considered by the University
- Repurposing a program to meet newly identified possibilities
- Collaborative relationships with internal or external programs

A tenure track enhancement position to incorporate Adventure Tourism into the curriculum will permit us to maintain our strengths in pedagogical preparation and natural and cultural resource interpretation and to enhance our outdoor/adventure leadership preparation efforts. Developing the area of Adventure Tourism will also offer other positive possibilities:

- A more complete integration of social and mobile media in professional preparation
- The integration of an international element via eco-tourism and global adventure travel
- The opportunity to develop outdoor adventure skill and leadership courses which are currently in a skeleton state and need a more robust treatment to best prepare students in the program to teach and lead adventure experiences for their clientele
- Improved responsiveness to dwindling appropriated funds for public recreation and to a corresponding growth in entrepreneurship to meet the public's need for recreation.
- An opportunity to pursue reciprocal agreements and/or credit bearing relationships with other institutions
- An opportunity to develop new academic relationships with other programs (e.g. Business, Hospitality Management) at NMU.

Academic programs with the title Adventure Tourism are just beginning to be established in the U.S. Their presence seems more common in Canada and Great Britain. There is only one known Adventure Tourism focused major within a close distance to NMU: Winona State

University in Winona, Minnesota. Lakehead University in Thunder Bay, Ontario has an undergraduate program that perhaps most closely resembles our ORLM program at NMU. On a national scale, perhaps only Oregon State University-Cascades offers a program similar to the one we hope to develop at NMU with a tenure-track enhancement position. Other reasonably similar institutions, Grand Valley State, Hocking College in Ohio, the University of Utah and some in Canada include Adventure Tourism generally as a minor, an Associate's degree or certification program, but do not offer a baccalaureate degree in Adventure Tourism.

We believe an Adventure Tourism program would be immediately recognized as a popular major on campus. It would likely draw new students from across the Midwest. It may also have significant national draw. Adventure Tourism at NMU would be one of only two such majors in the Midwest.