Department of Recreation, Park and Tourism Sciences
Academic Program Review
Academic Year 2013

Department of Recreation, Park and Tourism Sciences
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January 4, 2013
Executive Summary
Self-Study, Department of Recreation, Park and Tourism Sciences
January 4, 2013

This self-study provides summary and analyses related to the Academic Program Review of the Department of Recreation, Park and Tourism Sciences, conducted during Academic Year 2013. The centerpiece of the review is an external evaluation conducted by a three-member site visiting team. Professor Karla Henderson of North Carolina State University will chair the team. Team members are Professor Linda Caldwell (The Pennsylvania State University) and Distinguished Professor Lowell Caneday (Oklahoma State University). The review team is charged with evaluating the following: a) the efficiency and effectiveness of utilization of resources, b) the quality of the academic programs in terms of curriculum and learning outcomes, c) strengths, weaknesses, opportunities, and threats associated with academic program offerings, d) the scope and efficacy of collaborative initiatives and programs, e) the national stature of the program, and f) the department’s contributions to the University’s strategic initiatives, Vision 2020 and Action 2015. The self-study provides data that serve as a basis for evaluation of these questions. It is divided into nine sections. Select highlights per section follow.

Section 1 is a copy of the formal charge presented to the review team. It also points out that the Department offers three graduate degrees (PhD, MS, MRRD), a graduate certificate program (Community Development), one undergraduate degree (BS) with two majors (Community Development and Recreation, Park and Tourism Sciences) and an undergraduate certificate program (Professional Event Manager).

Section 2 provides a description of the organizational context. Included is a description of the Texas A&M University System and the reporting lines of the Department to three Texas A&M University System entities: Texas A&M University, Texas A&M AgriLife Research, and Texas A&M AgriLife Extension Service. The section emphasizes the importance of consideration of all three agencies in understanding the resources and programs of the department.

Section 3 summarizes the history, organization, mission, and planning of the department. It points out that the Department was created in 1965 as an initiative of President Earl Rudder. The first classes were offered in 1966, and the graduate program was added in 1968. The interdisciplinary perspective that was valued by our original Department Head, Dr. Leslie M. Reid, continues to be pivotal in our success to this day. Our mission focuses on individual and societal well-being as a function of education and research, and is summarized in our tag-line: “Quality experiences, lives, and communities!” Department plans can be categorized into three sets: a) standing, non-financial plans, b) financial plans, and c) action plans for individual projects. The Department organizational structure comprises a Department Head, an Associate Department Head, and Associate Department Heads for Graduate and Undergraduate Programs. Standing committees are an executive committee, and undergraduate committee, a graduate committee, a promotion and tenure committee, specialization area teams, and an international programs committee. Improvements that have resulted from the previous academic program review (2006) and professional accreditation review are also summarized in Section 3.
Section 4 provides descriptions of the academic programs offered by the Department. Our BS degree in Recreation, Park and Tourism Sciences offers students opportunity to study in four specialization areas: Parks and Conservation, Community Recreation and Park Administration, Tourism Management, and Youth Development. The Tourism Management program continues to be our highest demand program, but the last two years have witnessed substantial growth in our Youth Development program as well. We added a Professional Event Manager Certificate program in Academic Year 2012, and that program is also in high demand. Section 4 summarizes the history of each program, along with curriculum requirements, exemplars, and an analysis of each program’s strengths, weaknesses, opportunities, and threats.

Section 5 summarizes select characteristics of our faculty. Twenty-six full-time faculty members serve the Department through Texas A&M University and Texas A&M AgriLife Research appointments. An additional four faculty members serve the Department through Texas A&M AgriLife Extension Service roles. Four exceptional adjunct professors serve the Department, and part-time faculty include individuals who have had particularly distinguished careers in parks, recreation, and tourism. For the fall semester of Calendar Year 2011 (the last year for which data are reported by the Office of Institutional Studies and Planning), 35% of faculty were female (8 of 23), and 17% (4 of 23) were non-white (Hispanic, Black, or Asian). A brief biographical sketch is provided for each member of our faculty.

Section 6 provides a description of student characteristics, teaching metrics, and learning outcomes assessment. One of the key challenges the Department faces is successfully managing enrollment growth. While we have stabilized our numbers of graduate students, our undergraduate enrollments have increased by 81% over three years, from 242 in 2009 to 439 in the spring semester of 2012. We are not able to pinpoint a single cause for this growth. Perhaps the most compelling explanation is that curriculum development has resulted in more visible and more attractive offerings. We implemented a new undergraduate curriculum in 2010. That curriculum formalized (and, of course, allowed us to publicize) opportunity to study in one of four specialization areas in our Recreation, Park and Tourism Sciences major: Tourism Management, Community Recreation and Park Administration, Parks and Conservation, and Youth Development. Our youth development specialization has grown substantially since this change, as has our undergraduate major in community development. We also implemented a very popular new certificate program in 2011: Professional Event Manager Certificate. We have expanded our distance offerings, and, with support from the Athletics Department, we have developed a program to meet needs of nontraditional students on our campus, including student-athletes. Strategies for managing this explosive growth in demand for our undergraduate programs are discussed in Section 6.

Section 6 also describes our learning outcomes assessment program. Our undergraduate learning outcomes assessment program is consistent with professional accreditation standards established by the CHEA-accredited Council on Accreditation for Parks, Recreation, Tourism and Related Professions. Our most recent reaccreditation occurred in 2010. We were the first pilot program for a new set of learning outcomes-based professional accreditation standards, which will be implemented in all accredited programs in parks, recreation and tourism on the continent in 2013. We rely heavily on two direct measures of learning outcomes and one indirect measure. Direct measures include objective tests and ratings by professionals who supervise our student
interns. The indirect measure is an exit survey of graduating students. Graduate program
assessment is inherent in qualifying exams and thesis defenses, but we also include supervisory
committee ratings of student attainment of learning outcomes as part of our assessment program.

Section 7 provides a summary of resources available to the department in pursuing its mission.
We report the various sources of funds used to provide the academic program and changes in
those since our 2006 academic program review. While some key revenue sources have been
diminished as a result of budget reductions to the Texas A&M System, other sources
(partnerships, differential tuition, and others) are being nurtured to sustain quality and manage
growth. The issue of salary equity is explored as are options and plans for addressing those. The
chapter also describes scholarships that have been provided by generous donors and it
summarizes facilities and equipment resources of the Department.

Section 8 addresses collaboration. It includes a summary of major collaborative programs
managed centrally, as well as collaborative education and research of individual faculty
members. Separate advisory boards are in place for each specialization area. These advisory
boards are comprised of leading professionals from the travel, recreation, and experience
industries who meet at least annually to advise the Department on matters of curriculum,
research, internships, and service. Consistent with the history of interdisciplinary focus of the
department, collaboration is extensive, both at the level of the department and individual faculty
member.

Section 9 summarizes the Department’s contributions to Vision 2020 and Action 2015. The
Department contributes to these initiatives in numerous ways.

This review coincides with the 47th anniversary of the creation of the Department, 1966-2013.
The vision and commitment of Texas A&M University administrators (President Earl Rudder
and College of Agriculture Dean Harry Kunkel) and the innovative leadership by Department
Head Les Reid and his faculty colleagues quickly elevated that program to international stature,
and it has sustained and builds on that position through the time of this academic program
review. Due largely to continued adherence to values established in its earliest days, the
Department continues to be recognized as among the most outstanding higher education
programs in parks, recreation, and tourism in the world. The foundation established by the
Department’s visionary leaders emphasizes and interdisciplinary approach to meeting the needs
of Texans and of Texas. We provide world-class education and professional preparation of our
students, centrally relevant research that informs policy and practice, and extension and outreach
programs that empower professionals to use science-based knowledge to solve problems,
capitalize on opportunities, and successfully lead organizations in the expansive recreation,
travel, and experience industries. Our tagline captures the essence of our outcomes: Quality
experiences, lives, and communities!
Academic Program Self-Study
Department of Recreation Park and Tourism Sciences
Texas A&M University

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Charge to the Review Team, Recreation, Park and Tourism Sciences (RPTS)
Academic Program Review (APR)

The charge below was presented to our site visit team during July of 2012. It is reproduced here to provide a context for the remainder of the document.

Thank you for assisting us with continuous quality improvement of academic programs in the Department of Recreation, Park and Tourism Sciences at Texas A&M University. The Academic Program Review (APR) to which you are contributing is part of a periodic review of all Texas A&M University academic programs. APR affords opportunity to assess the standards of our programs and to learn from review team members’ experiences with similar programs. In addition to the charge to the committee, this letter provides you with a brief overview of the academic programs offered by the Department of Recreation, Park and Tourism Sciences.

Peer Review Team Charge
The review team is charged with examining the programs listed above and making recommendations that we may use to inform continuous quality improvement processes. Resources that you will have for this assessment are a self-study to be completed by the Department, other materials that may be provided by the Department and our office, information you gain through personal interactions while visiting Texas A&M University, and any additional information that you request. Within the broad charge of informing continuous quality improvement are the following specific questions that we would like you to address:

1) While evaluating the program, please consider the resource context within which the Department operates (both human and fiscal) and the absolute level of support the department receives from the university, please comment on the overall efficiency and effectiveness of the Department’s use of these human and fiscal resources in pursuit of its mission.

2) Please address the following questions about assessment of learning outcomes:
   a) Has the department identified specific learning outcomes for its educational programs?
   b) Please comment on the appropriateness of these learning outcomes for this department.
   c) Does the curriculum and instruction afford students opportunity to achieve the learning outcomes?
   d) Does the department have a written plan for assessment of its identified learning outcomes? Is that plan of acceptable quality? Are the metrics used for assessment appropriate and of acceptable quality?
   e) To what extent is the Department successful in achieving its learning outcomes?
   f) Does the learning outcome assessment process inform continuous quality improvement?
3) Please share with us any strengths, weaknesses, opportunities, and threats related to the current and future quality of each or all of these academic programs.

4) Please comment on the scope, efficacy, and desirability of current and potential collaboration of this department with other departments and groups, both on campus and off.

5) Please provide us your team’s judgment on the national ranking of this Department, as a percentile rank. For example, is this Department in the top 5% of programs in parks, recreation, and tourism nationally? Top 10%? Top 50%?

6) Please address the Department’s contributions to two guiding strategic initiatives developed by Texas A&M University. The first of these is a document developed in 1999, entitled Vision 2020: Creating a Culture of Excellence, and identifies twelve specific areas of focus for Texas A&M’s future. The other is the more recent Action 2015, intended to build on our gains made since the inception of Vision 2020. Both documents may be referenced at [http://provost.tamu.edu/strategic-planning-2010](http://provost.tamu.edu/strategic-planning-2010). Summaries of both documents will be provided upon your arrival at Texas A&M University.

**Overview of the Department**

The Department of Recreation, Park and Tourism Sciences was established in 1966 as an initiative and priority of Texas A&M President Earl Rudder. The Department offers four degree programs and two certificate programs. Academic degrees are B.S., M.S., and Ph.D. degrees. A professional master’s degree was recently approved as a program that can be completed entirely through distance learning, our Master of Recreation Resources Development (MRRD) degree.

Undergraduate students study in one of two majors: (a) Recreation, Park and Tourism Sciences; (b) Community Development. Recreation, Park and Tourism Sciences majors choose from four specialization areas: tourism management, youth development, community recreation and park administration, and parks and conservation. The Recreation, Park and Tourism Sciences program is accredited by the Council on Accreditation for Parks, Recreation, Tourism and Related Professions.

A “Professional Event Manager” certificate program is available to undergraduate students in any University major, and a certificate in Community Development is offered for graduate students in any major. The chart below provides information on the number of degrees the department has awarded over the last five years.
## Degree Offered and Degrees Awarded Annually

<table>
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<tr>
<th>Degree Offered</th>
<th>2006-07</th>
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<td>123</td>
<td>104</td>
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<td>2</td>
<td>12</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>PhD</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>112</strong></td>
<td><strong>119</strong></td>
<td><strong>129</strong></td>
<td><strong>138</strong></td>
<td><strong>118</strong></td>
</tr>
</tbody>
</table>

<sup>a</sup>This program was recently (June of 2012) approved as a distance program.

We look forward to meeting with you and the entire committee in Recreation, Park and Tourism Sciences. If you have any questions or require additional information prior to your visit, please contact Dr. Pamela R. Matthews, Vice Provost, at p-matthews@tamu.edu or Ms. Patti Urbina, APR Program Coordinator, at p-urbina@tamu.edu. Thank you.
Section 2

Organizational Context: The Department of Recreation, Park and Tourism Sciences as a Component of the Texas A&M System

An understanding of the Department’s organizational placement is important to evaluating its academic programs. As such, this section provides a brief description of the Department’s organizational position within the Texas A&M University System and its responsibilities to the mission of the Texas A&M System and the three System members to which the Department reports.

In brief, the Department of Recreation, Park and Tourism Sciences is an academic, research, and outreach unit that reports to three member organizations within the overall Texas A&M University System: Texas A&M University, Texas AgriLife Research, and Texas AgriLife Extension Service. The Department receives budget allocations from each of these System members (Texas A&M University, 55%; Texas AgriLife Research, 33%; and Texas AgriLife Extension Service, 12%), and has the responsibility of using and leveraging that support to provide cutting-edge education, research, and extension/outreach. Descriptions of the Texas A&M University System, Texas A&M University, Texas A&M AgriLife Research, and Texas A&M AgriLife Extension Service follow.

2.1 Texas A&M University System

Texas A&M University is one of 11 universities within the Texas A&M University System. The Texas A&M University system includes these 11 universities, a health sciences center, and seven agencies: Texas A&M AgriLife Research, Texas A&M AgriLife Extension Service, Texas A&M Engineering Experiment Station, Texas A&M Engineering Extension Service, Texas A&M Forest Service, Texas A&M Veterinary Diagnostic Laboratory, and the Texas A&M Transportation Institute. The Texas A&M University System budget is over $3.3 billion per year. System members teach over 120,000 students and serve at least 22 million people each year. The System employs over 28,000 faculty and staff, and it has a physical presence in 250 of the state’s 254 counties and a programmatic presence in all 254 counties. Externally funded research expenditures approach $800 million per year (http://www.tamus.edu/about/). The Department of Recreation, Park, and Tourism Sciences reports to three of the Texas A&M University System members: Texas A&M University, Texas AgriLife Research, and Texas AgriLife Extension Service.

2.2 Texas A&M University

This Academic Program Review is a program of one of these Texas A&M University System members: Texas A&M University. As such, the focus of the Academic Program Review is on contributions to the teaching, research, and service missions of the Department as those pertain to Texas A&M University. These contributions are, though, significantly impacted by the tripartite reporting structure. Vital synergies are created through this structure, and these are noted in appropriate locations throughout this self-study. A brief description of Texas A&M University follows.
Texas A&M University is the nation’s sixth largest university in enrollment. Approximately 50,000 students are enrolled at the College Station campus, including 9,500 graduate students. These students study in 120 undergraduate degree programs and 240 masters and doctoral degree programs. Over 2,600 faculty members are employed by Texas A&M University, and 80% of these hold doctoral degrees. Over 300 faculty hold endowed professorships or chairs. Texas A&M University is one of the few universities nationally that holds federal Land-Grant, Sea-Grant and Space-Grant designations, and it is a member of the highly selective Association of American Universities (61 institutions have this honor). The University has an endowment of over $5 billion, including the institution’s portion of the Permanent University Fund, ranking it tenth in the nation among all universities and fourth among public universities. The University is housed on a 5,200-acre campus, among the largest in the nation. The campus includes more than 100 buildings and a 324-acre research park.

Texas A&M University consistently receives high rankings by organizations that study the quality of universities. A Wall Street Journal survey of top US corporations, non-profit organizations, and government agencies identified Texas A&M University as being second in the nation among all public and private institutions in terms of graduates recruiters prefer to hire. The University also consistently ranks among the country’s top ten universities in enrollment of National Merit Scholars, and it is one of only 16 schools nationwide to receive an “A” by the American Council of Trustees and Alumni for the scope of its core curriculum. Texas A&M ranks first among Texas universities in retention rates overall and for minority students.

A summary of the history of Texas A&M University is provided on the Texas A&M University website (http://www.tamu.edu/about/facts/history.html)

Texas A&M is the state’s first public institution of higher education. With a current student body close to 50,000 and a physical campus of more than 5,200 acres, Texas A&M is also among the nation’s largest universities. Its origins, however, were much humbler. Texas A&M owes its origin to the Morrill Act, approved by the United States Congress on July 2, 1862. This act provided for donation of public land to the states for the purpose of funding higher education, whose "leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and mechanic arts."

The State of Texas agreed to create a college under the terms of the Morrill Act in November 1866, but actual formation didn’t come until the establishment of the Agricultural and Mechanical College of Texas by the Texas state legislature on April 17, 1871. A commission created to locate the institution accepted the offer of 2,416 acres of land from the citizens of Brazos County in 1871, and instruction began in 1876. Admission was limited to white males, and, as required by the Morrill Act, all students were required to participate in military training.

Texas A&M underwent many changes in the 1960s under the presidency of Gen. James Earl Rudder. Under his tenure the college diversified and began admitting women and minorities. Participation in the Corps of Cadets was also made voluntary. In 1963 the
Texas state legislature officially renamed the school to Texas A&M University, with the "A" and "M" being a symbolic link to the school's past but no longer officially standing for "Agricultural and Mechanical."

Since that time Texas A&M has flourished and has become one of the nation's premier research universities. Along with the University of Texas and Rice, it is one of only three Tier I universities in the state. In 1971 and 1989 respectively, Texas A&M was designated as a Sea Grant and a Space Grant institution, making it among the first four universities to hold the triple distinction of Land Grant, Sea Grant, and Space Grant designations.

While membership in the Corps of Cadets became voluntary in 1965, it has nonetheless continued to play a key role in the university. The Corps is often referred to as the "Keepers of the Spirit" and "Guardians of Tradition." Texas A&M remains one of only six senior military colleges, and the Corps is the largest uniformed body outside the national service academies. As such it has historically produced more officers than any other institution in the nation other than the academies.

The George Bush Presidential Library and Museum opened in 1997 on West Campus, making Texas A&M one of only a few universities to host a presidential library on their campus. President Bush maintains an active role in the university, hosting and participating in special events organized through the Library.

2.3 Texas A&M University College of Agriculture and Life Sciences

The Department is organizationally located within the College of Agriculture and Life Sciences. Fifty-five percent of the funds allocated to the Department each year are through its status as an organizational unit of the College. The Department also earns Texas A&M University funds through educational enhancement fees, computer support fees, advising fees, distance education tuition, and internal partnerships. Development and fund-raising programs generate external funds for endowed chairs, professorships, scholarships, and excellence initiatives.

The College of Agriculture and Life Sciences is one of the largest colleges of its kind in the world. It includes fourteen departments whose collective priorities are, in abbreviated, tag-line form, to

- Feed our world
- Protect our environment
- Grow our economy
- Enrich our youth
- Improve our health
The Dean of the College of Agriculture and Life Sciences, Dr. Mark Hussey, also serves as Vice Chancellor for the Texas A&M System. In his role as Vice Chancellor, Dr. Hussey oversees the Texas A&M University College of Agriculture and Life Sciences, Texas A&M AgriLife Extension Service, Texas A&M AgriLife Research, Texas A&M Forest Service, and the Texas A&M Veterinary Diagnostic Laboratory. Considerable authority for internal management of the College of Agriculture and Life Sciences is delegated to Executive Associate Dean Alan Sams. Academic programs in the College of Agriculture and Life Sciences are supported by three associate deans: Dr. David Reed, Associate Dean for Graduate Programs; Dr. Chris Skaggs, Associate Dean for Undergraduate Development, and Dr. Kim Dooley, Associate Dean for Academic Operations.

2.4 Texas A&M AgriLife Research

Texas A&M AgriLife Research (http://agriliferesearch.tamu.edu/) is the premier agriculture, natural resources, and life sciences research agency of Texas, maintaining research centers in 15 cities throughout Texas. Texas A&M AgriLife Research conducts hundreds of projects spanning many scientific disciplines to deliver life-sustaining and industry-changing impacts to citizens throughout Texas and the world. Texas A&M AgriLife Research collaborates with the Texas A&M University College of Agriculture and Life Sciences, the Texas A&M AgriLife Extension Service, and many others to help fulfill the Texas A&M System’s land-grant mission of teaching, research, Extension, and service.

Among its many notable accomplishments historically is research that led to eradication of “Texas fever,” a bovine disease that threatened the Texas cattle industry in the 1920s. Contemporary programs explore an expansive array of issues and opportunities related to a) animals, b) crops and plants, c) environment and natural resources, d) health and food science, and e) policy and economics.

Thirty-three percent of the funds allocated to the Department of Recreation, Park and Tourism Sciences in Fiscal Year 2013 are from Texas AgriLife Research, and additional funds result from return of indirect costs on grants and contracts administered through the AgriLife Research unit of the Texas A&M System Office of Sponsored Research Services. For Academic Year 2013, Texas A&M AgriLife Research funds that are allocated to the Department of Recreation, Park and Tourism Sciences are fully committed to support of faculty and staff salaries (returned indirect cost funds are in addition to this allocation). On the average (apart from AgriLife Extension Service Faculty), Department of Recreation, Park and Tourism Sciences Texas A&M University faculty members have 61% FTE appointments to Texas A&M University and 39% appointments to Texas A&M AgriLife Research. Many staff members also have joint appointments. With the exception of the Associate Department Head for Extension, Department faculty members who are Texas A&M AgriLife Extension Service faculty do not hold joint appointments with Texas A&M University or Texas A&M AgriLife Research.
2.5 Texas A&M AgriLife Extension Service

Texas A&M AgriLife Extension Service (http://agrilifeextension.tamu.edu/) serves Texans through community-based education. Its mission is to improve the lives of people, businesses, and communities across Texas and beyond through high-quality, relevant education. Texas A&M AgriLife Extension Service has programmatic presence in all 254 counties of Texas. Its programs are very diverse, addressing longstanding as well as emerging needs. Texas A&M AgriLife Extension Service programs are organized into four broad program areas: agriculture and natural resources, family and consumer sciences, 4-H and youth development, and community economic development.

Twelve percent of the Department of Recreation, Park and Tourism Sciences budget is provided by Texas A&M AgriLife Extension Service. Specialists include one professor (.5 FTE), three assistant professors, and one Extension program specialist. None of these faculty members have joint appointments with Texas A&M University or with Texas A&M AgriLife Research, although one has a joint appointment with Sea Grant. They, do, however, work closely with colleagues with such appointments on a variety of research and outreach initiatives. Texas A&M University/RPTS graduate and undergraduate students also benefit in significant ways through opportunities afforded by our extension programs. Department of Recreation, Park and Tourism Sciences Texas A&M AgriLife Extension faculty provide the following programs to address needs of the people of Texas (http://rpts.tamu.edu/extension-programs/):

- Texas Coastal Watershed Program
- Nature Tourism Program
- Sequor Youth Development Initiative
- Texas Friendly Hospitality Program
- Texas Event Leadership Program
- Urban and Municipal Parks Program

A single-page summary of our Extension programs can be viewed at http://rpts.tamu.edu/academic-program-review/, see RPTSExtensionOverview.doc.

2.6 Graphical Summary of Budget Allocation Sources and FTE

A graphical summary of Department budget and FTE by agency is provided below. The budget chart is limited to allocations for personnel and operating funds (i.e., Education and General, Research and General, Designated Tuition, and Extension). Fee income, partnership income, indirect cost recovery, and other sources of revenue are not included. The FTE chart includes only positions supported through those revenue sources. Excluded are research assistants, teaching assistants paid through project income, and faculty and staff supported through external funds and faculty and staff paid through internal and external nonrecurring funds.
Figure 2.1: Department of Recreation, Park and Tourism Sciences Budget Allocation, FY 2013, by Source

Figure 2.2: Department of Recreation, Park and Tourism Sciences FTE supported by Budget Allocation, FY 2013, by Source
Section 3

Department History, Organization, Mission, and Planning

Section 3 provides information related to several facets of the review team charge. It provides the following: a) a brief history, b) mission, vision, and values c) planning processes, d) organizational structure, and e) responses to most recent program reviews. Included in this latter section are summaries of responses and developments associated with our 2006 academic program review and our 2010 professional accreditation review by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions.

3.1 Brief History

The Department of Recreation, Park and Tourism (RPTS) was established in 1966 as an initiative of then-President James Earl Rudder (1910-1970). Dr. Rudder served as Texas A&M University President from 1959-1970 and as Texas A&M System President from 1966-1970. President Rudder recognized the importance and complexity of managing recreation among the multiple uses of public lands. He also noted the pressing need for public access to private lands for recreation use in Texas. Less than 5% of the land in Texas is publicly owned. His vision was to educate generations of natural resource recreation managers to provide the leadership necessary to successfully negotiate these complexities and to provide stewardship that enhances quality of life of people of Texas and beyond.

President Rudder recognized that inspirational leadership was required to achieve his goal. He identified Dr. Leslie M. Reid as the nation’s top candidate for creating this new department, and recruited Dr. Reid from Michigan State University to that position. Dr. Reid served as Department Head for 20 years, elevating the Department to the status of being among the world’s most recognized higher education programs in natural resource-based park and recreation management. Among the many keys to success was Dr. Reid’s commitment to the concept of interdisciplinary teams. Rather than building a program comprised of faculty with backgrounds only in park management, the faculty that Dr. Reid built included top faculty members from such diverse disciplines as landscape architecture, geography, marketing, law, management, forestry, sociology, park management, and wildlife and fishery sciences. That interdisciplinary foundation is a key to the success of the Department, and it continues to influence the quality and continued evolution of the program to this day.

A notable milestone in the evolution of the Department occurred in the 1980’s, when the faculty made a strategic decision to become a world leader in tourism management education and research, while sustaining its excellence in natural resources-based park and recreation management. Tourism management as a priority was endorsed through vote of the full faculty, and resources were directed to that goal. The vision of international leadership has been fully realized, as the Department is currently regarded as a top-ten program internationally for tourism education and research. This status is affirmed through empirical evaluations of contributions to scientific journals in tourism as well as through less formal mechanisms.
Another notable programmatic development that led to national and international prominence is in youth development. In the 1990’s, the Department began teaching classes in youth development and recruiting talented graduate students to study for advanced degrees in that program. The Department also began hosting a national professional school in youth development. Inspired by progress, in 1999 the Sequor Foundation created the Elda K. Bradberry Chair in Youth Development. Fueled by support from the Sequor Foundation and by pressing needs of youth serving organizations for science-based knowledge, our youth development program continues to grow in momentum. In 2009, we launched a youth development specialization as part of our new undergraduate curriculum. Student numbers are growing rapidly, external funding continues to increase, and, in Academic Year 2010, the Sequor Foundation followed with an additional major gift to support our department’s Sequor Youth Development Initiative through AgriLife Extension, at $45,000 per year for 10 years.

The Department has developed a number of additional new academic programs since its 2006 review by the Texas A&M University Office of Graduate Studies. These new programs include the following:

- A professional masters degree that can be completed via distance learning (Master of Recreation Resources Development, MRRD)
- A graduate-level Community Development certificate
- An undergraduate major in Community Development
- Specialization area programs in our undergraduate major in Recreation, Park and Tourism Sciences: Parks and Conservation, Tourism Management, Youth Development and Community Recreation and Park Administration.

These programs are designed to meet contemporary and emerging needs of students, in terms of both content and learning style. Each academic program is fully described in Section 4 of this document.

3.2 Mission and Vision

The current mission statement of the Department was adopted in Academic Year 2009. It specifies individual and social well-being and environmental and economic sustainability as outcomes of education, research, and outreach programs:

**We enhance individual and social well-being and environmental and economic sustainability by generating and disseminating knowledge about the management and development of recreation, park, community, and tourism resources.**

The Department tag-line attempts to capture the essence of this message in a single, memorable phrase:

**Quality experiences, lives, and communities!**
The Department vision statement is designed to focus on the processes that we use to achieve outcomes established in our mission statement:

*Our mission is achieved through undergraduate and graduate education, outreach, and research that integrate social science and natural resource management disciplines. We strive to understand and respond to the global and local implications of recreation, parks, tourism, and natural resource dimensions of diverse and changing societies. We endeavor to conduct an effective mix of theoretical and applied research, and liberal and professional education that prepares society-ready graduates and provides responsive service and outreach that meets the needs of our constituents.*

These processes are executed within the context of core values of the Department. These core values are as follows:

- **We believe that our education, scientific research, and outreach programs contribute to the expansion of knowledge and to the enhancement of the quality of life.**
- **We believe that our primary responsibility is to the people of Texas; we believe that our contributions to the State of Texas will be enhanced by scholarly activities at the national and international levels.**
- **We value the contributions that parks, recreation, community development, and tourism can make to the health of communities.**
- **We believe in preparing society-ready graduates, with a solid educational foundation that includes experiential and liberal education, and development of skills for career employment and lifelong learning.**
- **We believe that the process of education is a collaborative learning experience, and students, faculty, practitioners, and professionals from other fields are participants in this process.**
- **We recognize the growing demographic and geographic diversity of Texas and the United States; the value of diversity in thoughts and ideas among the faculty, staff, and students; and the opportunities presented by an international border.**
- **We recognize the value of human diversity and interdisciplinary collaboration in teaching, research, and extension, and affirm the individual strengths that people bring to the Department.**
- **We are committed to the contributions of recreation, parks, community development and tourism make to the sustainability and stewardship of cultural, historical, and natural resources.**
- **We are committed to the concepts of social and environmental justice.**
• We value scholarship that is validated by peers and external audiences; and we believe that scholarship can be expressed through teaching, research, and extension.

3.3 Major Planning Processes: Strategic Plan, Annual Budget Hearing/Annual Priorities, and Assessment Plan

Department plans can be categorized into three sets: a) standing, non-financial plans, b) financial plans, and c) action plans for individual projects. Standing, non-financial plans are the subject of this section. These include our strategic plan, our learning outcomes assessment plan, and our annual priorities that follow from our budget hearing each year. Section 7 provides a description of our financial planning and management process. Plans associated with individual projects can be discussed with individual faculty members.

Strategic Plan
The Department entered a new planning period in Academic Year 2013. A strategic plan for that period was completed during the Spring Semester of Academic Year 2012. That plan addresses a period of three academic years (AY 2013-2015) and is published on the Department website:


Development of the plan was influenced by the emerging notion of “agile” planning. Agile planning is popular in the software industry, and is also a subject of a recent National Recreation and Park Association white paper. Agile planning engages members of the organization in activities about which they are passionate, while also optimizing opportunities to take advantage of emerging circumstances in the economic and competitive environment and maintaining attention to the mission of the unit. Agile plans tend to have the following characteristics:

a) Agile plan goals and initiatives are fully “owned” by project teams;
b) Agile plans are “feature-based,” focusing on when products will be delivered;
c) Agile plans allow iterative work processes rather than being limited to a linear progression; and
d) Agile plan elements reflect differing levels of detail, reflecting the developmental status of ideas, and they embrace the notion that opportunities will emerge, priorities will change, new ideas will be added, and old ideas may be significantly refined or eliminated from future action.

Implementation of this approach by the Department of Recreation, Park and Tourism Sciences involved activating teams of faculty to produce lists of priorities for their respective programs. (The traditional “SWOT” approach to strategic planning was not used.) Faculty teams included our Graduate Committee, our Undergraduate Committee, Faculty teams in each of our specialization areas, and our internationalization committee. Our Executive Committee also formulated an overarching set of priorities, and the goals from the respective teams were embedded within these. Each team was encouraged to formulate the majority of their goals
using the SMART goal approach that is common in Lean Six Sigma organizations. SMART goals are specific, measureable, attainable, realistic, and time-bound. In addition, project teams were encouraged to include ideas that were not yet fully crystallized through use of more general and more traditional goal statement formats. Each team will review and update its respective section of the plan at least annually. These updates will include acknowledging attainment of some goals, revising goals and providing ideas to account for changing circumstances, and construction of new goals to capitalize on emerging opportunities.

The “overarching” priorities crafted by the Department Executive Committee (comprised of the Department Head, Associate Department Head, Associate Department Head for Extension, Associate Department Head for Graduate Programs, Associate Department Head for Undergraduate Programs, Texas A&M AgriLife Research representative, Senior Faculty Representative, and Chief Business Officer) are as follows:

1.0 Sustain excellence in our TAMU graduate and undergraduate teaching programs
2.0 Design and deploy development strategies to help us advance toward our department’s mission and effectively manage growth in demand for our offerings
3.0 Sustain our status as the nation’s top park, recreation, and tourism program in research productivity
4.0 Continue to elevate and fully document quality, impact, and efficiency of our Extension programs
5.0 Optimize our Department awards program

Learning Outcomes Assessment Plan
The Department updates its learning outcomes assessment plan each year. That plan is prepared as a written document (http://rpts-tamu-edu.wpengine.netdna-cdn.com/files/2011/08/Assessment-Plan-2013.pdf), and much of the plan can also be deduced from mandatory entries into Texas A&M University’s WEAVEonline data warehouse. WEAVEonline is a complex data base that allows administrators to confirm that departments are in compliance with assessment requirements of our regional accrediting body, the Southern Association of Colleges and Schools. The data base includes the following for each degree and certificate program offered by academic departments:

- Learning outcomes
- Assessment tools used to measure those outcomes (“metrics”)
- Annual results of assessment for each learning outcome, program, and metric
- Action plans that follow from results (these entries are optional)

A WEAVEonline “result” can be defined as one measure of one learning outcome for one program. Across the Department’s academic programs, a total of 54 results are reported, on 54 different WEAVEonline screens. Action plans may also be added, which would result in, of course, entries on 108 different screens.
Given the complexity of the WEAVEonline format, the more coherent and more concise assessment plan mentioned previously (http://rpts-tamu-edu.wpengine.netdna-cdn.com/files/2011/08/Assessment-Plan-2013.pdf) is also necessary for implementation and management of the Department’s learning outcomes assessment program each year. That plan is divided into five sections:

I. Introduction
II. Ethical use of test scores
III. Undergraduate Programs
   a. Recreation, Park and Tourism Sciences Major Learning Outcomes
   b. Community Development Major Learning Outcomes
   c. Professional Event Manager Certificate Program Learning Outcomes
   d. Undergraduate Program Measures and Procedures
IV. Graduate Programs
   a. Master of Science Program Learning Outcomes
   b. Master of Recreation Resources Development Learning Outcomes
   c. Doctor of Philosophy Learning Outcomes
   d. Community Development Certificate Learning Outcomes
   e. Graduate Programs Measures and Procedures
V. Assessment Calendar for Academic Year 2013

A separate document contains all of the measures used for all of the programs. Many of the measures are multiple-choice “testlets” of acquisition of knowledge outcomes. For test security reasons, those instruments are not published on the Department website nor are they openly available. The instruments will, of course, be available for the external review team to reference.

The learning outcomes assessment literature distinguishes between “direct” and “indirect” measures of learning outcomes. Direct measures are instruments that produce scores of actual performance on tasks that signal that learning has occurred. The two direct measures that we use in our undergraduate program assessment are a) objective tests administered in classes that correspond to the targeted learning outcomes for each respective program, b) intern site supervisor ratings of student performance, and c) internship class pass rates. Performance standards established by our faculty are an average of 20% improvement in numbers of questions correctly answered on the testlet, 90% or greater number of interns whose supervisors indicate they would hire if funds were available, and 90% or greater pass rate on our internship class. The testlets have been analyzed for psychometric properties, and are considered to be of acceptable quality for assessment of learning outcomes of our undergraduate programs.

While direct measures assess actual performance, indirect measures are outcomes from which learning may be inferred, but are not direct measures of the performance constructs. Opinions, attitudes, and job placement success are examples of indirect measures of learning outcomes. We use one indirect measure of learning outcomes in assessing outcomes of our undergraduate programs. Graduating seniors complete an exit survey, and one section of that questionnaire asks them to judge their learning on items representing our identified learning outcomes.
We consider assessment to be an inherent component of our graduate programs. Students complete qualifying examinations, proposal defenses, and final defenses, and they work closely with supervisory committee chairs and members on research projects. Our assessment program for Academic Year 2013 adds only one measure to this process. On the occasion of students’ final defenses, supervisory committees will rate the extent to which they believe students have achieved each of the learning outcomes of their respective program (MS, MRRD, or PhD). For assessment of learning outcomes from Academic Year 2012, supervisory committee chairs were asked to complete these assessments post-hoc, during summer 2012.

Our graduate level Community Development Certificate program is the sole exception to this graduate program assessment procedure. Community Development faculty have prepared an objective test that will be used to assess learning outcomes of the certificate program.

The Department Head and Associate Department Head prepare an assessment report each year (http://rpts-tamu-edu.wpengine.netdna-cdn.com/files/2012/08/Assessment-Results-All-August-2012.pdf), and they oversee entry of the contents of that report into WEAVEonline. The written report is reviewed briefly by the full faculty, and then referred to our undergraduate and graduate committees for in-depth consideration and action. The Department Head and Associate Department Head also use the assessment report to inform decisions about teaching assignments, hiring of part-time teachers and other matters related to the quality of students’ learning experiences. Outcomes of our learning outcomes assessment program for the most recent academic year are discussed in Section 7.

Annual Priorities
A third non-financial standing plan is a list of annual priorities. This list follows from our annual departmental review/hearing with the Vice Chancellor and Agency leaders. A separate hearing is held for each of the 14 departments in the College of Agriculture and Life Sciences each year. The Vice Chancellor presides over these hearings, and the top administrators of the three agencies to which the department reports are in attendance (Texas A&M University, Texas A&M AgriLife Research, and Texas A&M AgriLife Extension Service). The hearings are a comprehensive review of contributions departments made during the previous year. The agenda includes review of teaching metrics, research metrics, extension metrics, development programs and initiatives, and financial management. An outcome of the hearing each year is a simple but very important plan: a list of the annual priorities for the Department, based on input from the Vice Chancellor and agency leaders. For Academic Year 2013, that list of priorities is presented in Table 3.1.
<table>
<thead>
<tr>
<th>Priority</th>
<th>Corresponding Strategic Plan Goal</th>
<th>Corresponding TAMU Vision 2020 Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Secure stable funding for a) Professional Event Manager Certificate faculty, b) core curriculum lecturer, c) .5 FTE undergraduate advisor, d) reclassification (upgrade) of IT position.</td>
<td>1</td>
<td>3, 5, 12</td>
</tr>
<tr>
<td>2. Expand distance delivery of select Extension programs.</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>3. Achieve greater involvement of County Extension Agents in all Extension programs.</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>4. Sustain research excellence a) to compensate for decrease in faculty numbers and, b) by increasing contributions to AgriLife Research priorities.</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Address compensation issues for staff and faculty.</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>6. Design and deploy fund-raising events that yield flexible support for basic functions and quality initiatives.</td>
<td>2</td>
<td>7, 9</td>
</tr>
<tr>
<td>7. Secure endowed chairs and professorships that allow us to succeed at higher levels and enhance our graduate student development options and support.</td>
<td>2</td>
<td>9, 10</td>
</tr>
<tr>
<td>8. Establish &quot;embedded&quot; collaboration with a major tourism/recreation attraction to serve as a learning laboratory and a research laboratory.</td>
<td>1, 2, and 3</td>
<td>3</td>
</tr>
<tr>
<td>9. Retain extraordinary faculty and Extension Specialists who are at risk of being attracted to positions at other universities.</td>
<td>1, 2, and 4</td>
<td>2, 10</td>
</tr>
<tr>
<td>10. Design and deploy a revised undergraduate curriculum that a) allows us to meet the increased demand for our programs, b) eliminates the need for &quot;forces&quot;, and c) affords students opportunity to earn transcripted certificates in additional areas of specialization.</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
3.4 Organizational Structure

The Department internal functional organizational structure is provided in Figure 3.1. Boxes in the diagram represent functions and not individual employees. The “Business and Financial Office” for example, includes three employees, and that unit is managed by a senior business officer. Similarly, the “IT; Computer Support Function” is headed by a faculty member, who oversees the work of our Senior Computer Support Specialist and 1-3 student assistants.

While not highlighting the individual faculty and staff members in the Department, the functional organization does provide a graphic representation of the scope of programs offered by the Department. The Department offers six programs at the undergraduate level and four programs at the graduate level. We have six Extension programs, and two members of our faculty have primary appointments with AgriLife Research. All faculty members, including Extension faculty, have research expectations. It is also notable that each undergraduate program area has an advisory committee of professionals. Those advisory committees are not represented in Figure 3.1.

Major roles of faculty in executing these functions during Academic Year 2013 are summarized below. Position descriptions for these roles are described in the document at the following link: at http://rpts.tamu.edu/academic-program-review/, choose “Department of RPTS Administrative Leadership Positions.” Individual faculty and staff profiles and curriculum vitae can be viewed at http://rpts.tamu.edu/about/faculty/.

Individual Faculty Leadership Roles
1. Department Head (Gary Ellis)
2. Associate Department Head (Scott Shafer)
3. Associate Department Head for Extension (Peter Witt)
4. Associate Head for Undergraduate Programs (Lou Hodges and Susan Scott)
5. Associate Head for Graduate Programs (Jim Petrick)
6. Specialization Area Coordinators
   A. Community Parks and Recreation Administration (Scott Shafer)
   B. Parks and Conservation (Jim Gramann)
   C. Tourism Management (Jim Petrick)
   D. Youth Development (Corliss Outley)
   E. Community Development Major Coordinator (David Matarrita)
   F. Professional Event Manager Certificate Program Coordinator (Kim Free)
   G. Community Development Certificate Program Coordinator (David Matarrita)
Figure 3.1: Functional Organization, Department of Recreation, Park and Tourism Sciences
Standing Committees
1. Executive Committee (Chair: Gary Ellis)
2. Undergraduate Committee (Co-Chairs: Lou Hodges and Susan Scott)
3. Graduate Committee (Chair: Jim Petrick)
4. Promotion and Tenure Committee (Co-Chairs David Scott and Alex McIntosh)
5. Specialization Area Teams (Coordinators: Jim Gramann, Corliss Outley, Jim Petrick, Scott Shafer.)
6. Community Development Major Team (Coordinator: David Matarrita)
7. International Programs Committee (Chair: Gerard Kyle)

The charges of our standing committees and lists members for Academic Year 2013 can be reviewed at [http://rpts.tamu.edu/academic-program-review/](http://rpts.tamu.edu/academic-program-review/), choose “Department of RPTS Administrative Leadership Positions”. Members of our specialization area teams and their corresponding advisory groups can also be viewed at that link ([http://rpts.tamu.edu/academic-program-review/](http://rpts.tamu.edu/academic-program-review/), select “Department of RPTS Specialization Area Teams, AY 2013”). Advisory groups meet at least once per year, and are consulted on an individual basis as needed and appropriate.

3.5 Most Recent Program Reviews

Graduate Program Review, Texas A&M University
Our most recent academic program review conducted by Texas A&M University was in 2005. Our doctoral program was the focus of that review. The four-year report of the process was submitted on March 6, 2009. That report can be viewed at the following link: [http://rpts.tamu.edu/academic-program-review/](http://rpts.tamu.edu/academic-program-review/) (select “Academic Program Review, 2004-2005” at that link).

Four key issues from the review were highlighted in a June 17, 2005 memorandum from Department Head Joseph O’Leary to the Office of Graduate Studies. Additional progress on these issues has occurred since the March 6, 2009 submission date of the final report. A brief summary of steps taken toward their resolution to date follows:

**Issue: Mission and Structures are not clear [creating a lack of a sense of “unity of direction” as the unit advances]**

**Response/Resolution**
The Department created formal mission and vision statements in 2006. The mission and vision statement was refined in 2009 and a tag line was created. These are now published widely through displays throughout the Department office space. The mission statement and tag line also appears on every faculty meeting agenda. This visibility seems to have yielded greater understanding of the unity of direction of the unit. As an example, a spring semester, 2012 graduate student seminar addressed the rationale for park, recreation, and tourism programs in higher education. The mission, vision, and value statements and tag lines became a focus of that discussion.
Issues: PhD program: a) Student funding for PhD education is inadequate, b) Graduate students struggle to create social networks (learning communities), c) Graduate students do not receive sufficient opportunities to teach, d) PhD students need separate courses from MS students.

Response/Resolution
Two significant actions have been taken since this review. First, acknowledging that the PhD tuition problem was a campus-wide concern, Texas A&M University implemented a policy that waives tuition and provides insurance for graduate students who are funded through state allocations. In addition, the Department has continued to increase compensation of Graduate Teaching Assistants over the period. For Academic Year 2013, the compensation for doctoral Graduate Teaching Assistants was increased from $12,500 to $14,000 for 8.5 months, in addition to tuition and the insurance benefits. We still consider this compensation to be low by estimates of national standards, and we hope to increase compensation as we secure funds to do so. Faculty members with externally funded research strive to match this level of compensation for graduate research assistants. Students funded through external sources do not receive the tuition benefit.

Communication and formation of informal networks has improved as a result of a) organization of workspace into laboratories for students studying in similar areas, and b) assignment of responsibility for choosing topics and organizing our Friday seminar series for our graduate students. Creation of the laboratories is a result of relocation to the new Agriculture and Life Sciences Building in 2011. We have used space on the first floor of that building to create laboratories for following groups of graduate students: a) youth development graduate students, b) human dimensions of natural resource management graduate students, c) tourism management graduate students, and d) graduate students working in our AgriLife Research programs in natural resources planning and management. The collaborative environment these laboratories afford seems to have created greater cohesiveness and a stronger social climate among our graduate students.

We have resolved the graduate student teaching issue by adding a full summer school program and vastly expanding the number of classes graduate students teach during the fall and spring semesters. During the fall semester of Academic Year 2013, seven doctoral students are serving as instructor of record. Four doctoral students taught classes during the most recent spring semester, and four doctoral students taught classes during our most recent summer semester. We also developed and adopted the following guidelines in making decisions about graduate student teaching assignments:

- We should strive to provide all of our doctoral students who aspire to university appointments with teaching experiences. Ideally, during their careers as students, each qualified and capable doctoral student should teach two classes as instructor of record for in-person classes, at least one class via distance, and should also serve as a TA. Experience in teaching core undergraduate classes will be particularly helpful to students as they compete for faculty positions.

- The quality of undergraduate experiences in classes should not be compromised in order to provide teaching experiences for graduate students. We should assign graduate students to teach when we are confident that they will succeed in the roles to which we assign them.
• The widely accepted rule of thumb for calculating teaching loads for lead instructors assumes that two preparation hours per week are needed for each contact hour (including grading). A ten-hour per week TA appointment thus provides sufficient assistance for most classes. For a three-credit hour class, a 10 hour TA assignment yields 19 total preparation hours for each three-hour class.

• TA’s should be assigned to classes that are consistent with their academic and research interests, to the greatest extent possible.

• When possible, TA’s should be assigned to classes taught by their advisors.

• Faculty members who hold Distinguished Professor rank should be assigned a TA for 20 hours per week.

• Tenure-track faculty members who teach core classes that our faculty has designated to be taught in large sections should be assigned a TA for 20 hours per week.

• Tenure-track faculty members who teach classes with enrollments in excess of 80 students should receive 20 hours from a TA, regardless of whether the class is a core requirement.

• GAT’s and lecturers who teach classes in excess of 80 students may or may not be assigned a TA of up to 10 hours per week.

• Our department needs a graduate student to serve 20-hours per week as a marketing director. A doctoral student should serve no more than one year in that position in order to receive diverse experiences, including teaching and research, that are vital to education at the doctoral level.

Our graduate committee has attempted to address the need for separate classes for PhD and MS students, but has not found a sustainable solution, given resource limitations (budgets have been reduced by approximately 20% over the past three years). The Department has added classes that address specific needs of graduate students, including a class on experimental design and analysis and a class on qualitative research methods. Supervisory committees have noted, however, that master of science students also benefit from these classes, and those students have not been excluded from these new course offerings. It is notable that our graduate program assessment results suggest that doctoral student learning outcomes are being attained. Thus, the presence of masters students in classes along with doctoral students does not seem to be substantially impeding learning.
Issue: Faculty salaries are too low.
Response/Resolution
As Dr. O’Leary reported in his memorandum, salaries of tenure-track faculty have indeed been low, when 12-month salaries of our faculty are converted to nine-month equivalents. The $70,000 level at which we began our most recent assistant professor hires equates to only $52,500 on a nine-month equivalent funding. In the absence of new funding, we have addressed this problem by using a Texas A&M policy mechanism that allows us to “compress” 12-month tenure-track appointments to 10-month appointments without reductions in annual salary. Thus, contingent upon administrative approval, a 12-month faculty member can earn the same salary for 10 months or 11 months that she or he earns for 12 months. Faculty members then have the opportunity to earn compensation for research or teaching during the months that is the difference between their compressed appointment and 12 months (i.e., two months for a 12- to 10-month conversion and one month for a 12- to 11-month conversion).

During Academic Year 2012, we proposed and received administrative approval for compressing the appointments of four members of our faculty from 12 to 10 months. Following that action, the number of faculty members on appointments of less than 12 months is 11. Only five members of our Texas A&M University tenure-track faculty now have 12 month appointments, and one of these is the Department Head. Implementation of the compression mechanism has substantially improved our situation with respect to salary levels.

Issue: Resources. The site visit report states that “...the committee looked at the building and used the terms “reflects badly,” “lack of maintenance and cleanliness,” “conditions not conducive to work or study,” “unappealing” “conditions worsen” as you move to the second and third floor.
Resolution
In May of 2011, the Department relocated to a beautiful new building constructed building on the University’s West campus, the Agriculture and Life Sciences Building (http://aglscomplex.tamu.edu/). The Department occupies space on the first and fourth floors of the building. The square footage of office, laboratory, and extension space increased 20% with the move.

Professional Accreditation Review: Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (a Council on Higher Education Accreditation-recognized accrediting body)
More recently, we completed a professional reaccreditation review by the Council on Accreditation for Parks, Recreation, Tourism and Related professions. Reaccreditation resulted from that review. Our reaccreditation was announced to Texas A&M President Bowen Loftin in a letter dated June 1, 2010 (see http://rpts.tamu.edu/academic-program-review/). That letter reports approval of continuing accreditation with two recommendations and three commendations:

Recommendations
- Continue to address succession planning
- Provide adequate and equitable resources to the international study program if the program continues to be subject to an administrative directive regarding the program
Commendations
- For assuring continuous quality through commitment to the accreditation process for 15 years
- For the willingness of the program to serve as a beta pilot program for new accreditation standards
- For excellence in program leadership

We have made considerable progress toward both of the recommendations, and we continue to affirm our commitment to compliance with accreditation standards. To address the succession planning recommendation, we have appointed an associate department head who may have interest in serving as our next department head. We also recently involved our associate department head for graduate programs in a two-day national meeting of Recreation, Park and Tourism Department Heads in Utah to represent our program and to help him explore his potential interest in serving in that role in the future. A third potential department head served as interim department head between the terms of Dr. O’Leary and Dr. Ellis. Perhaps others will emerge. The second four-year term of the current department head began on June 1 of 2012. The review was completed on October 11, at which time Dr. Ellis accepted the invitation to serve a second four-year term as Department Head.

We have also addressed the issue of funding for our international programs. International programs are a College of Agriculture and Life Sciences priority. The College has acted on that priority by supporting our request for funding through a “reallocation” program that was implemented in Academic Year 2012. As a result, our Department’s 2013 budget for study abroad programs to Africa and to the South Pacific is $26,500, as compared to $0 in AY 2011 and before. Fifty-seven students completed study abroad programs offered by the Department and its partners in 2012. Forty of these participated in our South Pacific Study Abroad program (RPTS), and 17 participated in a study abroad program to Africa (RPTS and partners).

Study abroad programs are partially supported through formula funding from the Texas A&M University study-abroad office, and some faculty members also formerly used funding from research contracts to subsidize their study abroad programs. The study abroad office funding mechanism is unpredictable, with amounts awarded to departments varying enormously year-to-year. It is a fixed pool of funding, divided among qualifying study abroad programs each year. Greater numbers of programs with greater numbers of students thus yield smaller incomes per program. Study abroad office funding is not sufficient in quantity or stability to sustain our study abroad programs.
Section 4

Academic Programs

Section 4 provides descriptions of the academic programs that are the focus of this review. We define an academic program as a set of curricula (teaching and learning) that leads to an academic degree or certificate. The section is divided into three major parts: a) an overview of academic programs, b) undergraduate programs, and c) graduate programs.

4.1 Overview of Academic Programs

Academic programs offered by the Department of Recreation, Park and Tourism Sciences are listed in Table 4.1. That table includes all academic credentials that a student may earn through study in the Department. A column in that table reports the most recent curriculum update for each program. As the data show, the Department is committed to continuous quality improvement of its curricula. The curriculum for every academic program we offer has been updated in the last two years.

Table 4.2 contains additional data about degree programs. Inclusion of these data in the report is a requirement of the Texas Higher Education Coordinating Board. Data are provided through the Office of Institutional Studies and Planning (http://www.tamu.edu/customers/oisp/). Included are admissions criteria, number of degrees awarded per year and average time to degree (graduation rates). As the data show, over the past five years, the Department has averaged awarding 111 BS degrees in RPTS per year, along with eight MS and eight PhD degrees. The three-year average of our new community development program is 2.5 degrees per year, but it is notable that the program has grown to 32 students, and the average over five years will certainly increase. The “Time to Degree” column shows the six-year graduation rate for the 2004-2010 cohort of first-time-in-college students. Seventy percent of first-time in college students who declared RPTS major at admission completed their degrees in six years. It is notable, though, that only ten students are included in calculating that percentage (seven of the ten students completed their degree in six years). Very few students enter the Department of Recreation, Park and Tourism Sciences as freshmen; like many programs like ours around the country we continue to be a “discovery major,” with the majority of students entering after their freshman year. Data for graduate programs are not available from the Office of Institutional Studies and Planning.
Table 4.1
Summary of Academic Programs
Department of Recreation, Park and Tourism Sciences
Academic Year 2013

<table>
<thead>
<tr>
<th>Program</th>
<th>Credential Earned</th>
<th>Credit Hours required</th>
<th>Students enrolled, Spring AY 2012</th>
<th>Academic Year Latest Curriculum Revision Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RPTS Major</td>
<td>BS Degree</td>
<td>120</td>
<td>407</td>
<td>2011</td>
</tr>
<tr>
<td>Parks and Conservation</td>
<td>(not transcripted)</td>
<td>120</td>
<td>17</td>
<td>2011</td>
</tr>
<tr>
<td>Recreation and Park Admin</td>
<td>(not transcripted)</td>
<td>120</td>
<td>20</td>
<td>2011</td>
</tr>
<tr>
<td>Tourism Management</td>
<td>(not transcripted)</td>
<td>120</td>
<td>111</td>
<td>2011</td>
</tr>
<tr>
<td>Youth Development</td>
<td>(not transcripted)</td>
<td>120</td>
<td>55</td>
<td>2011</td>
</tr>
<tr>
<td>Community Development Major</td>
<td>(not transcripted)</td>
<td>120</td>
<td>32</td>
<td>2009</td>
</tr>
<tr>
<td>Undeclared specialization</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RPTS Minor</td>
<td>Minor</td>
<td>18</td>
<td>116</td>
<td>2011</td>
</tr>
<tr>
<td>Professional Event Manager</td>
<td>Certificate</td>
<td>15</td>
<td>57</td>
<td>2012</td>
</tr>
<tr>
<td><strong>Graduate Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td>PhD Degree</td>
<td>70</td>
<td>40</td>
<td>2011</td>
</tr>
<tr>
<td>Master of Science</td>
<td>MS Degree</td>
<td>35* or 36</td>
<td>31</td>
<td>2011</td>
</tr>
<tr>
<td>Master of Recreation Resources</td>
<td>MRRD Degree</td>
<td>36</td>
<td>1</td>
<td>2012</td>
</tr>
<tr>
<td>Community Development Certificate</td>
<td>Certificate</td>
<td>12</td>
<td>3</td>
<td>2010</td>
</tr>
</tbody>
</table>

*35 credits are required for MS non-thesis option, 36 for MS thesis option
Table 4.2
Degree Program Admissions Requirements, Degrees per Year, and Average Time to Degree
Department of Recreation, Park and Tourism Sciences
Academic Year 2013

<table>
<thead>
<tr>
<th>Program</th>
<th>Admissions Criteria</th>
<th>Average Number of Degrees Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS, RPTS and Community</td>
<td>Freshmen: No requirements beyond admission to TAMU</td>
<td>110 RPTS</td>
</tr>
<tr>
<td>Development</td>
<td>Change of major: 2.0 GPR (RPTS Major); 2.5 GPR, “B” or “A” in ENGL 104, ECON, &amp; MATH</td>
<td>2.5 CD</td>
</tr>
<tr>
<td></td>
<td>(CD major) and essay</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Transfer to TAMU: 2.5 GPA for 24 or more credits and essay</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD</td>
<td>GRE scored submitted GPA submitted</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Letter of intent/research interest</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Letters of recommendation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing samples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transcript</td>
<td></td>
</tr>
<tr>
<td>MS</td>
<td>GRE scored submitted GPA submitted</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Letter of intent/research interest</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Letters of recommendation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing samples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transcript</td>
<td></td>
</tr>
<tr>
<td>MRRD</td>
<td>GRE scored submitted GPA submitted</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Letter of intent/research interest</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Letters of recommendation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing samples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transcript</td>
<td></td>
</tr>
</tbody>
</table>

*Six-year major graduation rates for first time in college students (students graduating within six years with the same major they chose as first-time students. 2004-2010 cohort. Thus, 70% (actual numbers were 7 of 10) first-time in college students who declared RPTS major at admission completed their degrees in six years. Data for graduate programs are not available.*
4.2 Undergraduate Programs

This section provides a description of undergraduate program offerings of the Department of Recreation, Park and Tourism Sciences. Included are sections devoted to descriptions of the Recreation, Park and Tourism Sciences undergraduate major, our undergraduate major in Community Development, and our Professional Event Manager Certificate program.

4.2.1 Recreation, Park and Tourism Sciences Undergraduate Major

Our Recreation, Park and Tourism Sciences major is our largest academic program, enrolling 407 undergraduate students in the Spring Semester of 2012. The program requires 120 credit hours, and students must choose one of four specialization areas:

- Parks and Conservation
- Community Recreation and Park Administration
- Tourism Management
- Youth Development

Requirements vary according to the specialization area. The following sections provide detailed descriptions of each of these programs.

At the time of preparation of this document, our undergraduate committee is considering further refinement of the Recreation, Park and Tourism Science major. The goal is to create efficiencies and to optimize the program within the context of budget reductions that were put into effect during Academic Year 2012. If approved, the new curriculum will centralize studies into areas that correspond to learning outcomes established by our professional accreditation system: a) foundational knowledge, b) operations and strategic management, and c) design and delivery of services that yield experience outcomes. The new program will also afford students opportunity to earn transcripted certificates in one or more of the specialization areas rather than being limited to choose a single option area. The outcome of these curriculum discussions will be known by the February date of the site visit.

The estimate of percentages of students per specialization area is as follows:

- Tourism Management: 55%
- Youth Development: 20%
- Parks and Conservation: 9%
- Community Park and Recreation Administration: 9%
- Community Development majors: 7%

This number is an estimate because all students do not declare their specialization at entry to the program. The percentages reflect the fraction of students in each specialization area relative to the total number of students who had declared their specializations as of the beginning of the fall semester of Academic Year 2013 (n= 232).
Course Requirements
Each option in Recreation, Park and Tourism Sciences is required to complete a minimum of 120 hours for a Bachelor of Science degree. Texas A&M University requires a “core curriculum” of 43 credit hours across subject areas in science, math, social sciences and humanities among others. Twenty-six hours of core courses are also required:

Recreation, Park and Tourism Sciences Core

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPTS 201 Foundations of Recreation and Parks</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 202 Foundations of Tourism</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 311 Recreation and Tourism Programs</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 336 Recreation Research and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 340 Recreation, Parks and Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 403 Financing and Marketing Recreation, Park and Tourism Resources</td>
<td>4</td>
</tr>
<tr>
<td>RPTS 481 Seminar</td>
<td>1</td>
</tr>
<tr>
<td>RPTS 484 Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

4.2.1.1. Parks and Conservation Specialization
Program Name
Bachelor of Science in Recreation, Park and Tourism Sciences (Parks and Conservation emphasis)

Purpose/Mission
The undergraduate emphasis in Parks and Conservation focuses on management of natural and cultural resources associated with conserving parks and other protected areas, while also providing for their use by people. Resource managers and related professionals operate in forums that require the integration of concepts in the environmental, social, and behavioral sciences, along with policy and administrative decision-making. Necessary skills include subject matter expertise, critical thinking and problem-solving, the ability to communicate ideas to diverse audiences, global awareness, and skills in planning and designing with communities and other stakeholders to sustain natural and cultural resources and the human populations that depend upon them. Students in this field look forward to careers with both public and private employers in park and conservation fields.

History
The Department of Recreation and Parks was established in February 1965. At the outset the department’s curriculum emphasized public-sector outdoor recreation management and interpretation, as well as local park and recreation administration. This emphasis was viewed as appropriate to a College of Agriculture and the Institute of Renewable Natural Resources, of which the department was a part. It also capitalized on interest in environmental careers in the 1960s and 1970s. Today, the success of the program is reflected in the number of RPTS graduates who have worked in important positions in public-sector outdoor recreation management (see Exemplars, below).
However, by the late 1980s students’ career orientations had shifted significantly. In response, the department’s priorities for curriculum development, student recruitment, and faculty hiring have expanded to include private-sector tourism and event management, hospitality management, youth development, community development, and international conservation. In part, these changes reflect basic transformations in the job market, especially retrenchment in public-sector employment opportunities.

Today, Parks and Conservation works to broaden its appeal and mission to include such areas as ecotourism, integrated conservation and development, biodiversity conservation, and nature-based recreation in the public and private sectors. The continuing success of these efforts depends on nurturing ties with both traditional and new employers and on the growth of employment opportunities for graduates.

Learning Outcomes
- Graduates in this emphasis will be prepared to integrate concepts in the ecological sciences, social and behavioral sciences, and policy and administrative decision-making and apply them to park and conservation issues.
- Graduates in this emphasis will have the necessary skills for resource and protected-area conservation, including recreation development, geographic information systems, impact assessment, communication skills, and heritage and natural resources planning.
- Graduates in this emphasis will have work experience related to parks and conservation.
- Graduates in this emphasis will be knowledgeable of relevant laws, regulations, policies, treaties, and international protocols affecting parks and conservation in the U.S. and globally.
- Graduates in this emphasis will be aware that the conservation of parks and other protected areas is an international effort with global implications.

Career Options
Students majoring in Parks and Conservation look forward to careers as resource managers with an array of public and private employers in the recreation, park, and tourism fields, including state, federal, and international agencies, private enterprises, and non-profit organizations such as youth camps and environmental education programs.

Course Requirements
Each option in Recreation, Park and Tourism Sciences is required to complete a minimum of 120 hours for a Bachelor of Science degree. Texas A&M University requires a “core curriculum” of 43 credit hours across subject areas in science, math, social sciences and humanities among others. Twenty-six hours of core courses are also required. Those courses are listed in Section 4.2.1 The courses below represent the courses that a Parks and Conservation student must take beyond the university core and the Department core.
Parks and Conservation Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 210 Scientific and Technical Writing or ENGL 301 Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>RENR 201 Computer Applications in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>RENR/RPTS 460 Nature, Value, and Protected Areas (W course)</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 209 Park and Tourism Operations</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 304 Administration of Recreation Resource Agencies (W course)</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 307 Methods of Environmental Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 402 Park Planning and Design</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Natural resource reaction and conservation electives: choose three of the following five courses:</td>
<td>9</td>
</tr>
<tr>
<td>RENR 375, RPTS 301, RPTS 316, RENR/RPTS 420, RPTS 360</td>
<td></td>
</tr>
<tr>
<td>Social sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Special electives</td>
<td>3</td>
</tr>
<tr>
<td>Free electives</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
</tr>
</tbody>
</table>

Exemplars

- Tim Bradle (1989), Supervisor, Water Surface Management Programs, Lower Colorado River Authority, Austin
- Walt Dabney (1969), NPS superintendent (ret.) and Director (ret.), Parks Division, Texas Parks & Wildlife Department
- Lynne Dominy (1989), Chief of Interpretation, Acadia National Park
- Becca Everton (2005), Animal care specialist, Sea World, San Antonio
- Gavin Miculka (2011), Park ranger, Harpers Ferry National Historical Park
- J. T. Reynolds (1969), NPS superintendent (ret.), Death Valley National Park
- Tom Scaggs (1976), Superintendent (ret.), Washington-on-the-Brazos State Historic Site/Republic of Texas Complex
- David Vela (1982), Associate Director, Workforce Management, NPS, Washington, D.C.

Strengths, Weaknesses, Opportunities, Threats

Strengths

- Parks and Conservation offers high-impact learning courses, including a one-week field course in Great Smoky Mountains National Park and a “Maymester” field course.
- RPTS offers two international study abroad courses, in the Amazon and in Australia and the western Pacific, that include a protected area and conservation focus.
- Faculties teaching in the emphasis area have strong academic, practical, and policy experience.
- RPTS requires an internship, providing students with work experience in the field.
- Two National Park Service offices are located in the department that provide part-time employment and high-impact learning opportunities for Parks and Conservation students.
- Courses in Parks and Conservation attract majors from other departments, such as Wildlife and Fisheries Sciences. Some of these students enter the RPTS master’s degree programs.
The Applied Biodiversity Science Program, an NSF-funded interdisciplinary program that focuses on conservation, is co-directed by an RPTS faculty member with engagement by many RPTS faculty and students in courses, seminars, journal clubs, and a field school.

The Department is located in a college and university that provide outstanding complementary learning opportunities in areas applicable to parks and conservation, such as international studies, cultural resources conservation, biodiversity conservation, and geographic information systems.

Weaknesses

- The number of students in the Parks and Conservation emphasis is low.
- The emphasis area lacks an integrative capstone course.
- The introductory course in wildland recreation management is not required of majors.
- Coverage of cultural resources management in the curriculum is minimal.
- Some key faculty teaching in Parks and Conservation are approaching retirement or have programs that limit their opportunities to teach in the program.
- The emphasis area has low visibility among the Department’s undergraduate students, which is tied to the low number of majors.

Opportunities

- The federal workforce is reaching retirement age, which may increase entry-level job openings in public-sector parks and conservation organizations.
- Both public and private-sector parks and conservation employers in Texas, Latin America, and Africa could provide high-impact and service-learning opportunities for students, as well as networking possibilities.
- Successful senior managers, entrepreneurs, and non-profit community leaders in all emphasis areas are willing to visit campus to discuss their work with students and serve as role models for them.

Threats

- State funding for higher education continues to diminish. This will erode faculty numbers and place greater emphasis on increasing student enrollments, for example through courses taught via the Internet that charge “differential tuition” as a way to increase revenues.
- The current political climate favoring smaller government could restrict growth in public-sector employment opportunities.
- The gap between the demographic characteristics of the Texas population and Parks and Conservation students continues, challenging the emphasis area’s relevance in one of the most racially and ethnically diverse states in the nation.

Relevant Departmental Strategic Plan Goals

*Improve excellence in the Parks and Conservation teaching programs.*

- Meet with advisory committee at least once per year to review curriculum, to explore opportunities for collaboration and, using information from the advisory group, improve the curriculum and students' educational experiences.
- Increase the number of “high-impact learning” classes in the electives for the parks and conservation emphasis by one class by Academic Year 2013.

*Optimize the Department awards program.*

- Nominate students in the Parks and Conservation emphasis for scholarships and recognition provided by related organizations.
4.2.1.2. Community Recreation and Park Administration Specialization

Program Name
Bachelor of Science in Recreation, Park and Tourism Sciences (Community Recreation and Park Administration emphasis)

Purpose/Mission/History
Municipal park and recreation agencies enhance the quality of life in communities throughout Texas and the nation. Community Recreation and Park Administration students prepare for managerial careers with public recreation and park agencies, youth agencies, not-for-profit recreation agencies, and commercial recreation enterprises that serve people living in municipalities.

The purpose of the Community Recreation and Park Administration option is to provide students with the knowledge and skills needed to manage recreation, park and leisure service agencies that require expertise in problem-solving, computer-based decision making, assessment of social and environmental impacts, personnel, public relations, volunteer management, financing and fund-raising, marketing of services, and needs assessments. Skills in working with people in the legal and political environment are developed, as well as the ability to assess and work with other organizations for cooperative developments in recreation and tourism.

Learning outcomes
- Students will have financial knowledge and skills that allow them to work with budgets, accounting, contracts, sponsorships and fundraising.
- Students will have knowledge and skills appropriate for the operation and management of park and recreation facilities.
- Students will possess knowledge and skills relevant to the administration of park and recreation agencies including ethics, personnel management, information technology, advocacy, strategic planning and creating partnerships.
- Students will understand how to stage experiences through knowledge of place design, customer service, information dissemination and the needs of diverse populations.
- Students will have knowledge of how to assess and manage risk, safety and security issues in park and recreation settings.

Course Requirements
The courses below are required for the Community Park and Recreation Administration option. These classes must be completed in addition to the university core and the Department core.
Community Recreation and Park Administration Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPTS 209 Park and Tourism Operations</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 304 Administration of Recreation Resource Agencies</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 307 Methods of Environmental Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 402 Park Planning and Design</td>
<td>4</td>
</tr>
<tr>
<td>RENR 375 Conservation of Natural Res or RPTS 316 Rec Management of Wildlands</td>
<td>3</td>
</tr>
<tr>
<td>RENR 201 Computer Applications in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 210 Scientific or Technical Writing or ENGL 301 Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Social sciences elective</td>
<td>6</td>
</tr>
<tr>
<td>Departmental electives</td>
<td>3</td>
</tr>
<tr>
<td>Special electives</td>
<td>9</td>
</tr>
<tr>
<td>Free electives</td>
<td>8</td>
</tr>
</tbody>
</table>

Exemplars
- Scott Johnson, Director, Baytown Parks and Recreation
- Dana Pomerenke, Director, Clute Parks and Recreation
- Scott Swiger, Director, Deer Park Parks and Recreation
- Jeff Fuller, Director, Farmers Branch Parks, and Recreation
- Richard Zavala, Director, Fort Worth Parks and Community Services
- Chris Michalski, Director, Irving Parks and Recreation
- Kim Lenois, Parks Development Manager, Murphy Parks and Recreation
- Stacey Laird Dicke, Director, New Braunfels Parks and Recreation
- Carl White, Director, San Angelo Parks and Recreation
- George Logan, Director, Schertz Parks and Recreation

Strengths, Weaknesses, Opportunities, Threats

Strengths
- The strength of this program is that it serves to educate students that fill a demand for positions that serve urban and rural communities across Texas and the nation. The program also relies on an active advisory committee to help with updates to curriculum.

Weaknesses
- A weakness is that faculty identifying with this option is limited to senior faculty. That is, no new teaching faculty identify directly with Community Recreation and Parks.

Opportunities
- There are opportunities to engage more professionals in the municipal realm to contribute to teaching and high impact learning.

Threats
- A possible threat is a trend toward stronger roles taken by non-profit agencies in the provision of urban parks and recreation. The traditional municipal department model may be changing and our curriculum will need to change in order to properly prepare students.
Strategic Plan Goals

- Increase awareness of community parks as a career option among our undergraduate students.
- Improve educational quality in Community Recreation and Park Administration
- Offer a high impact field course that emphasizes the role of parks in community development and the quality of life of residents.
- Develop our relationship with the Department of Landscape Architecture and Urban Planning to foster teaching and research opportunities for students interested in community recreation and parks.
- Elicit annual input from the Community Park and Recreation Advisory Board on curriculum and implement at least one recommendation made each year.
- Increase career options in Community Recreation and Park Administration.
- Invite professionals in the community recreation and park field to interact with students and faculty on a regular basis.
- Work with the Department of Recreational Sports to employ more RPTS students in part time work while taking classes in College Station.

4.2.1.3. Tourism Management Specialization

Program Name
Bachelor of Science in Recreation, Park and Tourism Sciences (Tourism Management emphasis)

Purpose/Mission/History
Tourism is one of the world’s largest and most diverse industries, and is a growing sector of strategic economic importance in many regions and states. Courses in tourism are designed to collectively build understanding about the linkages that exist between local places and cultures, host populations, and various public, private, and special interest groups. The tourism management emphasis in the Department of Recreation, Park and Tourism Sciences focuses on the planning, management, development, and marketing of places and events as tourism attractions. Over the years, the mission of the tourism management emphasis has been oriented towards training students in planning and marketing for sustainable tourism, addressing environmental and social sustainability in addition to economic development. Students in this emphasis area can pursue careers in private sector enterprises, government agencies, convention and visitor bureaus, recreation & leisure organization, as well as other tourism-related service organizations and sectors (e.g. volunteer tourism organizations).

Learning Outcomes

- Students graduating the program will be prepared to succeed in both strategic and operations management of organizations that serve visitors, including the accommodation, transportation, recreation and leisure sectors.
- Students graduating from this program will be prepared to employ qualitative and quantitative approaches to conduct visitor and resident studies, as well as use research to make data-based decisions about tourism operations management.
- Students graduating from this program will be prepared to engage with the conservation and management of cultural and natural resources, and involve key stakeholders in
tourism (including residents) in community-based tourism development and capacity building as an outcome of sustainable tourism.

- Students graduating from this program will be prepared to provide leadership to tourism related activities such as visitor service and interpretation functions, as well as other travel provisions that directly affect visitor experience.
- Students graduating from this program will be prepared to undertake sustainable tourism development and sustainable marketing, advertising and promotion decisions.
- Students graduating from the program will be prepared to manage and make informed and defensible decisions about development and management of cultural heritage for heritage tourism.
- Students in this program will be prepared to engage in critical thinking and will be encouraged to develop practical skills and preparation to engage in a globalized marketplace through internships, reciprocal student exchange programs and study abroad courses.

Career options
Travel and tourism covers a diverse and extensive range of services marketing and management careers. A number of students develop long-term, stable careers in regional and local destination marketing organizations (e.g., the Convention and Visitors Bureau, College Station), and a good number of students are placed in resorts, hotels, national parks and theme parks, as well as in festivals and cultural events management, and with tour operators. Students in the tourism management emphasis area thus get placed in a wide variety of locations ranging from the local accommodation and hospitality sector to tour operations and interpretive services, or in regional and state level organizations that are involved in promotion and marketing.

Course Requirements
In the Tourism Management specialization, students select from the following core and recommended courses within Recreation, Park and Tourism Sciences, as well as Texas A&M University core courses plus special electives outside the department. Note that, unlike other specialization areas, RPTS 304 is not required.

Tourism Management Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 210 Scientific or Technical Writing or ENGL 301 Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>RENR 201 Computer Applications in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>RENR 375 Conservation of Natural Res or RPTS 316 Rec Management of Wildlands</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 331 Tourism Marketing</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 423 Resort and Tourism Management</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 446 Information Technology Adoption and Use in Recreation, Park and Tourism Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Accounting or economics elective</td>
<td>9</td>
</tr>
<tr>
<td>Social sciences elective</td>
<td>6</td>
</tr>
<tr>
<td>Special electives</td>
<td>6</td>
</tr>
<tr>
<td>Free electives</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
</tr>
</tbody>
</table>
Exemplars

- Sarah Page works with the Lower Colorado River Authority
- Andria Godfrey minor in RPTS and then a masters and now works for the research department of the Office of the Governor.
- Katie Joan is now a master student in Environmental Management at the Université Libre de Bruxelles.

- Alanna Greene, Coordinator of International Student & Visitor Activities, University of the Incarnate Word, , San Antonio, Texas
- Allix Fromberg does documentaries: http://www.allixnicole.com/p/documentary-work.html
- Andrew Moorman studies at University of North Texas Health Science Center at Fort Worth to become a Doctor of Osteopathic Medicine.
- Ashley Valentine, Lead Pre-K teacher, Brooklyn Kindergarten Society
- Becca Pride works at Migrant Clinicians Network
- Heather Kennedy Eden, PhD student at the University of Wollongong
- JW Galloway, Policy Analyst, Texas Senate
- Lauren Fuller, Customer Service, The Original Carrabba's
- Josh Marion, In-country Director, Mercy Project
- Michelle Chiles, Sales Manager, Grand Hyatt San Antonio
- Rusty Reams, Customer Service, 963 Missions
- Mary Lou Sorenson, Placement Specialist, Goodwill Industries of Central Texas
- Lindsay Hafner, Senior Partner, First Tradition
- Alyssa Tinsley (Webb), Social Media Coordinator, San Jacinto College
- Tashara Parker, Masters Student journalism, DePaul University
- Jason Staggs, Law Student, Texas Tech
- Esmeralda Perez, General Manager, Flexi Compras
- JD Salinas, Managing Partner, at AdventGX

Strengths, Weaknesses, Opportunities, Threats

One of the key strengths of the program lies in its interdisciplinary context within a Recreation, Park and Tourism Department. Students benefit from developing skills and competencies to address tourism from parks, recreation and community development perspectives. In addition, the program’s reputation is well-established and steady growth in student enrollment overall and in the tourism program in particular, is anticipated. The development of additional distance/on-line tourism courses presents a good opportunity for expansion. However, the additional cost that students must pay to enroll in on-line/distance courses will need to be monitored to ensure high service quality and experience on-line. The loss of two associate professors in tourism is a weakness that will need to be addressed, especially with increasing student employment. High competition for online course registrants and rising costs are potential threats to be monitored.
Strategic Plan Goals

- Create and submit for approval, a graduate Tourism Management certificate that can be completed online by March 15, 2013.

- To offer a Cruise Management course, taught mostly at sea, during the summer of 2012.

- Create and circulate a newsletter highlighting the efforts of the tourism group for 2012 by January 31, 2013.

- Establish a study abroad exchange program of a semester or longer in duration with a University in Europe, Australia, Central America, South America, or Asia by the beginning of Academic Year 2015 (September, 2014).

4.2.1.4. Youth Development Specialization

Program Name
Bachelor of Science in Recreation, Park and Tourism Sciences (Youth Development emphasis)

Background
Communities across the United States and Texas continue to search for the best ways to facilitate positive pathways for youth to follow to reach adulthood. In some cases, this has involved creating programs to decrease negative behaviors such as use of drugs, engagement in unprotected or early sexual activity, involvement in gangs, and low school performance or dropping out of school. At the same time, there have been efforts to increase youth’s prosocial knowledge, attitudes, skills, and behaviors that can help increase the probability that young people will successfully make the transition to adulthood (i.e., being economically self-sufficient, form meaningful relationships with others, and being good citizens). Youth Development (YD) baccalaureate programs build upon science-based principles and “best practices” that are essential components of society’s response to the many problems facing young people and their families. Unfortunately, few opportunities exist nationally and within the state of Texas for undergraduate level training. A major exception is Texas A&M’s Youth Development Program, which has been a leader in the development of undergraduate and graduate opportunities in youth development since 1999.

Purpose
The Youth Development program in the Department of Recreation, Park and Tourism Sciences (RPTS), is designed to: (1) educate and prepare students for careers in youth-serving organizations, (2) increase research-based information about the out-of-school time experiences that contribute to the development of young people into fully functioning adults.
History
In 1994, the early seeds of the RPTS youth development were sown. With three-year, $300,000 total, grant support from the National Recreation Foundation and the National Recreation and Park Association, Dr. Peter Witt organized a consortium of researchers and graduate students from seven universities and eight cities to undertake evaluation studies of recreation programs for at-risk youth. At Texas A&M the funding supported the first graduate students with specific interests in youth development. A second major event occurred when Drs. Witt and John Crompton led RPTS efforts to coordinate a National Prevention Through Recreation Services School, which during the six years it was offered was recognized as the preeminent training opportunity for youth development professionals working in the park and recreation field. Based on presentations made at the conferences, Drs. Witt and Crompton compiled two books of case studies outlining current best practices of recreation agencies across the United States and Canada. A third major event occurred in 1999, when Dr. Witt was invited to meet with members of the Sequor Foundation Board of Directors to discuss issues related to youth development. Given RPTS’s emergence as a player in the youth development movement the Sequor board agreed to provide half the funding for a $1M dollar endowed chair. Matching funds were supplied through Texas A&M University. Dr. Witt was selected as the first chair holder. In 2003, the university allocated new position funding for an assistant professor position related to youth development. The position was part of a university-wide effort to create an interdisciplinary research faculty in children, youth and families, which involved faculty and graduate students from seven colleges and AgriLife Extension. Dr. Clif Watts joined the RPTS program in fall 2004. A graduate of Penn State University, he brought his experience as a research associate with the Education Development Center, Newton, Massachusetts to the youth development program. In 2006, RPTS was awarded additional funding for an additional position to support the growing youth development program. Dr. Corliss Outley, a faculty member from the University of Minnesota was hired to fill the position. Dr. Outley brought a diversity perspective to the program with broad interests in youth development, race and ethnicity, and urban parks. In 2009, Dr. Outley became the program leader for the youth development program. When Dr. Watts moved to East Carolina University in 2009, Dr. Mike Edwards from North Carolina State University was hired to fill the position. Dr. Edwards’ interests span rural youth development and the relationship between physically active recreation and health outcomes for youth. Finally, in 2009, RPTS was awarded another position, this time through AgriLife Extension, to help lead the Youth Development Initiative. The program was sponsored by 4-H and Youth Development, Agricultural Leadership, Communication and Education. RPTS hired Dr. Mat Duerden to be the coordinator for YDI. YDI focuses on a) applied research & evaluation by conducting collaborative, interdisciplinary youth development research projects; b) information dissemination by sponsoring a website (www.ydi.tamu.edu) to provide ready access to available youth development best practice and research information; and c) training and education materials through a series of trainings and train-the-trainer programs for youth development agencies and workers, community leaders and policy makers throughout Texas using online and site-based delivery systems. In 2010, the Sequor Foundation made a ten year commitment to provide $45,000 in annual base funding for the renamed Sequor Youth Development Initiative.
Learning Outcomes
- Students graduating from this program will understand the diverse challenges faced by youth in contemporary society on their pathway to adulthood.
- Students graduating from this program will understand the basic principles that should guide the development and implementation of quality youth development programs designed to facilitate youth on their pathway to adulthood.
- Students graduating from this program will understand the scope and nature of youth-serving organizations.
- Students graduating from this program will understand the basic practices associated with administering well-administered youth development organizations.

Career Options
Programs and services that contribute to the development of young people’s personal, physical, social and educational abilities are extremely valuable in today’s world. Youth workers are program developers, leaders and managers who need to be able to work with youth, families, organizations and communities. Potential employers include: child welfare/family services, child protective services, community based organizations (i.e. YMCA/YWCA), community centers, correctional facilities, extended school programs, government agencies, hospitals, juvenile justice system, and youth camps.

Course Requirements
The courses below represent the courses that a Youth Development student must take beyond the university core and Department core.

Youth Development Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 210 Scientific or Technical Writing or ENGL 301 Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>RENR 201 Computer Applications in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>RENR 375 Conservation of Natural Res or RPTS 316 Rec Management of Wildlands</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 307 Mtds. of Env Interpretation, RPTS 402 Park Planning and Design or RPTS 489 Camp Administration</td>
<td>3-4</td>
</tr>
<tr>
<td>RPTS 370 Youth Development Organization and Services</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 372 Youth Development Practice</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 374 Administration of Programs and Services for Youth (W course)</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 476 Leadership for Outdoor Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Accounting or economics elective</td>
<td>3</td>
</tr>
<tr>
<td>Social sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Special electives</td>
<td>6</td>
</tr>
<tr>
<td>Free Electives</td>
<td>11-12</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
</tr>
</tbody>
</table>
Exemplars
- John Deaso (2009) - Youth Development Director, YMCA, Dallas, TX
- Ray Persons (2010) – Recruiter, Texas A&M University College of Agriculture & Life Sciences
- Katie Campbell (2012) - M.S. Graduate Student, RPTS, College Station, TX

Strengths, Weaknesses, Opportunities, and Threats
Strengths
- Sequor Youth Development Initiative. The mission of the Sequor Youth Development Initiative (YDI) is to meet needs of public and not-for-profit agency managers, staff, and researchers for science based information to improve youth program staff competencies, program design and evaluation. Additionally, the Sequor YDI serves as a resource for further developing, improving, and evaluating the impact of current youth development programs and services.
- Youth Development Afterschool Lab (YDAL). The YDAL will help prepare our undergraduate and graduate students with the knowledge, skills, and experience to become leaders in the field of youth development program design, implementation, and evaluation. The YDAL will facilitate experiential learning for students related to: 1) the implementation of youth programs, 2) the administration and funding of youth organizations, 3) direct instructional contexts of individual students and small groups, and 4) research and evaluation of and research involving youth programs.

Weakness
- The lack of an additional youth development course that focuses specifically on the acquisition of youth development skills and strategies that are designed to increase youth participation, assess personal cultural competency, and empower youth to become active members of their community.

Opportunities
- This program also complements the current proposed development of the Youth Sport and Coaching Professional Certificate.
- Funding of the development and implementation of offering online/distance education courses in youth development Summer/Fall 2013.

Threats
- In two years, with no marketing, the student enrollment has increased from 20 students in Fall 2010 to 90 in Summer 2012. These numbers are steadily rising and great potential exists for further increases in demand for the curricular area. Given the limited number of instructors (currently only 2.5 FTEs) available to teach the required courses, students are increasingly challenged to gain access to classes they need to progress to their degree.
### STRATEGIC PLAN GOALS

<table>
<thead>
<tr>
<th>Expand Youth Development Learning And Engagement Through The Curriculum</th>
<th>Fall 2013</th>
<th>Implementation Of UG Course - RPTS 372: Programs &amp; Services For Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2014</td>
<td>Implementation Of 2 Additional Graduate Courses</td>
</tr>
<tr>
<td></td>
<td>Sum 2013</td>
<td>Planning Meeting For Professional Masters Distance Education Program Held</td>
</tr>
<tr>
<td></td>
<td>Fall 2014</td>
<td>Implementation Of Professional Masters Distance Education Program</td>
</tr>
<tr>
<td><strong>Enhance Youth Development Undergraduate And Graduate Education Through The Integration Of Research And Extension Engagement</strong></td>
<td>Spr 2013</td>
<td>Implementation Of YD Sponsored Afterschool Lab</td>
</tr>
<tr>
<td></td>
<td>Spr 2013</td>
<td>10% Of UG And Grad Youth Development Students Involved With The YDPL</td>
</tr>
<tr>
<td></td>
<td>Fall 2014</td>
<td>Identification, Application And Successfully Receiving Funding</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
<td>Identify 3 Undergraduates For The YDF/YDI Honors Program</td>
</tr>
<tr>
<td><strong>Provide Youth Development Students With A Global Experience (i.e., opportunities for study abroad, global service learning, on-campus activities) Through A Curriculum That Incorporates An International Vision</strong></td>
<td>Fall 2012</td>
<td>Increase In The Number Of Faculty And Students Traveling Abroad</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
<td>Planning Trip For South Africa Study Abroad Completed</td>
</tr>
<tr>
<td></td>
<td>Fall 2013</td>
<td>South Africa Study Abroad Implemented</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10% of UG and Grad Youth Development Students Enrolled in the South Africa Study Abroad Program</td>
</tr>
<tr>
<td></td>
<td>Fall 2014</td>
<td>Identify And Invite A Visiting Scholar From Abroad</td>
</tr>
</tbody>
</table>

### 4.2.2 Community Development Major

**Program Name**
Bachelor of Science in Community Development

**Purpose and History**
Community development professionals make communities great places in which to live, work, and play! Students enrolled in our Community Development major learn to organize, facilitate, and lead people and organizations who seek to improve their standard of living and the quality of life of their communities. This requires vision, planning, organizing, and communication skills. Through a degree in community development students learn how to harness human, economic, and physical resources to meet current and future needs of communities.

The Community Development major was first offered in Academic Year 2009. It is a result of combining the Department of Recreation, Park and Tourism Sciences with the Rural Sociology program in 2005. Since implementation of the major, six students have graduated from the program.
Learning Outcomes
- Community Development graduates will have reasoning, communication, diversity, and analytic skills appropriate to a strong general education.
- Community Development graduates will have acquired practical experience through the application of CD principles, theories and analytical methods by successfully completing professional internships.
- Community Development graduates will demonstrate knowledge of the scope of the profession, professional practice, and the history, scientific, and philosophical foundations of CD.
- Community Development graduates will be able to design, plan, and implement CD efforts among a diversity of stakeholders in a community.
- Community Development graduates will be able to understand and apply profession-related principles and practices of management and administration of community related institutions and infrastructure.
- Community Development graduates will demonstrate knowledge of the principles of community organization and structure, the process of change, leadership, conflict management, decision making, and volunteerism.

Career Options
Graduates of our community development program will work with government agencies, international organizations, non-government organizations, businesses, and consulting firms. The organizations they join address problems such as poverty, access to and delivery of health care, education, community safety, and economic development.

Number of Students
In the Fall Semester of Academic Year 2013, 39 students are enrolled in our community development program.

Course Requirements
The Bachelor of Science Degree in Community Development requires 120 credit hours. Thirty-two of these are Department of Recreation, Park and Tourism Sciences classes:

RPTS 201 (3) Foundations of Recreation and Parks
RPTS 202 (3) Foundations of Tourism
RPTS 308 (3) Foundations of Community and Community Change
RPTS 311(3) Recreation and Tourism Programs
RPTS 336 (3) Recreation Research and Analysis
RPTS 340 (3) Recreation, Parks, and Diverse Populations
RPTS 403 (4) Finance and Marketing of Recreation, Park, and Tourism Resources
RPTS 408 (3) Community Development and Supporting Institutions
RPTS 481(1) Seminar
RPTS 484 (6) Internship
Exemplars
- Rachel Ward, Development Coordinator, Habitat for Humanity, Galveston Bay Area.
- Amy Payne, City of College Station and the Agricultural and Natural Resources Policy Internship program in Washington DC.
- Anne Vonk, Community Development Specialist, Advent GX

Strengths, Weaknesses, Opportunities, Threats

Strengths
- Strengths include increasing demand for the program; an exceptionally strong professional advisory committee; collaboration between community development faculty and recreation, park and tourism sciences faculty; and support from senior faculty. An important strength of the program is the career success that graduating students are reporting.

Weaknesses
- Weaknesses include the limited number of teaching faculty assigned to this program. Of the three sociologists in the Department of Recreation, Park and Tourism Sciences, only one has an active Texas A&M University appointment. Another is professor-emeritus of AgriLife Research, and another has a full appointment in AgriLife Research.

Opportunities
- The most notable opportunity is advancement of Dr. Matarrita’s vision for a truly interdisciplinary program that would allow Community Development majors to specialize in related disciplines, including urban planning, public health, and perhaps others.

Threats
- The greatest threat is that the program is our smallness in terms of numbers of students enrolled, and only one faculty member with primary responsibility for this program.

Strategic Plan Goals
- Increase the number of students in the CD major by 15% annually starting next fall, until capacity of 60 students is achieved.
- Offer a community assessment course starting in the fall of AY 2014.
- Establish a Community Development Study Abroad opportunity by Fall of AY 2014.

4.2.3 Professional Event Manager Certificate Program

Purpose
The Professional Event Manager Certificate Program (PEMC) offered by the Department of Recreation, Park and Tourism Sciences, has been developed to acquaint students with the various components of planning, managing, implementing and evaluating meetings and special events.

The PEM program was designed by educators, event managers and business industry professionals to meet the growing needs of professional event planning in business and leisure. The program offers a curriculum blending practical experience with classroom principles and applications for advanced planning and management skills. Event planning skills and concepts...
presented include, but are not limited to: event organization elements, planning timelines, marketing and promotion, operational logistics, sponsorship, contracting, fund raising, health and safety codes, site design and logistics, vendor management and evaluations.

Mission
To provide a quality program that offers a wide array of knowledge required to address the needs of the event planning industry while providing an invaluable opportunity to network with professional event organizers and experts.

History
The rapid growth of events in the past two decades has generated the formation of an identifiable event industry, with its own practitioners, suppliers, and professional associations. Professional associations and event scholars have identified a unique body of knowledge required for successful practice in that industry. Career paths have been defined, and programs leading to academic degrees have been created in universities world-wide. Professional certificates have also been created by a variety of organizations. Perhaps the most prominent of these is the Certified Special Events Professional, offered by the International Special Events Society.

Events have been classified in terms of both size and content. In terms of size, “Mega-events” are so large they affect whole economies and are of significant interest to global media. Their capital costs exceed $500 million, and their volume exceeds 1 million visits. “Major events,” are smaller in scale, but attract significant media coverage, and have significant effect on regional economies. “Hallmark events” are those that become identified with the “spirit or ethos of a town,” and “local and community events” include such events as weddings, building dedications, exhibitions, fund-raising events, and social events of businesses. The content of events is diverse. Sport events, rodeos, fund-raising events, weddings, stock shows, fairs, heritage festivals, business events, concerts, and art festivals are examples.

In Texas, Texas AgriLife Extension Service pioneered preparation for event management. The Texas Event Leadership Program was created in 1980. That program includes a set of core and elective learning modules that lead to a diploma in professional event management. Despite the proliferation of programs offering academic specialization areas focusing on event planning and management in other states, no university in Texas has offered programs of study leading to degrees or certificates in this rapidly growing discipline and profession. In response to a request from College of Agriculture and Life Sciences Dean and Vice Chancellor Mark Hussey, the Department of Recreation, Park and Tourism Sciences Professional Event Manager Certificate Program was created to address this need. Students were accepted in the program at the beginning of Academic Year 2012.
Learning Outcomes

- Students awarded a certificate from this program will be able to use facts, principles, and procedures associated with the administration of events.
- Students awarded a certificate from this program should be able to effectively communicate orally about experiences of event planning, design and implementation.
- Students awarded a certificate from this program should be able to effectively prepare written materials needed in successful event and program management. Effectively applying the ability to: create an event timeline and budget, develop a comprehensive marketing plan, analyze business related data (both qualitatively and quantitatively), and discuss the implications of outcomes/results/findings.
- Students awarded a certificate from this program should be able to demonstrate knowledge and expertise related to the key operational principles related to event management, in order to prepare them for their future careers.

Career Options
Planning and implementing events encompasses a multitude of career opportunities from administration, operations, marketing, and risk management. Event management serves many disciplines and industries. Various events engrossed in the PEMC program include but are not limited to: business & corporate events; cause-related & fundraising events; exhibitions, expositions & fairs; entertainment & leisure events; festivals; government & civic events; marketing events; social/life-cycle events; and sporting events.

Number of Students
Thirty-two students enrolled during the Fall Semester of Academic Year 2012, the first semester the Certificate of Event Management Program was offered. As of Mid-August of 2012, the number of students enrolled rose to 55, with four additional students on the waiting list for AY13 acceptance. These enrolled students represent ten different majors:

<table>
<thead>
<tr>
<th>Major</th>
<th>Accepted</th>
<th>% PEMC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGCJ</td>
<td>7</td>
<td>12.7%</td>
</tr>
<tr>
<td>ALED</td>
<td>2</td>
<td>3.6%</td>
</tr>
<tr>
<td>ARCH</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
<td>BUAG</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
<td>COMM</td>
<td>7</td>
<td>13.1%</td>
</tr>
<tr>
<td>HORT</td>
<td>10</td>
<td>18.2%</td>
</tr>
<tr>
<td>MKTG</td>
<td>2</td>
<td>3.6%</td>
</tr>
<tr>
<td>PSYC</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
<td>RPTS</td>
<td>22</td>
<td>40%</td>
</tr>
<tr>
<td>US-</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
<td>BUS</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
<td>SPMT</td>
<td>1</td>
<td>1.8%</td>
</tr>
</tbody>
</table>
Department of Recreation, Park and Tourism Sciences

Course Requirements
Applicants must be enrolled in a degree program at Texas A&M and, if required, have permission from their departmental advisor to apply for the program. The application can be found on-line. [http://rpts.tamu.edu/departmental-news/certificate-program/](http://rpts.tamu.edu/departmental-news/certificate-program/). We will only accept applications for the Fall and Spring semesters. The application deadline for Fall is March 31st and the application deadline for Spring is October 31st. All TAMU students may apply. Applications must be submitted PRIOR to registering for required PEMC classes. A GPA of 2.5 or higher is required for acceptance into the PEMC program. Once accepted, students must earn a grade of “C” or better in each PEMC applicable course, must complete all requirements (within a two year period after date of acceptance in the program and prior to graduation), and must maintain an overall 3.0 GPA in the required PEMC course. Participating departments reserve the right to limit the number of applicants to the program. Once accepted into the PEMC program, the student becomes a PEMC-S. This will allow and designate the student for participation in PEMC sponsored events needed for service hours. Listed below are the required, allied and service hours needed for PEMC completion:

The PEMC requires the following 9 credit hours of core/required courses:
- RPTS 311 Planning & Implementation of Events & Programs
- RPTS 320 Event Management & Operations I
- RPTS 321 Event Management & Operations II

The PEMC requires an additional 6 credit hours chosen from the following allied courses:
- AGCJ 306 Theory and Practice of Agriculture PR
- AGCJ 380 Event Facilitation
- HORT 454 Special Event Design and Production
- HORT 203 Floral Design
- RPTS 308 Principles of Community Assessment
- RPTS 331 Tourism Marketing

Other course options may include courses designed for: Fundamental Negotiations, Contract and Partnerships, Fiscal and Performance Management, Site Selection/Risk Management-Insurance and Liability, Food and Beverage Management, Audio/Visual Basics.

Students who are not RPTS majors may have other classes from other disciplines filling the allied course requirements. Check with your academic advisor and with the PEMC Advisor to determine if a course qualifies.

A recommended elective for all PEMC program participants is an internship (paid or volunteer) with a company, organization, or agency involved in event management responsibilities. Suitable courses include RPTS 484 or an internship class in the student’s major field.

The PEMC will require a minimum of twenty five (25) hours of service in the conduct of event planning and execution. Appropriate documentation guidelines will be given by the program advisor. These hours will be performed after the student is admitted to the PEMC program. Students will be required to turn in a one page, double spaced written statement of why they chose the service hours they did and how it will help them in their future career.
Specific certificate requirements and documents will be available in the Undergraduate Programs Office of the Department of Recreation, Park and Tourism Sciences and that of cooperating units.

**Exemplars**
Tracy Thompson (2012), Special Events Coordinator, Rio Resort & Casino Las Vegas, NV

**Strengths, Weakness, Opportunities, Threats**

**Strengths**
- The PEMC program covers a multitude of emphasis areas in the events industry. The program offers a variety of practical, high impact concepts mixed with academic application.

**Weaknesses**
- The PEMC program is in its infancy stages. Marketing is not near maximum reach.

**Opportunities**
- Our new Advisory Committee of industry leaders will allow our footprint to reach local and national opportunities for our Program and our students.

**Threats**
- The PEMC challenges will be the rapid growing sector of on-line event schools. Internal threats would be other department hosting events in their respective fields (ie. sport management-sporting events and horticulture – weddings, etc.)

**Strategic Plan Goals**
- To increase the knowledge and skills of event managers and volunteers so they may better plan, manage, and evaluate events and programs in their community
- To increase awareness of the Program and Department resulting in increased student enrollment in the PEMC program
- To enhance the ability of Texas communities to achieve the desired economic and cultural benefits for producing events
- To enhance education through hands-on experience by allowing students to volunteer service time in community events and assist event professionals in creating a memorable experience for all involved
4.3. Graduate Programs

4.3.1. Doctor of Philosophy

History /Purpose/Mission
The PhD program began in 1968, with the first degree awarded in 1971. The Ph.D. degree prepares students for a career as a university faculty member or research scientist in a government agency or the private sector. It requires 70 semester hours of graduate study beyond the master’s degree, including 24 hours devoted to an original dissertation research. A final examination on the dissertation is conducted by the student’s advisory committee. The Ph.D. degree normally takes three to four years to complete, depending on individual circumstances.

- Recreation and Park Administration
- Natural Resource Management and Policy Analysis
- Tourism Management
- Youth Development
- Community Development

Learning Outcomes
Students graduating this program will:

- be knowledgeable of, and be able to apply the scientific method to conduct research on recreation, park and tourism issues.
- be able to effectively communicate orally about research conducted on recreation, park and tourism issues.
- be able to effectively prepare written materials that address recreation, park and tourism issues.
- demonstrate knowledge and expertise related to the key theories and principles related to recreation, park and tourism, in order to prepare them for their future careers.
- demonstrate knowledge and expertise related to the key theories and principles related to one area of expertise outside of recreation, park and tourism sciences.

Number of Students
We currently (Fall 2012) have 43 PhD students and one postdoc.

Course Requirements
70 hours minimum, plus other courses assigned by the student’s advisory committee. All students are required to take 6 credits between 601, 602 and 606 and an additional 18 hours of RPTS courses (excluding research credits). The RPTS Graduate Committee may waive this requirement with evidence of previous graduate course(s) work in RPTS. In this case, another RPTS course must be substituted, such that the total RPTS courses include 24 or more credit hours.

- RPTS 601, Interrelationships of Recreation and Leisure Concepts
- RPTS 602, Social Science Foundations of Recreation, Parks and Tourism
- RPTS 606, Overview of Tourism
Both a qualitative and a quantitative research methods course approved by the student’s advisory committee are required.

Additional 13 hours of courses in a minor or two supporting fields (may include applicable RPTS courses).

Minimum of 24 hours of RPTS 691, Research.

In addition, students must (a) have taken STAT 651 and STAT 652, Statistics in Research I and II or their equivalent as part of their master’s program or (b) pass these courses with a grade of C or better at TAMU. Equivalent graduate-level statistics courses may be taken at TAMU to meet the STAT 651/652 requirement if approved by the student’s TAMU doctoral advisory committee.

*All students must pass a final comprehensive examination administered by their advisory committee

**Exemplars**

The PhD program focuses on preparing students for university teaching and research positions and government or private sector research positions. Former Graduates have gone on to be leaders in our field, and the vast majority has been placed immediately into Assistant Professor positions at universities. Three graduates of this program serve as department heads in top-tier universities.

- Jin Young Chung, Ph.D. (2010) – Assistant Professor, Tourism Department of Recreation Management and Therapeutic Recreation, University of Wisconsin-La Crosse, WI, USA
- Naho Maruyama, Ph.D. (2010) – Assistant Professor · Takasaki City University of Economics Takasaki City, Japan
- Blanca Alejandra Camargo, Ph.D. (2010) – Program Director and Professor, International Tourism Program · Monterrey, Nuevo Leon, Mexico
- Mat Duerden, Ph.D. (2009) – Assistant Professor, Department of Recreation Management, BYU Marriott School, Provo, UT, USA
- Kam Hung, Ph.D. (2008) – Assistant Professor, School of Hotel and Tourism Management, The Hong Kong Polytechnic University, Hong Kong, China
- Xiang (Robert) Li, Ph.D. (2006) – Associate Professor and Associate Director of the Alfred P. Sloan Foundation Travel and Tourism Industry Center, University of South Carolina, Columbia, SC, USA
- Sarah Nicholls, Ph.D. (2002) – Associate Professor, Department of Community, Agriculture, Recreation & Resource Studies, & Geography, Michigan State University, Lansing, MI, USA
- Mark E. Havitz, Ph.D. (1987) – Department Head and Professor, Department of Recreation and Leisure Studies, University of Waterloo, Waterloo, Canada
- Brett Wright, Ph.D. (1985) – Professor and Chairman, Department of Parks, Recreation and Tourism Management, Clemson University, Clemson, SC, USA
- Keith Marshall, Associate Provost, University of Illinois
Ron McCarville, Associate Dean for Undergraduate Studies, University of Waterloo
Kelly MacKay, Associate Dean, University of Manitoba

Strengths, Weaknesses, Opportunities, Threats

- A primary strength of the department’s Ph.D. program is the faculty. Currently, the department has four active and three professors emeriti in the Academy of Leisure Sciences; two active professors and one professor emeritus in the American Academy for Park and Recreation Administration; and two active professors and two professors emeriti in the International Academy for the Study of Tourism. The department’s faculty has arguably published more peer reviewed articles than any other similar type program’s faculty.

- A weakness of the Ph.D. program is the amount of possible funding for both current and potential students. Multiple current and potential students are unable to have their doctoral degrees funded with either research or teaching assistantships.

- The creation of online courses, certificates and graduate degrees are an excellent opportunity for our department to be able to cater to different markets. Online offerings could possibly increase the number of students that each faculty member could advise, and grow our Ph.D. program by giving non-traditional (not in-house) students the ability to take our courses.

- A potential future threat to our Ph.D. program is other universities being able to offer better assistantships, courses and/or online offerings that we do not offer. It is thus important for our department to stay abreast of what other similar departments are doing, and to be proactive in our offerings.

Strategic Plan Goals

1: Research method knowledge and application: Students participating in this program will be knowledgeable of, and be able to apply the scientific method to conduct research on recreation, park and tourism issues. Effectively applying the scientific method to conduct research is the ability to: define a problem, explain theory related to the problem, develop appropriate measures/methods to examine the problem, analyze data (both qualitatively and quantitatively), and discuss the implications of findings. (Attainment will be indicated by the percentage of graduate students who successfully pass their presentation of research findings based on the stated criteria. The target on the questionnaire completed by supervisory committees will be 85% or higher.)

2: Effective oral communication: Students participating in this program should be able to effectively communicate orally about research conducted on recreation, park and tourism issues. Effective communication is the appropriate and accurate word usage, use of appropriate tone and non-verbal cues, and the clear and coherent organization and presentation of information related to recreation, parks, tourism, and youth development. (Attainment will be indicated by the percentage of graduates students who successfully pass their presentation of research findings based on the stated criteria. The target on the questionnaire completed by supervisory committees will be 85% or higher.)
3: Effective Writing: Students of this program should be able to effectively prepare written materials that address recreation, park and tourism issues. Effective writing is the proper use of the English language; appropriate and accurate word usage, and clearly and coherently organized and presented information about recreation, parks and tourism. (Attainment will be indicated by the percentage of graduates students who successfully pass their comprehensive examinations. The target on the questionnaire completed by supervisory committees will be 85% or higher.)

4: Knowledge and expertise regarding theories/principles: Graduate students in Recreation, Park and Tourism Sciences should be able to demonstrate knowledge and expertise related to the key theories and principles related to recreation, park and tourism, in order to prepare them for their future careers. (Attainment will be indicated by the percentage of graduate students who successfully pass their comprehensive examinations. The target on the questionnaire completed by supervisory committees will be 85% or higher.)

5: Knowledge and expertise in non-RPTS area: Graduate students in Recreation, Park and Tourism Sciences should be able to demonstrate knowledge and expertise related to the key theories and principles related to one area of expertise OUTSIDE of recreation, park and tourism sciences. (Attainment will be indicated by the percentage of graduate students who successfully pass their presentation of research findings based on the stated criteria. The target on the questionnaire completed by supervisory committees will be 85% or higher.)

4.3.2. Master of Science
History/Purpose/Mission
The Department of Recreation, Park and Tourism Sciences (RPTS) was established in 1966. The Master’s program began in 1968, with the first degree awarded in 1971. The program has evolved from its early roots in recreation and park administration to its current support of five areas of study:

- Recreation and Park Administration
- Natural Resource Management and Policy Analysis
- Tourism Management
- Youth Development
- Community Development

The Master of Science (thesis option) is designed for students interested in continuing on to advanced study in a doctoral program, as well as those entering professional service. It requires a minimum of 35 semester hours of study beyond a bachelor’s degree, including at least eight hours devoted to original research documented in a master’s thesis. A final examination on the thesis is conducted by the student’s advisory committee. Normally, it takes two years to complete this degree, although the time varies depending on individual circumstances.

The Master of Science (non-thesis option) is intended for current professionals or those seeking a degree leading to professional service in recreation, parks, or tourism. It requires a minimum of 36 semester hours beyond the bachelor’s degree. Students earning this degree may elect a professional internship as part of the 36 hours, but this is not required. Students write a review paper consisting of library research on a topic approved by the student’s advisory committee.
The advisory committee also conducts a final comprehensive examination. For most students, the M.S. (non-thesis) degree can be completed in one and one half to two years.

**Learning Outcomes**

Students graduating this program will be able to:

- Apply the scientific method to conduct research on recreation, park and tourism issues.
- Effectively communicate orally about research conducted on recreation, park and tourism issues.
- Effectively prepare written materials that address recreation, park and tourism issues.
- Demonstrate knowledge and expertise related to the key theories and principles related to recreation, park and tourism, in order to prepare them for their future careers.
- Demonstrate knowledge and expertise related to the key theories and principles related to one area of expertise outside of recreation, park and tourism sciences.

**Career Options**

The Master of Science program (thesis and non-thesis) accommodates a variety of student interests. It serves those with career ambitions as managers, direct service providers, or researchers in the public, not-for-profit, and governmental sectors of parks, recreation, tourism, and natural resources, as well as those seeking to continue on toward a Ph.D.

**Number of Students**

We currently (Fall 2012) have 39 M.S. students

**Course Requirements**

**M.S thesis** students are required to take a minimum of 35 credits, while M.S. **non-thesis** students are required to take a minimum of 36 credits beyond their bachelor’s degree.

All students are required to take 6 credits between 601, 602 and 606 and an additional 15 hours of RPTS courses (excluding research credits). The RPTS Graduate Committee may waive this requirement with evidence of previous graduate course(s) work in RPTS. In this case, another RPTS course must be substituted, such that the total RPTS courses include 21 or more credit hours (excluding research hours).

- RPTS 601, Interrelationships of Recreation and Leisure Concepts.
- RPTS 602, Social Science Foundations of Recreation, Parks and Tourism.
- RPTS 606, Overview of Tourism

A research methods course approved by the students’ advisory committee is required.

A statistics course approved by the students’ advisory committee, and passed with a grade C or better.

**M.S. thesis** students are required to take a minimum of 8 hours of RPTS 691, Research.
Exemplars

- Andrea Godfrey, MS (2011), Research Coordinator, Office of the Governor, State Texas, Austin, Texas
- Beatriz Surisaday Wharton, MS (2009), Sr. Course Content Developer, Mexican Institute of Greater Houston, Houston, Texas
- Nick Turner, MS (2011), Data Content Temp at Navigation Solutions LLC (on-line trip planning company), Plano, Texas
- Mary Ann Davila, MS (2011) - Tourism Instructor, National University College, Calle Bayamon, Puerto Rico
- Jason Hairston, MS (2010), Park Ranger, Jewel Cave National Monument, Government Agency, Custer, South Dakota
- Marc Reid, MS (2010), Coastal Sanctuaries Manager at Houston Audubon Society, Houston, Texas
- Meghan Nebera, MS (2009), Marketing Services Coordinator at W&O Supply, Jacksonville, Florida
- Lauren Reichstein, MS (2011), Camp Director at Girl Scouts of San Jacinto Council, Seabrook, Texas

Strengths, Weaknesses, Opportunities, Threats

- A primary strength of the department’s M.S. program is the faculty. Currently, the department has four active and three professors emeriti in the Academy of Leisure Sciences; two active professors and one professor emeritus in the American Academy for Park and Recreation Administration; and two active professors and two professors emeriti in the International Academy for the Study of Tourism. The department’s faculty has arguably published more peer reviewed articles than any other similar type program’s faculty.
- A weakness of the M.S. program is the amount of possible funding for both current and potential students. Multiple current and potential students are unable to have their M.S. degrees funded with either research or teaching assistantships.
- The creation of online courses, certificates and graduate degrees are an excellent opportunity for our department to be able to cater to different markets. Online offerings could possibly increase the number of students that each faculty member could advise, and grow our M.S. program by giving non-traditional (not in-house) students the ability to take RPTS courses.
- A potential future threat to our M.S. program is other universities being able to offer better assistantships, courses and/or online offerings that we do not offer. It is thus important for our department to stay abreast of what other similar departments are doing, and to be proactive in our offerings.
Strategic Plan Goals

1: Research method knowledge and application: Students participating in this program will be knowledgeable of, and be able to apply the scientific method to conduct research on recreation, park and tourism issues. Effectively applying the scientific method to conduct research is the ability to: define a problem, explain theory related to the problem, develop appropriate measures/methods to examine the problem, analyze data (both qualitatively and quantitatively), and discuss the implications of findings. (Attainment will be indicated by the percentage of graduate students who successfully pass their presentation of research findings based on the stated criteria. The target on the questionnaire completed by supervisory committees will be 85% or higher.)

2: Effective oral communication: Students participating in this program should be able to effectively communicate orally about research conducted on recreation, park and tourism issues. Effective communication is the appropriate and accurate word usage, use of appropriate tone and non-verbal cues, and the clear and coherent organization and presentation of information related to recreation, parks, tourism, and youth development. (Attainment will be indicated by the percentage of graduates students who successfully pass their presentation of research findings based on the stated criteria. The target on the questionnaire completed by supervisory committees will be 85% or higher.)

3: Effective Writing: Students of this program should be able to effectively prepare written materials that address recreation, park and tourism issues. Effective writing is the proper use of the English language; appropriate and accurate word usage, and clearly and coherently organized and presented information about recreation, parks and tourism. (Attainment will be indicated by the percentage of graduates students who successfully pass their presentation of research findings based on the stated criteria. The target on the questionnaire completed by supervisory committees will be 85% or higher.)

4: Knowledge & expertise regarding theories/principles: Graduate students in Recreation, Park and Tourism Sciences should be able to demonstrate knowledge and expertise related to the key theories and principles related to recreation, park and tourism, in order to prepare them for their future careers. (Attainment will be indicated by the percentage of graduate students who successfully pass their presentation of research findings based on the stated criteria. The target on the questionnaire completed by supervisory committees will be 85% or higher.)

5: Knowledge and expertise in non-RPTS area: Graduate students in Recreation, Park and Tourism Sciences should be able to demonstrate knowledge and expertise related to the key theories and principles related to one area of expertise OUTSIDE of recreation, park and tourism sciences. (Attainment will be indicated by the percentage of graduate students who successfully pass their presentation of research findings based on the stated criteria. The target on the questionnaire completed by supervisory committees will be 85% or higher.)
4.3.3. Master of Recreation Resources Development  
Purpose/Mission/History  
Increased recreation use of our public lands, population diversity and urban sprawl, have added pressure on agencies to effectively manage our natural resources more sustainably. Based on feedback from the National Park Service, Texas Parks and Wildlife Department, and other professional organizations, (e.g., Society of Outdoor Recreations Planners), professional development is timely for existing managers. Input was received from the above agencies on the skills and training needed by existing and new professionals to excel into the next generation. The guidance provided by these agencies makes this program well-suited for current professionals and the existing job market. Current employees in public land managing agencies will need additional training and skills in key areas such as marketing and strategic management to be effective in supervisory positions. In addition, upcoming retirements will reduce the number of existing natural resource managers that currently serve in land managing agencies. With these retirements, a considerable loss of institutional knowledge will take place and this void will need to be filled by well-trained and informed managers. Since there are no distance graduate degrees available that concentrate on Recreation Resources Development in Texas, the demand for the MRRD Distance Program will only grow.

Learning Outcomes
- Students graduating the program will be prepared to succeed in both strategic and operations management of organizations that serve as stewards of parks.
- Students graduating from the program will be prepared to manage and make informed and defensible decisions about management of heritage and natural resources of parks and natural areas.
- Students graduating from this program will be prepared to use research to make data-based decisions about management of operations, strategy, and heritage and natural resources.
- Students graduating from this program will be prepared to provide leadership to interpretation, law enforcement, and visitor service functions that directly impact visitor experience.

Career Options
Our Master of Recreation Resources Development (MRRD) will yield graduates excelling as operations and strategic managers of public park and recreation organizations. They will provide effective and visionary leadership to vital park management functions, including natural and heritage resource management, maintenance, law enforcement, and environmental and heritage interpretation.

Number of Students
One student is currently enrolled in this program. The program received approval and started in the Fall of 2012.
Course Requirements
(36 hours minimum)
All students are required to take:
- RPTS 615, Analytic Techniques (3 credit hours)
- RPTS 609, Social, Cultural and Economic Issues in Outdoor Recreation and Natural Resources (3 credit hours)
- RPTS 666, Tourism and the Natural Environment (3 credit hours)
- RPTS 646, Heritage Tourism (3 credit hours)
- RENR 405, GIS for Environmental Problem Solving (3 credit hours)
- RENR 650, Leadership Development & Mgt of Environmental NGOs (3 credit hours)
- RPTS 689, Capstone Course (9 credit hours)

Nine hours of required courses in a supporting field(s). Students can choose from the courses below or other courses approved by their advisor. Some suggested courses are listed from the Bush School of Government and Public Service. The PSAA courses are offered both on-line and in-residence at Texas A&M University, College Station.
- PSAA 644, Management and Leadership of Nonprofit Organization (3 credit hours)
- PSAA 631, Marketing for Nonprofit Organizations (3 credit hours)
- PSAA 632, Strategic Planning and Fiscal Management in Nonprofit Organizations (3 credit hours)
- The PSAA & RENR courses are only offered on-line.

Exemplars
N/A

Strengths, Weaknesses, Opportunities, Threats
- As stated above, one of the strengths of the program lies in its uniqueness in Texas. There are no distance/on-line graduate degree programs that focus on Recreation Resources Development in Texas.
- One of its weaknesses could be the additional cost that students must pay to enroll in on-line/distance courses. One opportunity is that the Department of Recreation, Park and Tourism Sciences has been around for over 40 years; we offer a premier educational experience and rely on an extensive network of graduates to carry on some of that promotion. One obvious threat is that potential students may seek out other on-line programs that exist across the country, although these other programs differ in requirements/coursework, they may be less expensive.

Strategic Plan Goals
The following is an estimate of student enrollment in the next five years. Promotion of the program will take place in a variety of ways, e.g., Website, active recruitment on campus, conferences, former students, word of mouth, etc.

Estimated enrollment 2013-2017

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>5</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>
4.3.4. Certificate in Community Development

Purpose
Texas communities are experiencing tremendous pressures from several sources. Many face rapid growth and compositional change of their sizes of population resulting in increased demands for infrastructure and institutional services. Others are withering from long term losses of population due to out-migration and economic stagnation, thus stressing the functional operation and maintenance of local institutions. Still other communities have longed for economic prosperity but lack the wherewithal to stimulate growth. Regardless of their conditions, all of these communities require creative and informed leadership to solve human, fiscal, and natural resource problems.

To help facilitate local leadership to conduct community-based organizational and program development, the Department of Recreation, Park and Tourism Sciences has created a Certificate in Community Development (CCD). The curriculum is designed to complement traditional economic development courses by focusing on communication, leadership, strategic planning, and information management issues that affect a community's social, economic, and political viability in periods of rapid expansion or contraction. Students who successfully complete CCD coursework will have the capabilities to significantly contribute as either professionals or volunteers to the attainment of this viability.

Learning Outcomes
- **Community Development Certificate Learning Outcome 1:** Students who complete the certificate program will have a basic understanding of community development processes (e.g. leadership and management, resource mobilization, and conflict resolution) and the skills (e.g., decision-making, communication, critical thinking and analysis) necessary for community leaders, professionals, and others to participate effectively in these processes.

- **Community Development Certificate Learning Outcome 2:** Students who complete the certificate program will successfully link community development processes and skills to coursework related to substantive social, economic, natural resource, health, and other issues.

Career Options
Graduates of our community development certificate program will be empowered to work with a variety of organizations, including government agencies, international organizations, non-government organizations, businesses, and consulting firms. These organizations address problems such as poverty, access to and delivery of health care, education, community safety, and economic development.

Number of Students
No enrollment mechanism exists for this certificate program. We are aware of eight students who are currently working on the required courses and have expressed interest in obtaining the certificate upon completion of requirements.
Course Requirements
Students are required to take two mandatory courses and choose two other courses among the list recommended below

Required
RPTS 604 (3) Principles of Community and Community Development
RPTS 605 (3) Community Organization and Institution Building

Recommended
SCSC 616 (3) Land Disposal of Waste
AGEC 603 (3) Land Economics
AGEC 605 (3) Rural Real Estate Appraisal and Organization
ESSM 651 (3) Geographical Information Systems
RENR 660 (3) Environmental Impact Analysis for Renewable Natural Resources
RENR 664 (3) Coastal Zone Management
RPTS 609 (3) Social, Economic, and Cultural Issues in Outdoor Recreation and Natural Resources
RPTS 603 (3) Financing and Marketing Park and Recreation Resources
RPTS 626 (3) Social Impacts of Tourism
RPTS 646 (3) Heritage Tourism
RPTS 670 (3) Youth Development Programs and Services
RPTS 666 (3) Tourism and the Natural Environment
ARCH 676 (3) Survey of Human Behavior and Design
EHRD 605 (3) Principles and Practices of Leadership in Human Resource Development
GEOG 616 (3) Urban Geography
GEOG 619 (3) Human Impact on the Environment
GEOG 660 (3) Applications of GIS
GEOG 661 (3) GIS in Land and Property Management
GEOG 665 (3) GIS-Based Spatial Analysis and Monitoring
HLTH 631 (3) Community and Public Health
LDEV 671 (3) Sustainable Development
URSC 610 (3) Structure and Function of Urban Settlements
URSC 625 (3) Geographical Information Systems in Landscape and Urban Planning
URSC 627 (3) Economic Development
URSC 656 (3) Housing and Community
SOCI 601 (3) Urban Sociology
SOCI 667 (3) Seminar in Race and Ethnic Relations
SOCI 687 (3) Seminar in Rural Sociology

Exemplar
Kevin Andrews, Specialist, Texas A&M AgriLife Extension Service Community and Economic Planning
Strengths, Weaknesses, Opportunities, Threats
This program carries the same set of strengths, weaknesses, opportunities, and threats as our undergraduate major in community development. That section is copied below for the reader’s convenience.

Strengths include increasing demand for the program; an exceptionally strong professional advisory committee; collaboration between community development faculty and recreation, park and tourism sciences faculty; and support from senior faculty. Weaknesses include the limited number of teaching faculty assigned to this program. Of the three sociologists who serve on the Department of Recreation, Park and Tourism Sciences, only one has an active Texas A&M University appointment. Another is professor-emeritus of AgriLife Research, and another has a full appointment in AgriLife Research. The greatest threat is that the program is our smallest in terms of numbers of students enrolled, and only one faculty member has primary responsibility to this program.

Strategic Goals
The primary needs of the community development program are to increase the number of Texas A&M University faculty to teach and lead research programs in this area, and to achieve a critical mass of students in the certificate program. As discussed in the section on our undergraduate major in community development, only one full-time Texas A&M University faculty member has a primary affiliation with this program. The program is supported by Texas A&M AgriLife Research faculty, professors emeriti, and adjunct faculty.
Section 5

Faculty

This section provides a summary of characteristics of the faculty who serve in the Department of Recreation, Park and Tourism Sciences. The content corresponds most directly to the first question presented to the site visit team:

While evaluating the program, please consider the resource context within which the Department operates (both human and fiscal) and the absolute level of support the department receives from the university. Please comment on the overall efficiency and effectiveness of the department’s use of these human and fiscal resources in pursuit of its mission.

Section 5 is divided into three major parts: a) faculty profile, b) promotion and tenure requirements, c) faculty biographical sketches and awards.

5.1 Faculty Profile

The Texas Higher Education Coordinating Board mandates that this self study report the following information about faculty:

- Number of Core Faculty
- Faculty Qualifications Summary
- Faculty Teaching Load
- Core Faculty Publications
- Core Faculty External Grants
- Faculty Diversity

Core Faculty

Table 5.1 lists the 26 full-time faculty who serve the Department of Recreation, Park and Tourism Sciences during Academic Year 2013. Included in the table are name, rank, highest degree earned, tenure status, and percent of FTE per the three units to which the Department reports. In addition to these 26 faculty members, the Department employs Extension specialists in its Coastal Watershed Program, which operates out of Houston (http://rpts.tamu.edu/extension-programs/coastal-watershed-tcwp/), and it employs 19 Graduate Teaching Assistants. An additional 17 graduate students are funded on research grants and contracts. Teaching assistant positions are, formally, “Graduate Assistants-Teaching” (GAT’s) and research assistant positions are “Graduate Assistants-Research” (GAR’s).
Faculty Qualifications
Eighty-one percent (21 of the 26) faculty members hold doctoral degrees (20 PhD’s and one JD). In terms of qualifications, the five faculty members for whom masters degrees are the highest degrees held have extensive experience as professionals in the park, recreation, and tourism industries in addition to their masters degrees. Fourteen faculty members are tenured (designated “T” in Table 5.1), and three are in tenure-track positions (designated “TT” in Table 5.1) appointments. Texas A&M AgriLife Research and Texas A&M AgriLife Extension Service do not have tenure mechanisms. As such, the members of our faculty whose appointments are primarily with Extension are not tenure-eligible (designated “NTE” in Table 5.1). Texas A&M University faculty who serve at lecturer rank are also not tenure-eligible. Faculty vitae may be reviewed at http://rpts.tamu.edu/about/faculty/. Biographical sketches of each tenured and tenure-track faculty member are included in sections 5.3 (Tenured and Tenure-Track Faculty) and 5.4 (Full-Time Lecturers).

In addition to these faculty members, the Department employs part-time lecturers to teach specialized classes each year. During Academic Year 2013, we anticipate the following:

- **Mr. Walt Dabney**, Former Director of Texas State Parks and Former Chief Ranger of the National Park Service will teach a Field-Studies Class in Park Management during the Summer Semester (Maymester) of AY 2013
- **Mr. Paul Serff**, President-Emeritus of the Texas Travel Industry Association, will teach a Field-Studies Class in Major Texas Attractions Management and Marketing during the Summer Semester (Maymester) of AY 2013
- **Ms. Fran Murr**, Hospitality Industry Accounting Consulting Company CEO, will teach a class on Hospitality Industry Accounting during the Spring Semester of AY 2013

Faculty Teaching Load
The Department is in compliance with workload requirements of Texas A&M faculty. Full-time, 1.0 FTE faculty teach the equivalent of four classes per academic term. It is notable, however, that most faculty have joint appointments (see Table 5.1), and most have assignments for research, curriculum development, and administrative leadership that results in adjustment of actual classes taught per year. Some faculty members teach classes that are of special interest on a voluntary overload basis. Study abroad programs and Special Field-Based classes are examples. With these adjustments, the typical faculty member with joint appointment with Texas A&M University and Texas AgriLife Research is three classes per academic year.

Core Faculty Publications and Grants
Faculty publications for Calendar Years 2006-2011 are presented in Figure 5.1. Included are numbers of refereed journal articles, numbers of book chapters, numbers of refereed abstracts from professional meetings, and numbers of non-refereed articles. Over that period, numbers of refereed journal articles published per year have increased 71%, from 35 to 60. Perhaps this growth is partially attributable to increased emphasis on collaboration. Publications in which authorship is shared with Department colleagues (faculty and/or graduate students) has been tracked for three years, and has increased 37% over that period (from 19 in 2009 to 26 in 2011).
Success in securing funding for research is also, of course, increasingly dependent upon collaboration.

The number of publications of abstracts and non-refereed papers has followed a similar trend over the period. Publications of abstracts and non-refereed papers increased to over 40 per year for 2007-2010, but dropped dramatically in 2011. This pattern may be a result of diminished funding available for travel to professional and scientific meetings to present papers.

The pattern of numbers of book chapters published appears to be the most stable of the four metrics. It is notable, however, that, on a percentage basis, the number of chapters has decreased 44%, from 18 in 2006 to 10 in 2011. Of course refereed journal articles are valued more highly than book chapters in promotion and tenure reviews. Faculty time and labor previously invested in preparing book chapters now appears to have been reinvested in the more highly valued research “products:” publications in refereed journals.

Figure 5.1 provides a summary of proposals submitted and awarded, and the dollar amount of awards over time is presented in Figure 5.2. Perhaps most striking is that the pattern of submissions and awards is roughly parallel until the most recent year, 2011. In 2011, submissions increased dramatically, while awards increased only modestly. The success rate of proposals submitted seemed to decline. Perhaps this finding is only an aberration, or it may signal the need for development of strategy for greater success in an increasingly competitive research environment. The dollar amount of the awards is presented in Figure 5.3.

Strategy should probably focus on collaboration. Nationally, increased focus is being placed on collaboration for facilitation of research productivity. Universities are increasingly advertising faculty positions that announce research teams to which the new hires will be connected. Despite this apparent transformation for how research progresses, our department’s primary strategy for promoting research is relatively unchanged over the years. Like most academic units, we strive to recruit capable and committed scholars, ensure that these new faculty members understand expectations, assist them to the extent that resources allow, provide mentors and mentoring, and we give regular feedback on performance through complex promotion and tenure processes. To better fit this emerging, collaborative model of research, we need to explore how collaborative research teams may be effectively formed and nurtured, while continuing to support the development of individual faculty members as teachers, scholars, and citizens of our department, institution, and profession. Nurturance of research teams is, of course, clearly connected to resource allocation. As an example, the College of Agriculture and Life Sciences has a vision of offering support for graduate students for clearly defined and functional research teams. Although our department’s research is strong in terms of both process (collaboration and mentorship of graduate students) and outcome (productivity) we will need to continue to design and implement programs that increase synergies, capitalize on opportunities, and optimize our research productivity to continue to succeed in this era of increasing competition and increasing collaboration.
<table>
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<tr>
<th>Full Name</th>
<th>Rank</th>
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<th>Months</th>
<th>Tenure Status*</th>
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<td>Stephen Brueggerhoff</td>
<td>Program Specialist</td>
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<tr>
<td>John L Crompton</td>
<td>Distinguished Professor</td>
<td>PhD</td>
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<td>Michael Edwards</td>
<td>Assistant Professor</td>
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<td>Gary Ellis</td>
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Faculty Diversity

Faculty diversity by sex and ethnicity are provided through data from the Texas A&M Office of Institutional Studies and Planning. It is notable that those data do not include faculty who are employed by Texas A&M AgriLife Extension Service or Texas A&M AgriLife Research. For the Fall semester of Calendar Year 2011, 35% of faculty were female (8 of 23), and 17% (4 of 23) were non-white (Hispanic, Black, or Asian).

For Academic Year 2014, an assistant professor who is female and African-American will be joining our faculty in a tenure-track position. She will fill a position that will be vacated by an assistant professor who is a white male. Financial support of the College of Agriculture and Life Sciences and Texas A&M AgriLife Research were pivotal to our success in recruiting our new assistant professor.

The depth of the commitment of Texas A&M University and the Department to increase diversity is reflected directly in documents associated with a faculty search that is underway. The position announcement and the request to Executive Associate Dean Alan Sams to fill the position can be reviewed at http://rpts.tamu.edu/academic-program-review/ (see “Event Opportunity” and “Request to Fill Faculty Position Event Management” at that link). As that document reveals, recruitment efforts include postings in Diversejobs.net and Insight into Diversity in addition to the more global sources, Chronicle of Higher Education and Greatjobs.

Perhaps much more importantly, following advice of Vice President and Associate Provost for Diversity Dr. Christine Stanley, the search committee is using personal recruitment strategies to actively seek out diverse candidates and recruit them to apply. The search committee leadership is in the hands of Professor David Scott, who teaches our class on leisure behavior and human diversity each semester (RPTS 340), and is recognized for his leading research on that topic. The position description (“Event Management Texas A&M Opportunity”) affirms that Texas A&M University is an affirmative action, equal opportunity employer.
Figure 5.1: Core Faculty Publications Over Time

![Graph showing core faculty publications over time.](image)

Figure 5.2: Grants and Contracts Submitted and Awarded, Over Time

![Graph showing grants and contracts over time.](image)
Figure 5.3: Research Dollars Awarded, Over Time
5.2 Promotion and Tenure Requirements

As the Dean of Faculties website (http://dof.tamu.edu/content/2012-2013-tenure-promotion-information) explains, each academic unit at Texas A&M University is required to maintain a statement of expectations for promotion and tenure of faculty:

Generally, guidelines for tenure and promotion are established by individual departments within the context set by the guidelines established by their college, which in turn must abide by the university guidelines and University Rule 12.01.99.M2: University Statement on Academic Freedom, Responsibility, Tenure, and Promotion. College and departmental guidelines can be found on the department guidelines for tenure and promotion page (http://dof.tamu.edu/node/23).

Standards developed by the Department of Recreation, Park and Tourism Sciences and approved according to the guidelines above may be viewed at http://dof.tamu.edu/sites/default/files/tenure_promotion/Tenure_and_Promotions_Guidelines_RPTS.pdf and also at http://rpts.tamu.edu/academic-program-review/.

As can be seen from review of those guidelines, the Department has identified seven areas of performance that are considered in promotion and tenure cases. These are:

1. A high standard of scholarship
2. A high standard of teaching
3. Professional integrity and responsibility
4. Acquisition of funds from sources external to the department
5. Establishment and effective mentoring of a cadre of graduate students
6. National/international reputation
7. Service to constituents external to the university

An explicit description of expectations for performance in order to qualify for promotion to higher academic ranks is provided for each faculty rank. One of the key decisions, of course, is promotion from assistant to associate professor with tenure. For the convenience of the reader, the description of qualifications for that promotion follows. Again, the complete document can be viewed at http://dof.tamu.edu/node/23.

**Benchmark Guidelines for Tenure and Promotion to Associate Professor**

The decision regarding promotion from assistant professor to associate professor is tied to the tenure decision (i.e. if an individual is deemed promotable, he/she must be qualified for tenure. Similarly, if an individual is deemed tenurable, he/she must be qualified for promotion).

**1. Scholarship.** The expectation for most faculty is that the record will show a minimum of 12 to 15 papers in refereed publications by the end of their fifth year of the probationary period when documentation is submitted to initiate the tenure and promotion process. Of these a preponderance of publications should be in Tier I journals. It is emphasized that this
quantification range is a guideline and not a norm, since it is recognized that quantity of publications is not necessarily an accurate indicator of scholarship contributions.

Given the diversity of specializations and disciplinary backgrounds of RPTS faculty, it is recognized that some will publish in interdisciplinary/cross-disciplinary journals, and in journals in other fields and disciplines. Publications recognized in those disciplines are considered to be equally as meritorious as those in the “mainline” RPTS journals. In those cases, the ranking of journals (Tier I etc.) will be that used by the department on the Texas A&M campus most closely associated with that discipline.

In some disciplines, (e.g. Anthropology, History) the convention is that good scholarship is published in monograph or book form in addition to the traditional research journal. In these cases, a determination will be made of the contribution’s “research article equivalence.” Counsel will be solicited from senior scholars in those disciplines when making that determination and in ascertaining guidelines for the quality and quantity of published scholarship expected at this career stage.

Some of the published work is likely to emanate from a dissertation. Also, the move to a new context and different culture at Texas A&M may result in a shift in research focus and some exploration in developing a program of research. Thus, the CV at the end of the five-year period may show some diversity of topic areas. However, there should be evidence that a coherent research program is emerging by the end of the fifth year.

2. Teaching. A high quality of teaching is expected in the formal setting of the undergraduate and graduate classroom, four criteria are used to measure teaching quality.

(i) Student Evaluations. By the end of the five-year period, the expectation is that student scores should, attain a minimum average of 4.0 (good) on the 5-point scales used to measure teaching effectiveness on the Department’s evaluation form. Some faculty may have had relatively little teaching experience before being hired by Texas A&M, so their scores may be lower than 4.0 in the early years. It is expected that all faculty at the assistant professor level will take advantage of the assistance the university offers to improve their teaching performance, this assistance, and five years of experience in the classroom, are the vehicles through which low performance may be raised to meet the expected standard.

(ii) Peer Evaluation. Each semester, one member of the Tenure and Promotion Committee will attend a class of each non-tenured faculty member and provide him/her with a written evaluation of the performance. The written evaluation will become part of the faculty member’s personnel file.

(iii) Teaching Portfolio. The portfolio will include the outlines, structures, and proceedings of each course taught. These materials will be sent to external reviewers with expertise in the content area to evaluate the appropriateness and relevance of what is being taught. The portfolio will not be forwarded to the Dean’s office with the tenure and promotion package.
(iv) **Innovative Classroom Materials.** Creative materials that contribute to academic programs beyond the context of an individual’s teaching. These may include textbooks if their quality is demonstrated to be superior to that of other available materials. An awarded grant for curriculum development, student development or academic programming may be another example which extends the teaching contribution beyond the specific teaching program of the individual.

**3. Professional Integrity and Responsibility** are exemplified by showing respect for colleagues; professional conduct conducive to a collegial work environment; adhering to expected standards of academic integrity; and being a “good citizen” of the department, college, and university by serving on committees, task forces etc. Section 3 of the university’s “Statement on Academic Freedom, Responsibility, Tenure and Promotion” offers an expanded, more detailed description of the expectations associated with this criterion.

**4. Acquisition of Funds from Sources External to the Department.** The acquisition of funds is an integral part of an individual’s scholarship contribution. Funds may be from competitive fellowships, grants or contracts, and should be used to support graduate students. A faculty member’s transition to Texas A&M University may make it difficult to acquire external funds in the first two years. This is a period in which networks have to be created, a research program defined, and an understanding of the state and university culture has to be nurtured. However, by the end of the fifth year, an emerging and growing record of external funds is expected. As a guideline, the expectation is 3-4 successful external funding submissions, and a record of supporting at least one graduate student a year in at least the last two probationary years. In the case of a project involving multiple principal investigators, the proportion of the project for which the candidate is responsible should be identified. It is recognized that external funding is more accessible to those working in some areas of the field than in others so metrics should be regarded as guidelines and not as norms.

**5. Establishment and Effective Mentoring of a Cadre of Graduate Students.** The university’s guidelines indicate that outstanding direction of graduate research, mentoring, and chairing graduate research committees are key criteria that should be used to evaluate teaching performance. Accordingly, there should be evidence that graduate students are attracted to the candidate’s research program and recognize his/her mentoring talents. Thus, by the end of the fifth year, the guideline expectation is that a candidate will be chairing, or have successfully chaired, four or more graduate committees, and will be a member of two or three others.

**6. National/International Reputation.** An emerging national/international reputation in an area of expertise is expected. Evidence of a national/international reputation is based on receipt of honors and awards, invitations to participate in national/international symposia, editorship of scholarly journals, serving in positions of leadership in professional societies, and importance ascribed to scholarly publications by colleagues and senior faculty members at other peer institutions.
7. **External Service.** External service refers to responsively serving the needs of constituents external to the university. This may be exemplified by publications in popular magazines, textbooks, technical publications, or contract reports; by presentations and workshops to professional constituent or general citizen groups; or similar activities. It does not include service to a community in a citizen, rather than in a professional, role. For example, personal (as opposed to professional) involvement with political, commercial, religious, non-profit, et al institutions is not relevant to the evaluation of service performance.

In addition to promotion and tenure processes, annual review is also required for every faculty member ([http://dof.tamu.edu/node/1063](http://dof.tamu.edu/node/1063)):

> Annual review guidelines are established by departments within the context set by the guidelines established by the college. According to University Rule 12.01.99.M2, University Statement on Academic Freedom, Responsibility, Tenure and Promotion, each faculty member, regardless of title, must be reviewed annually, must be given a written report of his or her evaluation, and must be given the opportunity to discuss the outcome of the evaluation in person.

The Department Guidelines can be viewed at ([http://rpts.tamu.edu/academic-program-review/](http://rpts.tamu.edu/academic-program-review/), choose, “Performance Evaluation Procedures Department of RPTS Approved June 2011). A general understanding of the process can be gained through review of the timeline for annual faculty performance evaluations published in that document.

- **Second Friday in November** will be the annual deadline for submission of Annual Activity Reports and Annual Plans of Work, curriculum vitae, and the student evaluations of teaching performance. The Annual Activity Report and Annual Plan of Work will be based on calendar years, and all materials will be submitted to the Department Head.

- **First Friday in December.** Promotion and Tenure Committee Reviews will be conducted during the month of December, and will be submitted to the Department Head by the first Friday in January. For assistant professors, these will include peer reviews of teaching. Peer reviews of teaching are completed for assistant professors each year. A senior faculty member (tenured associate professor or higher) is assigned by the Department Promotion and Tenure Committee to review the curriculum for a class taught by each assistant professor, including participation in a class session. The reviewer then provides a report to the faculty member and the department head. In the report, reviewers comment on the following dimensions of the faculty member’s performance:
  
  o Instructional design
  o Instructional delivery
  o Assessment of student learning
  o Course and classroom management
• **Last Friday in April.** Individual reviews through meetings with the Department Head will be completed. Results of the reviews will be reported to faculty members through either formal letters or through a standard Annual Performance Evaluation Summary Form. An example of an Annual Performance Evaluation Summary form is included in Appendix A.

Regardless of whether a letter or an annual performance evaluation summary form is used, the content must include (among other facets of performance reported) reports of contributions to diversity, internationalization, multidisciplinary collaboration, and interdisciplinary collaboration. Also, the letter or the form must indicate the faculty member’s status with respect to safety practices, as reflected in the statements below:

- **After review of the faculty member’s activities in environments, this faculty member is judged to have reasonably mitigated safety issues.**
- **After review of the faculty member’s activities in areas of safety concerns, the following remediation activities have been enacted (followed by specific activities)**

Inclusion of comments on diversity, internationalization, multidisciplinary collaboration, and interdisciplinary collaboration follows from a March 3, 2009 memorandum from then Vice Provost Karan Watson to Deans and Department Heads regarding “Faculty Annual Evaluation Changes.” That memorandum stressed that “A variety of university goals and mandates on the university have led to the need to assure that Faculty Evaluations give appropriate credit to those aiding in achieving university, college, and departmental goals” related to interdisciplinary and multidisciplinary collaboration, diversity and internationalization, and safety and compliance. The memorandum was accompanied by separate documents that more fully describe contributions in these areas. A copy of the memorandum and the explication of the areas are included in Appendix B.

• **Second Friday in May.** The Department Executive Committee will have reviewed evaluation summaries prepared by the Department Head and will have submitted recommendations for merit pay increases for each faculty member. Each Executive Committee member will indicate her or his individual recommendation, according to the following percentages:
  - Top 5%
  - Next 20%
  - Next 50%
  - Next 20%
  - Bottom 5%
May 30. All evaluations for the year will have been entered into Greatjobs, including review by the employee.

July: Salary recommendations will be forwarded to the Dean and Vice Chancellor by the date established on the annual budget calendar.

These executive committee rankings inform the Department Head’s decision concerning merit pay increases for the following academic year.

5.3 Tenured and Tenure-Track Faculty
This section provides a series of biographical sketches of all tenured and tenure-track faculty members. Complete curriculum vitae may be reviewed at http://rpts.tamu.edu/about/faculty/.

John Crompton, PhD, Distinguished Professor
Dr. John L. Crompton holds the rank of University Distinguished Professor and is both a Regents Professor and a Presidential Professor for Teaching Excellence at Texas A&M University. He received his basic training in England. His undergraduate work was in physical education and geography at Loughborough College. After teaching high school for a year, he attended the University of Illinois where he completed a M.S. degree in Recreation and Park Administration in 1968. In 1970, he was awarded another M.S. degree from Loughborough University of Technology majoring in Business Administration.

In 1970, he joined Loughborough Recreation Planning Consultants as their first full-time employee. When he left as managing director in 1974, LRPC had developed into the largest consulting firm in the United Kingdom specializing in recreation and tourism, with a full-time staff of twenty-five which was supplemented by a number of part-time associate consultants.

In 1974, Dr. Crompton came to Texas A&M University. He received his doctorate in Recreation Resources Development in 1977. For some years he taught graduate and undergraduate courses in both the Department of Recreation and Parks and the Department of Marketing at Texas A&M University, but he now teaches exclusively in the Department of Recreation, Park and Tourism Sciences.

Dr. Crompton's primary interests are in the areas of marketing and financing public leisure and tourism services. He is author or co-author of 18 books and a substantial number of articles which have been published in the recreation, tourism, sport and marketing fields. He is the most published scholar in the history of both the parks and recreation, and the tourism fields.

Dr. Crompton has conducted many hundreds of workshops on Marketing and/or Financing Leisure Services. He has lectured or conducted workshops in many foreign countries and has delivered keynote addresses at the World Leisure Congress and at Annual National Park and Recreation Conferences in Australia, Canada, Great Britain, Japan, New Zealand, South Africa, and the United States.

He is a past recipient of the National Park Foundation’s Cornelius Amory Pugsley award for outstanding national contributions to parks and conservation; the National Recreation and Park Association's (NRPA) Distinguished Professional award; the NRPA National Literary award; the NRPA Roosevelt award for outstanding research; the Distinguished Colleague and the
Distinguished Teaching awards of the Society of Park and Recreation Educators; the Travel and Tourism Research Association's Travel Research award; the US Department of Agriculture National award for Teaching Excellence; and is a Minnie Stevens Piper Professor for excellent teaching in the state of Texas.

At Texas A&M, he is Cintron University Professor for Excellence in Undergraduate Teaching. He has received the Bush Excellence Award for Public Service (presented personally by President H. W. Bush); the Vice Chancellor's Award for Excellence in Graduate Teaching; the Texas Agricultural Experiment Station’s Faculty Fellow and Senior Faculty Fellow Awards for exceptional research contributions; the University Distinguished Achievement Award for Research and the University Distinguished Achievement Award for Teaching.

He was a member of the NRPA’s Board of Trustees for nine years; and is a past president of four professional bodies: the Texas Recreation and Parks Society; the American Academy of Park and Recreation Administration; the Society of Park and Recreation Educators and the Academy of Leisure Sciences. He is a Board member of the National Recreation Foundation.

In 2006, the city of College Station named a new 16 acre neighborhood park, John Crompton Park. Dr. Crompton served 4 years as a city councilman for College Station from 2007-2011, and was Mayor Pro Tem in 2010-2011. The city’s population is 95,000, the annual budget is $260 million; and there are approximately 900 full-time employees. The six council members and the mayor are all elected city wide.

**Mike Edwards, PhD, Assistant Professor**

Dr. Michael Edwards is an assistant professor in the Department of Recreation, Park and Tourism Sciences at Texas A&M University. Dr. Edwards received his doctorate in Parks, Recreation, and Tourism Management from North Carolina State University. He holds a master’s degree in Exercise and Sport Science from East Carolina University and a bachelor of arts in History from the University of North Carolina – Chapel Hill.

Dr. Edwards’ research agenda focuses on how organizational and community policy and management facilitates accessibility to environments for sport and recreation for youth as a means to alleviate health disparities. Dr. Edwards is particularly interested in health disparities found in rural communities. At the end of his third year, Dr. Edwards has 15 articles published in refereed journals (12 since arriving at Texas A&M; he is the lead author on 8 of these publications. The preponderance of Dr. Edwards’ research has been published in leading journals in public health, sociology, and parks, recreation, and leisure studies. In addition, Dr. Edwards has published six scientific abstracts, one book chapter, and two book chapters. He has presented over 15 papers at international, national, and regional meetings or symposia. Dr. Edwards has developed and led research teams across multiple disciplines and institutions, including with internationally renowned scholars in parks, recreation, and tourism sciences, youth development, public health, and sport management. To date he and his colleagues have secured over $500,000 in extramural support for his research program at Texas A&M.

In 2011, Dr. Edwards was one of the top 30 junior researchers nationally selected to receive the Ralph E Powe Junior Faculty Enhancement Award by the Oak Ridge Association of Universities. Dr. Edwards is as an affiliated faculty member with Texas A&M Health Science...
Center’s Center for Community Health Development. He also serves on the executive committee of Sequor Youth Development Initiative as the co-chair of the research and evaluation committee. Dr. Edwards is an associate editor for Journal of Leisure Research and a member of the Academy of Leisure Sciences. He was recently recruited by the Pennington Biomedical Research Center (Louisiana State University). Dr. Edwards was named in a Fish Camp Namesake (one of the university’s highest student-nominated honors) in just his second year at A&M. He also teaches in the RPTS South Pacific Study Abroad program. Dr. Edwards served in a pivotal leadership position in the re-development of our department’s undergraduate curriculum and served as an advisor to RPTS’s undergraduate quiz bowl team that competes annually at NRPA Congress. In addition to departmental service, Dr. Edwards serves on the leadership board for the American Camp Association’s Texoma section.

Gary Ellis, PhD, Professor

Dr. Gary Ellis serves as Head of the Department of Recreation, Park and Tourism Sciences in the Texas A&M University System, a position that he has held since June of 2008. Previously, he served as professor and chair of the Department of Parks, Recreation, and Tourism at the University of Utah (1994-2006). He was a member of the University of Utah faculty from 1985 to 2008, and served on the faculty of Western Kentucky University from 1983-1985. He earned his doctorate in Higher Education Administration from the University of North Texas in 1983 and he holds masters and baccalaureate degrees in Recreation and Park Administration from Eastern Kentucky University and from the University of Kentucky, respectively.

Gary has served a number of leadership roles in professional organizations. He currently serves as Vice-Chair of the Council on Accreditation for Parks, Recreation, and Tourism, and he co-created and co-administers the NRPA National Quiz Bowl competition each year. Previous leadership roles in national professional organizations include President of the Society of Park and Recreation Educators, President of the Academy of Leisure Sciences, and Treasurer of the Academy of Leisure Sciences. He has served on numerous editorial boards for professional journals, and has held leadership roles in state associations. Gary has contributed over 90 peer-reviewed publications to our professional and scientific literature, has published software, and has generated significant support for teaching, curriculum development, research, and training through grants, gifts, and partnerships. His major research interests are in measurement, operations management, lean six sigma, and staging of guest/visitor/participant experiences.

Recognitions that Gary has received include the Franklin and Theodore Roosevelt Research Award; the Society of Park and Recreation Educators Distinguished Colleague Award; JB Nash Distinguished Lecturer; the National Therapeutic Recreation Society Professional Research Award; the University of Utah College of Health Outstanding Scholar Award; the Outstanding Alumni Award from the Eastern Kentucky University College of Health, Physical Education, Recreation, and Athletics; the Faculty Award from the Department of Health Promotion and Education at the University of Utah; the Utah Recreation and Park Association Service to the Profession Award; and the Senior Leadership and Academic Excellence in Recreation Award from Eastern Kentucky University. He is a Fellow four national and international academies: Academy of Leisure Sciences, American Academy of Park and Recreation Administration, American Leisure Academy, and the World Leisure Academy. He has held adjunct professor
appointments at Clemson University, Columbia University, and in the Department of Health Promotion and Education at the University of Utah.

James Gramann, PhD, Professor
Dr. Jim Gramann has been a faculty member in the Department of Recreation, Park and Tourism Sciences since 1983. Previously, he was an assistant professor at the University of Arizona and a Visiting Assistant Professor at the University of Wisconsin-Madison. He earned his doctorate in leisure studies from the University of Illinois at Urbana-Champaign in 1980, his M.S. in forest resources from the University of Washington in 1978, and his B.A. in anthropology from the University of Washington in 1975.

From 2002 through 2010 Jim worked full-time for the National Park Service (NPS) in Washington, D.C. as its Visiting Chief Social Scientist. In this position he served as chief executive for a national science program providing usable social science knowledge to national park managers and decision-makers. In 2010 his program received the Department of the Interior’s Unit Award for Excellence of Service from Secretary of the Interior Kenneth Salazar.

Jim returned to Texas A&M University during fall semester 2010 and currently teaches an undergraduate course in wildland recreation management. In addition, he has developed a case-study graduate course titled “Parks, Tourism, and the Natural and Cultural Environment.” Jim also serves as faculty coordinator for the undergraduate emphasis in Parks and Conservation. He is a member of the George Wright Society and the International Association for Society and Natural Resources. During his career at Texas A&M Jim has held several leadership positions, including RPTS associate head for graduate programs and faculty senator.

Jim is an elected fellow of the Academy of Leisure Sciences (2005) and a former associate editor for the Journal of Leisure Research. His research interests include the social dimensions of protected area management, as well as racial and ethnic influences on outdoor recreation behavior. He has authored over 40 peer-reviewed publications, as well as scores of book chapters, technical reports, reviews, and popular articles. Currently, he is researching and writing a book about the relationship between Americans and their national parks, including the cultural history of people’s connections and disconnections with parks and the outlook for new and revived connections in the 21st century. He has received competitive grant funding to support this research, and plans to have the book completed and published in time for the National Park Service centennial in 2016.

Jim continues to speak and perform service work for the National Park Service and related organizations. He has been instrumental in promoting relationships between RPTS and both current and former NPS executives, including immediate past NPS director Mary Bomar and current NPS associate director for workforce management David Vela.

Lou Hodges, PhD, Associate Professor
Dr. Louis Hodges is an Associate Professor in the Department of Recreation, Park and Tourism Sciences at Texas A&M where he has been employed since 1968. His principle appointment is with the teaching program, primarily working with undergraduate students.
Dr. Hodges holds an appointment as the Associate Head for Undergraduate Programs and served as Assistant Department Head for twenty-five years. In recent years, his primary teaching duties have included a hands-on computer applications course (RENR 201) that serves majors as well as students outside the discipline; RPTS 209, Maintenance of Park and Tourism Operations; and RPTS 320, Festival and Event Management.

Dr. Hodges serves on the Board of the Texas Event Leadership Program, and Extension program serving the festivals and fairs industry of Texas, and on the College Station Parks and Recreation Advisory Board. He has served as the director of the Camp Day career fair, now in its 36th year of consecutive operation.

In working with local organizations such as the Girl Scouts, the Brazos Valley Museum of Natural History, and Worldfest, Dr. Hodges facilitates students in participating in hands-on learning experiences in festival and event management.

Dr. Tazim Jamal, PhD, Associate Professor
Dr. Jamal earned her Ph.D. from the University of Calgary, 1997. She also holds a Certificate in Conflict Resolution, Mount Royal College, 1998, an M.B.A. from The University of British Columbia (1991), and B.Sc. and BA degrees from the University of Calgary (1983). Prior to her career in academe, Dr. Jamal worked in Canadian Securities Certificate in securities trading. Her primary research and outreach interests lie in the areas of sustainable tourism development, multi-stakeholder collaboration and community involvement in tourism planning and cultural heritage management. A new emerging area of study is climate change and sustainable destination management. My research areas include western Canada, Texas, and Mexico, with new research developing in Australia and Korea. The undergraduate and graduate courses I instruct relate to theoretical, applied and methodological issues in sustainable destination management, tourism impacts, collaborative planning, and heritage tourism. Her work aims to collaboratively engage students and tourism stakeholders in field research and outreach efforts, striving towards mutual educational, industry and community benefit (an important aspect of Texas A&M University’s land grant mandate). She serves extensively on Master’s and PhD graduate committees within and external to the department.

Ronald Kaiser, PhD, Professor
Dr. Ronald “Ron” Kaiser earned a bachelors and masters from Michigan State University and a juris doctorate from Thomas Cooley Law School and a master of laws and letters from the University of California at Berkeley. He currently holds the position of Professor in the RPTS Department and serves as Chair of the interdisciplinary graduate degree program in Water Management and Hydrological Science (see waterprogram.tamu.edu). The water program, one of 12 interdisciplinary graduate degree programs at Texas A&M University, has an enrollment of 50 graduate students involving faculty from four colleges and 12 departments. Graduates from this program are highly sought after by employers in the water industry.

Ron’s RPTS related research focused on risk management, safety and legal liability. He is the author of two park and recreation related textbooks, a book chapter on risk management in Management of Park and Recreation Agencies published by NRPA and a number of journal articles. He is a founding member of the Sports and Entertainment section of the State Bar of
Texas and was the founding editor of their journal publication.

His current research focuses on environmental stream flows, water marketing, groundwater management and water conservation. Ron’s research findings published in law journal articles and special reports have been used by the Texas legislature in crafting the water laws of the state.

Gerard Kyle, PhD, Professor
Dr. Kyle has served on the faculties of Texas A&M University and Clemson University. He earned his PhD (2001) and MS (1998) at The Pennsylvania State University and he holds a BS from the University of New South Wales in Australia. His research interests lie in the area of the human dimensions of natural resources. Of primary concern have been efforts to better understand social factors impinging upon on conservation and biodiversity. Adapting theory from social psychology, his work has included explorations of (a) the meanings various groups ascribe to wildland environments, (b) stakeholder conflict over natural resources, (c) human-wildlife conflict, and (d) stakeholder preference for natural resource management.

Given that many of the issues concerning natural resource management across the world have, at their core human influence, he believes social science-based approaches are uniquely poised to respond to these issues and inform policy development. While resource management issues have biological symptoms, their origin lies within human-environment relations. As part of an integrated inter-disciplinary approach, our social psychological approaches have aided in the development of policy and public education in a variety of contexts.

Much of Dr. Kyle’s lab’s work is has addressed resource conflicts and disparate preferences for managing the natural resources. These issues have become increasingly problematic for resource management agencies the world over. These issues are exacerbated by shifts (a) population dynamics (e.g., urban sprawl), (b) demographic composition, (c) climate conditions, and (d) political mandates. Using several varied approaches, he has found that by understanding what these lands mean to relevant stakeholders, we are in a better position to understand why these lands are important, and consequently, why a particular group or agency’s actions are objectionable to other parties.

Dr. Kyle’s investigations of the human dimensions of natural resources have occurred in multiple contexts across the U.S. and globe. In these investigations he has utilized a variety of methods that include both quantitative survey research (e.g., onsite, mailback, and telephone surveys) and naturalistic designs (e.g., in-depth interviews, photo elicitation, and focus groups). He also employs GIS technology to visually represent pertinent findings (e.g., place meanings, management preferences/concerns, sites of contention, etc.). Funding for this work has been provided by the National Science Foundation, USDA Forest Service, National Park Service, The Lower Colorado River Authority and other natural resource management agencies. Products of this work have been presented at a variety of national and international symposia and published in over 50 peer-reviewed outlets.
David Matarrita, PhD, Assistant Professor
Dr. David Matarrita-Cascante is an Assistant Professor and Coordinator of the Community Development Program in the Department of Recreation, Park, and Tourism Sciences. His areas of expertise are natural resource sociology, community, community-based development, international rural development, and mixed-methods research. His current interest revolves around better explicating the interrelationships between rural communities and natural resources. The central goal guiding his research is to understand how to improve rapidly changing resource dependent rural communities living conditions while promoting conservation of their natural resources. To date, this work has revolved around developing a better appreciation of the effects of rapid demographic (i.e. migration) changes occurring in natural resource rural dependent communities and their response to such changes. Among these, his particular interests have included boomtowns, amenity-rich communities, and tourism-dependent communities. He has published in several journals including Rural Sociology, Society and Natural Resources, Environment and Behavior, Environment and Planning A, Annals of Tourism Research, Journal of Sustainable Tourism, and Community Development.

Corliss Outley, PhD, Associate Professor
Dr. Corliss Outley serves as an Associate faculty member in the Department of Recreation, Parks and Tourism Sciences at Texas A&M University. From 1999-2006, she was on the faculty of the School of Kinesiology at the University of Minnesota. Dr. Outley joined the Department of Recreation, Parks and Tourism Sciences at Texas A&M University in 2006 as an Assistant Professor. She also serves as the Co-Director of Evaluation for the Center for Community Health Development in the School of Rural Public Health. Dr. Outley is also a founding member of the new College of AgriLife Sequor Youth Development Initiative. Outley earned her B.S. in Biology at Grambling State University, Louisiana in 1992 and her M.S. in Forestry from Southern Illinois University-Carbondale in 1994. In 2000 she earned her Ph.D. in Recreation and Natural Resources Development from Texas A&M University.

Dr. Outley conducts research on Youth Development during the out-of-school hours, with particular interest in racial/ethnic identity, cultural behaviors, and built and physical environmental influences. Her research has been supported by the state of Texas and several federal agencies. Focusing her research on the intersection of neighborhood and race and the opportunities and challenges they present for enhancing the well-being of children has led to the development of a reputation as a leading community-based participatory research (CBPR) researcher and community trainer regarding urban youth of color. For instance, her work within the community has been documented in a 2004 PBS DragonFly TV spotlight on “real scientists” and highlights her involvement in community youth mapping and the ideal that communities must begin to embrace and encourage youth voice.

Based on her extensive involvement in communities, Dr. Outley has also developed new and innovative course in youth development that allow students to conduct community needs assessments focusing on youth issues. The inclusion of research and service learning in her courses provides her students the opportunity to apply classroom ideas and theories to everyday circumstances in order to actively work toward reducing risk in community youth populations. Dr. Outley was presented with the 2006 Outstanding Community Service Award by the University of Minnesota and was named a Howdy Camp namesake in 2009.
James Petrick, PhD, Professor
Dr. Jim Petrick is a Full Professor, Research Fellow and the Associate Department Head for Graduate Studies in the Department of RPTS at Texas A&M University. His research interest focuses on exploring the applicability of psychology and marketing principles in the context of leisure/tourism services. Pursuant to this interest, his research has been concentrated on predicting tourists’ and recreationists’ repurchase behaviors.

In the past thirteen years he has been awarded well over $2 million in research grants. Recent research projects which he has conducted include: a strategic marketing plan for the National Park Service, comprehensive work related to the benefits of travel for the U.S. Travel Association, multiple accountability and advertising effectiveness studies, tourism website evaluations for twenty two states and twelve cities; visitor/non-visitor studies more than 25 cities and five national cruise ship passenger studies.

James has been recognized for his research abilities with the following awards: Emerging Scholar of Distinction -- from the International Academy for the Study of Tourism (2009), Agri-Life Research Fellow (2008), Most Outstanding Conference Paper (TTRA National Conference, 2001), Holland America Line Westours Research Award (2004 & 2000), American Society of Travel Agents Future Tourism Leader Award (1999), and the Excellence in Research Award from RCRA (1998). A 2011 research study identified James as the second most prolific tourism researcher in the world (First in the U.S.).

He has also been recognized as one of the best teachers in his field via the following teaching awards: Association of Former Students Distinguished Achievement in Teaching Award (2009), Student Led Academic Teaching Award (2009), the ING Professor of Excellence Award (2009), and Resort and Commercial Recreation Professor of the Year Award (2006).

James serves on the Editorial Boards for the Journal of Travel Research, Annals of Tourism Research and Event Management, and is on the Advisory Board for the Journal of Sport Tourism. Additionally, he is the former President of the Texas Travel & Tourism Research Association Chapter, and is the Chief Problem Solver for his own tourism research company (www.Tourvey.com). Jim serves on the Board of Director’s for tourism entities Internationally (Travel and Tourism Research Association), at the State Level (Texas Travel Industry Association), and at the city level (Bryan/College Station Convention and Visitor’s Bureau). James has presented his research findings at numerous national & international conferences, and has been a Keynote Speaker in multiple countries. Prior to his work at Texas A&M, he spent six years working onboard cruise ships for both Norwegian Cruise Line and Royal Viking Line, working in positions from Youth Coordinator to Cruise Director.
Dr. David Scott has been at Texas A&M University since the fall of 1994. He holds a B.A. in Sociology and Political Science from Purdue University and an M.S. and Ph.D. in Recreation and Parks from Penn State. He currently holds the rank of Professor.

From 1991 to 1994, Dr. Scott was employed as Manager of Research and Program Evaluation for Cleveland Metroparks in Cleveland, Ohio, where he was responsible for conducting marketing and evaluation studies of various park district facilities and programs, including Cleveland Metroparks Zoo, and household surveys to determine why people did not use parks in Northeast Ohio.

Dr. Scott’s research is in the sociology of leisure with specific emphasis on leisure social worlds; serious leisure and recreation specialization; leisure constraints and non-participation; use of urban parks and natural resource areas; and human dimensions of wildlife watching. Dr. Scott has published over 70 articles in scholarly journals worldwide, including *Annals of Tourism Research; Applied Behavioral Science Review; Environment and Behavior; International Journal of Tourism Research; Journal of Leisure Research; Journal of Park and Recreation Administration; Journal of Travel Research; Managing Leisure; Leisure Sciences; Play and Culture; and Society and Leisure.*

Dr. Scott has held several leadership roles in professional organizations. He was editor for the *Journal of Leisure Research* from 2002 to 2007. He has also served on the editorial board of the *Journal of Recreation and Park Administration* and served as a guest editor for *Leisure Sciences.* He has reviewed papers for approximately 20 scholarly journals. He was a board member of the Society of Park and Recreation Educators and was President of the Academy of Leisure Sciences.

Dr. Scott has received numerous awards for his research and teaching, including the Willard E. Sutherland Award, presented by the American Academy for Park and Recreation Administration, for a paper he had published in the *Journal of Park and Recreation Administration*; the Center for Teaching Excellence Scholar for the College of Agriculture and Life Sciences at Texas A&M University; the Partners in Learning Award of Excellence, presented by the Services for Students with Disabilities at Texas A&M, for his efforts to educate undergraduate student about people with disabilities; a Vice Chancellor’s Award in Excellence for Graduate Teaching in the College of Agriculture and Life Sciences at Texas A&M University; the Theodore and Franklin Roosevelt Award for Excellence in Recreation and Park Research, presented by the National Recreation and Park Association, and the Association of Former Students Distinguished Achievement Award Teaching at the College-Level at Texas A&M University. In 2006 Dr. Scott was elected as a Fellow of the Academy of Leisure Sciences, and in 2007 he was elected as a member of the American Academy for Park and Recreation Administration.
Michael Schuett, PhD Associate Professor
Dr. Michael Schuett is an Associate Professor in the Department of Recreation, Park and Tourism Sciences at Texas A&M University (TAMU). He has been at TAMU since January 2002. He has served several roles in this department. Most recently, he was the Director of the Center for Socioeconomic Research & Education from 2008-2012. Previously, he was the Associate Department Head for Texas A&M AgriLife Extension and has also served as the Associate Department Head for Graduate Programs and Research.

Previously, Michael was a faculty member in the Recreation, Park and Tourism Resources program at West Virginia University (WVU) (1997-2002) and served as their Program Coordinator (2000-2002). He was a member of the faculty at Texas State University (TSU) from 1991-1997. He earned his Ph.D. from the University of Illinois, and holds masters and baccalaureate degrees from Eastern Washington University and North Central College, respectively.

Michael conducts research in the human dimensions of natural resources. His major research interests are outdoor recreation behavior, visitor management, the wildland urban interface, and secondary data use. He collaborates with numerous federal/state land managing agencies and non-profit organizations. He has secured over 5.8 million dollars in grants and contracts. He has contributed over 100 journal articles and presentations to the professional and scientific community, both nationally and internationally. Michael has taught courses on outdoor recreation, research methods, and administration; he has also led field courses on natural resources in Australia and Fiji. He has served on several editorial boards for journals and held leadership roles in state and national associations.

Recognitions that Michael has received include: the David E. Samuel Faculty Excellence Award, the Faculty Research Award and the Gamma Sigma Delta Junior Faculty Award from the WVU Division of Forestry and Natural Resources, and the Scholarly and Creative Activities Award, TSU School of Education. He is married with three adult children and is originally from Chicago.

Scott Shafer, PhD, Professor
Dr. Scott Shafer is a Professor and currently serves as the Associate Department Head in Recreation, Park and Tourism Sciences. After receiving his doctorate from Clemson University in 1993 he spent two years as a lecturer and research fellow in Tropical Environment Studies at James Cook University in Australia were he was involved in research on reef based tourism. Since joining the faculty at Texas A&M 17 years ago his teaching and research have focused on the planning and design of park and tourism resources. Scott’s research is related to trail, greenway and park design, the planning process and relationships between recreational use and resource quality. His teaching includes hands on projects that support education about the role that parks play in society and how their planning influences human use and the physical environment. Scott has also been involved in the community through participation in a variety of commissions, boards and task forces related to parks, greenways, urban planning and design.
Amanda Stronza, PhD, Associate Professor
Dr. Amanda Stronza is an Associate Professor who joined the faculty in Recreation, Park and Tourism Sciences in 2003. She holds a Ph.D. in Cultural Anthropology with an M.A. in Latin American Studies, and a B.A. in International Affairs. To date, Amanda has lead research in ten countries on three continents, chaired 8 Ph.D. committees and advised 35 graduate students who conduct international research. She has created and led two multidisciplinary research programs, the Applied Biodiversity Science NSF-IGERT Program and the Healthy Ecosystems and Livelihoods (HEAL) Initiative in southern Africa, and she has developed and taught five Study Abroad courses at Stanford University and Texas A&M University, including the Amazon Field School.

Dr. Stronza conducts applied research on community-based conservation, ecotourism, and sustainable development. Her work is published in a variety of journals in anthropology, environmental sciences, and tourism studies, including Human Organization, Annual Review of Anthropology, Society and Natural Resources, Annals of Tourism Research, Biological Conservation, Environmental Management, and Human Dimensions of Wildlife. She has worked or consulted for The Nature Conservancy, Conservation International, The International Ecotourism Society, the Inter-American Development Bank, the World Bank, and the National Science Foundation, among others. During the 2011-2012 academic year, she was Visiting Professor at the Okavango Research Institute in Botswana, studying impacts of trophy hunting and photographic safaris on human-elephant conflicts. With recent funding from the Howard G. Buffett Foundation, she is collaborating with colleagues in ecology and elephant biology to conduct long-term, applied research in Botswana, aimed at fostering coexistence between people and elephants.

Kyle Woosnam, PhD, Assistant Professor
Dr. Kyle M. Woosnam is an Assistant Professor in the Department of Recreation, Park and Tourism Sciences at Texas A&M University. Woosnam received his Ph.D. in Community Tourism from Clemson University and holds a Master of Science degree in Forestry from Virginia Tech along with a Bachelor of Science in Leisure Studies from the University of Illinois at Urbana-Champaign.

Courses Dr. Woosnam teaches include research methods and tourism impacts, both at the undergraduate- and graduate-level. While at Texas A&M, he has received four university teaching awards—three Student Led Awards for Teaching Excellence and the Montague Scholar (through the Center for Teaching Excellence).

Woosnam’s research focuses on relationships between residents and tourists within destinations, impacts of tourism (i.e., social, environmental, cultural, economic, and political) on local communities, resident attitudes of tourism and tourism development, and the role tourism development plays in communities experiencing shifting economies. In addition, Woosnam examines the role that individuals’ travel behaviors play in perceptions of tourism development within their own communities.

Research conducted by Woosnam has been published in top-tier tourism journals including Annals of Tourism Research and Journal of Travel Research. In addition to serving as treasurer
Department of Recreation, Park and Tourism Sciences

of Texas TTRA, Woosnam is on the editorial board of Journal of Travel Research and serves as reviewer for over 10 journals in the tourism and hospitality fields.

Peter Witt, PhD, Senior Professor

Dr. Peter A. Witt holds the Elda K. Bradberry Recreation and Youth Development Endowed Chair and is an Emeritus Professor in the Department of Recreation, Park and Tourism Sciences at Texas A&M University. He continues to work part time with responsibilities including teaching youth development courses, undertaking research and evaluation projects related to youth development and contributing to the Sequor Youth Development Initiative.

Dr. Witt's major interests are in the area of evaluating outcomes of programs being offered by recreation and park departments and other youth serving agencies. Dr. Witt has conducted after-school program evaluations for a number of communities including Dallas, Austin, Fort Worth, Corpus Christi, San Antonio, Harris County Youth Program, Bryan, and College Station. He has conducted workshops for youth leaders in both the United States and Canada and co-initiated the Prevention through Recreation Services School. In 2008, Witt helped to found the Youth Development Initiative as part of Texas A&M AgriLife Extension (www.ydi.tamu.edu).

Dr. Witt has written or edited six books and authored more than 150 articles and technical reports on the social psychological aspects of leisure involvement and recreation services for a variety of different user groups. He has numerous publications to inform practice. In 2005, he published Recreation and Youth Development (with Linda Caldwell), the first textbook in the area of recreation and youth development. He has also published Best Practices in Youth Development in Park and Recreation Settings (with John Crompton), Recreation Programs that Work for At-Risk Youth: The Challenge of Shaping the Future (with John Crompton), Recreation and Leisure: Issues in an Era of Change (with Tom Goodale, 3rd edition) and The Leisure Diagnostic Battery (with Gary Ellis). Dr. Witt is the former editor of four of the major journals in the park and recreation field. He has received close to $3M to support his various research, evaluation and student support efforts.

In 1999, he received the Distinguished Professional Award from the National Recreation and Parks Society. He has received the same award from Texas Recreation and Parks Society, along with the society’s Presidents Award (1999) and Educators Award (1998). He has also received the National Recreation Foundation’s Robert W. Crawford Achievement Prize. In 2010, he received the Bush Excellence in Community Service Award.

In addition, Dr. Witt has received the Theodore and Franklin Roosevelt Award for Excellence in Recreation Research from the National Recreation and Park Association (1988), and the Distinguished Colleague Award from the Society of Park and Recreation Educators (1992). In 1986 he was elected as a member of the Academy of Leisure Sciences (President 1992-93; President’s Award, 2000) and in 1994 he was elected as a member of the American Academy of Park and Recreation Administration (Board Member (President 2003-04). He has also been awarded the Sapora Research Award by the University of Illinois (1986), and the Outstanding Achievement Award (1995) by the American Alliance of Health, Physical Education and Recreation, and delivered the J.B. Nash lecture in 2000.
Dr. Witt has also served as President of the Board for the local Chapter of Habitat for Humanity and Voices for Children. In 2010, he and his wife, Dr. Joyce Nies, received the local Champions for Children Award for their many personal and financial contributions to local non-profit organizations.

Prior to coming to Texas A&M, Witt served as Assistant Vice President and Associate Dean of the Toulouse School of Graduate Studies at the University of North Texas, where he was also a Professor of Recreation and Leisure Studies. He also served as Associate Vice President for Research and Assistant Provost at the same Institution. At Texas A&M, Dr. Witt served as department head from 1993-2001. From 1970-79, he taught at the University of Ottawa in Ottawa, Canada. Dr. Witt received his PhD from the University of Illinois.

5.4 Full-Time Lecturers
This section provides a series of biographical sketches of all full-time lecturers. Complete resumes or curriculum vitae may be reviewed at [http://rpts.tamu.edu/about/faculty/](http://rpts.tamu.edu/about/faculty/).

Kim Free, PhD
Dr. Kim Free is a Lecturer in the Department of Recreation, Park and Tourism Sciences at Texas A&M University (TAMU). She has been at TAMU since August 2011. Before coming to A&M Kim was an accomplished business entrepreneur with over 20 years of experience in leadership positions. After pioneering many startup companies, and creating a diverse and decorated business career in the private sector, Kim returned to school to obtain her Ph.D. at the University of Utah (2012). While working for the University of Utah Athletics Department (2003-2012), Kim taught various classes in the Exercise and Sport Science, and Parks, Recreation and Tourism Departments as an adjunct professor. Kim holds a masters degree from the University of Utah and a baccalaureate degree from Southern Utah University.

Kim's currently serves as a President and CEO of a company she founded in 1996; MORE, Inc. MORE is a private company offering consulting services for performance enhancement in sport and business operations. Kim works with elite performers and top business leaders to increase positive results and build better systems for better outcomes. As a lecturer at TAMU, Kim has been instrumental in the design and instruction of four undergraduate courses in Event Planning & Implementation, Tourism Marketing, and Business Administration. She is lead faculty member responsible for managing a new Professional Event Manager Certificate (PEMC) Program, and the faculty advisor for Student Event Planners Association (SEPA), a 65-member student organization. Other classes Kim has taught include Marketing and Finance, Gambling and Sport Betting Addiction, Sport Operations I & II, Foundations of Sport Management, Sport Marketing, Women in Sport, Sociology of Sport.

Kim's current teaching philosophy is commitment to professional and scholarly activity and improvement, with a genuine concern for students. She strives to help improve student learning about diversity and global issues with stimulating lectures to engage students by using real life scenarios to teach. Kim plans for success in cultivation, solicitation and stewardship with creativity and motivation for high performing students. Kim's focus is on sincerity and integrity with a strong work ethic. Her goal is to encourage progressive thought process through high impact collaboration.
Ron Fox
Mr. Ron Fox serves as a lecturer in the Department of Recreation, Park and Tourism Sciences in the Texas A&M System. He has served in this position since August of 2012. Prior to joining the RPTS Department he was a public school teacher in Aurora, Illinois and then College Station, Texas. He then served as a High School Administrator from 1999-2008 in College Station, Texas including four years as the Principal. He earned his masters degree from Texas A&M University in Educational Administration, and holds a bachelors degree from Illinois State University in Kinesiology.

Ron spent the past 5 years 2008-2012 in the private sector in management positions at both The Texas World Speedway and Arctic Wolf Ice Center, both in College Station, Texas. In addition he is the owner of BV Trash Valet & Recycling company. He has served numerous service related roles within the local community.

Kelly Kyle
Ms. Kelly Kyle is a lecturer in the Department of Recreation Parks and Tourism Sciences. Kelly joined the department and has served in this role since September of 2011. She earned a masters degree in Leisure Studies from The Pennsylvania State University in 2000 following a baccalaureate degree in Recreation and Leisure Studies from Old Dominion University in 1997. Kelly is also a Certified Therapeutic Recreation Specialist.

Kelly is part of an innovative program, in partnership with the Texas A&M University athletic department, to increase instructional support services for non-traditional students within the Department of Recreation Parks and Tourism Sciences. In addition to instructing several online courses within the department Kelly also provides counsel to students attempting to tailor their coursework, to accommodate both their professional goals and their demanding schedules. Kelly brings 10 years of work experience in the field of recreation and leisure to this position, including provision and leadership of recreation programming services for numerous healthcare settings.

Kelly also serves as a resource for faculty within the Department of Recreation Parks and Tourism Sciences who are interested in exploring and facilitating online based modes of instruction.

Susan Scott
Ms. Susan G. Scott has been a lecturer in the Department of Recreation, Park and Tourism Sciences at Texas A&M University since 1998. Her teaching and service are focused on environmental interpretation and use of interpretive communications techniques to help visitors connect with natural and cultural resources. She serves as departmental liaison with the National Park Service Trails and Rails Programs, assisting with volunteer training in interpretation and emergency operations, as well as related projects such as interpretive podcasts, Junior Ranger materials and websites.

As the Internship Coordinator for the department, Susan assists students in finding challenging positions related to their career paths, and helps them develop résumés and other tools for the job search. While students are engaged in their internships, Susan manages evaluations, assignments
and site visits. For her work with students at Texas A&M, Susan has received the Vice Chancellor’s Award for Excellence in Student Counseling and Relations and an award from the Texas A&M Corps of Cadets, and was selected as an Aggie Access Namesake.

Susan earned a BS in Geology from Dickinson College and an MS degree in Recreation and Parks from Penn State. Before coming to Texas A&M, Susan taught at Kent State University and Penn State. She previously worked as Assistant Director of Shaver’s Creek Environmental Center, and with environmental education programs conducted by the National Wildlife Federation, Keystone Science School and other organizations.

5.5 Texas A&M AgriLife Research and Texas A&M AgriLife Extension Services Faculty
This section provides a series of biographical sketches of all Texas A&M AgriLife Research and Texas A&M AgriLife Extension Service faculty. Complete resumes or curriculum vitae may be reviewed at http://rpts.tamu.edu/about/faculty/.

John Jacob, PhD, Professor and Extension Specialist
Dr. John Jacob is the director of the Texas Coastal Watershed Program, and Professor and Extension Specialist with a joint appointment with the Texas A&M Sea Grant Program and the Texas AgriLife Extension Service through the Department of Recreation, Parks, and Tourism Science. His current project, Coastal CHARM (Community Health and Resource Management), focuses on enabling coastal communities in Texas to improve quality of life in cities and towns while preserving and enhancing the natural coastal environment.

Jacob holds B.S. and M.S. degrees from Texas Tech University, and a Ph.D. from Texas A&M University, all in soils and natural resources. He is registered as a Professional Geoscientist with the State of Texas and is a Professional Wetland Scientist.

Jacob is a recognized expert on Texas wetlands, having been active in consulting and research aspects of wetlands for more than 20 years. Jacob is co-author of the Texas Coastal Wetland guidebook, as well as the Texas Sea Grant Resilient Coast series on the built environment and wetlands.

The Texas Coastal Watershed Program provides education and outreach to local governments and citizens about the impact of land use on watershed health and water quality. The TCWP currently has 7 staff members with programs in sustainable urban planning, watershed management, habitat restoration, sustainable landscapes, and water quality issues.

Past projects include the development of the “Eco-Logic” Habitat map of the 8-county Houston region. Jacob was a lead participant in one of the first published research projects following the Supreme Court Rapanos decision addressing the issue of the hydrologic (and therefore regulatory) significance of a large class of wetlands on the Upper Gulf Coast of Texas. Most recently, he and his staff developed the CHARM model, a GIS-based user-friendly model that enables users to develop growth scenarios and to see in real time the effects of their choices in terms of ecosystem services, for example. Part of this project involved perfecting the “weTable”, an innovative high-tech, low-cost participatory GIS platform.
William Alex McIntosh, PhD, Professor, AgriLife Research

Dr. Alex McIntosh holds a research position in the Department of Recreation, Park and Tourism Sciences as part of Texas A&M AgriLife and a professor in the Department of Sociology, where he teaches. His position in Nutrition and Food Sciences allows him to serves a major professor for graduate students in that department. He earned his PhD in Sociology in 1975 and his MS in Sociology at Iowa State University. He earned his BS in Political Science from the University of California at Berkeley in 1967. In between his pursuit of his BS and MS degrees, he served as a community development volunteer in Laos (1967-70).

McIntosh has served as the President, Vice President, and Secretary Treasurer for the Association for the Study of Food and Society and has served as Secretary for a USDA regional project whose mention is to investigate the relationship between local food and local health. In addition he has served as editor of the Journal for the Study of Food and Society and on the editorial boards of Rural Sociology, Review of Religious Research, and Food, Culture and Society. He has published over 60 peer-reviewed articles and over 10 book chapters as well as a book. In the last 10 years, McIntosh as either Principal Investigator or as Co-Investigator has been awarded 4 research grants from USDA.

His teaching centers of research methods for graduate students and the sociology of food and nutrition for both graduate and undergraduate students. McIntosh has received two teaching excellence awards from the Association of Former Students (Texas A&M University).

Miles Phillips, Assistant Professor and Extension Specialist

Miles Phillips is an Assistant Professor and Extension Specialist with Texas Agrilife Extension Service. His specialty is Nature Tourism and he is a member of the Recreation, Parks and Tourism Sciences Department at Texas A&M University.

In his current position he supports program development for the extension agents in all 254 counties. He also works directly with clients across the state. He is a member of the Texas State Tourism Agency Council, the Texas Travel Industry Association Nature Tourism Council and one of the 8 members of the National Extension Tourism Design Team.

He has conducted ecotourism development work in Texas, Ecuador, Peru, Mexico, West Virginia, and South Carolina. Prior to his work in ecotourism Mr. Phillips worked as a consulting environmental engineer doing site assessments, construction oversight and managing large scale (“Superfund”) environmental remediation projects. He credits a month long trip to southern Africa in 1994 as motivating his career redirection into ecotourism development.

Mr. Phillips regularly conducts presentations, workshops, individual consultations and training programs with entities interested in developing nature tourism operations. This includes communities, businesses, & non-profit organizations. He often works directly with ranchers & farmers for diversification and private landowners/developers. He enjoys leading specialty wildlife tours and is a certified Interpretive Guide Trainer, training people to be more effective communicators.
Dr. Jamie Rae Walker is an Assistant Professor and Extension Specialist in the Department of Recreation, Park and Tourism Sciences at Texas A&M AgriLife Extension. Jamie Rae has worked for Extension in this role since 2008.

Dr. Walker's primary Extension work focuses on leading the Urban and Municipal Parks programs. Such efforts include providing applied research, technical assistance, and continuing education for communities, practitioners, community leaders, and volunteers working to sustain and enhance park and recreation planning, operations, and open spaces for local citizens. Jamie Rae has designed and presented over 80 educational sessions in this role, provided technical assistance for over 10 community based applied research projects, and facilitated over 50 input sessions. She has been an invited speaker at several state and national conferences and delivered the Keynote address for the 2011 Dallas Park Summit. Jamie Rae also collaborates with several AgriLife Extension programs such as serving on the Fort Worth County Pros and Parks Series planning committee, proving support for the Transforming Texas Starr County improving health and quality of life grant, and serving as a co-PI on the USDA Strengthening Regional Economies Together project.

Dr. Walker also serves as a member of Texas A&M University's Graduate Faculty. She has provided approximately $40,000 in assistantships and travel support for 5 masters students whom have worked with Texas AgriLife Extension on community applied research projects. In 2012 she was awarded the Texas Recreation and Park Society Educator Outstanding Service Award.

Stephen Bruegerhoff, Extension Program Specialist
Mr. Stephen Brueggerhoff is an Extension Specialist managing Texas A&M Agri Life Extension Service Texas Friendly Hospitality Program and Texas Event Leadership Program at Texas A&M University campus. The Texas Event Leadership Program offers professional development coursework to address the needs of the festivals and events industry and offers a certificate of completion to its members, while the Texas Friendly program trains business and community leaders to offer instruction in best practices of customer service.

Stephen has over 11 years of experience in the events industry, managing educational and festival events for the Lady Bird Johnson Wildflower Center for over eight years, and then managing a highly popular family outreach lecture series Hot Science - Cool Talks for the University of Texas Environmental Science Institute before taking leadership of the Texas Event Leadership and Texas Friendly Programs. Stephen continues to serve in leadership roles as Vice-President of Neighborhood Harvest Project, a community gardening education organization, and as coordinator for Operation NICE! TM, a native plant awareness program for the Native Plant Society of Texas.

Stephen earned a Bachelor of Science in Horticulture at Sam Houston State University, as well as a Masters of Forest Resources focusing on garden interpretation at the University of Washington. He continues to offer his service as a public speaker, supports professional development instruction professionally and on a volunteer basis, and volunteers with regional environmental education organizations that support a commitment to outreach and
5.6 Part-Time Lecturers
This section provides a series of biographical sketches of all part-time lecturers.

Paul Serff, Lecturer

Mr. Paul Serff serves as President Emeritus of the Texas Travel Industry Association and the Texas Tourism Foundation. TTIA represents a wide range of attractions, sports franchises, historical/cultural sites, convention and visitor’s bureaus, hotels, zoos, and many other organizations throughout Texas.

Prior TTIA, Paul spent nearly 30 years managing sports and entertainment facilities in Hershey, Pennsylvania and San Antonio, Texas (most recently, Fiesta Texas). He has gained a national reputation, not only in attractions and facilities management, but in travel and tourism as well.

Over the years, Serff has been recognized by his peers and the industry by being elected as President of the International Association of Amusement Parks and Attractions, chair of the TIA Foundation and a member of the TIA (U.S. Travel Association) board for almost a decade. He was the founding chair of the San Antonio Tourism Council and has been a board member or officer of several chambers of commerce, economic development organizations and CVBs.

His articles have been published in national magazines and he has been frequently quoted by the media. He taught both Destination Management and a tourism survey course at UTSA and currently teaches Attraction and Destination Development and Management at Texas A&M. He is currently a member of the Destination and Travel Foundation Board of Directors (a combination of the foundations of both U.S. Travel Association and Destination Marketing Association International), the IAAPA Board of Directors, the IAAPA Events Board and the IAAPA Foundation.

Paul has worked with numerous chambers, CVBs, Attractions and other travel and tourism businesses. He formed the Serff Group to use his broad background and knowledge to help both public and private organizations with either projects or problem solving. Paul and his wife Kathy live in Austin.

Walt Dabney, Lecturer

Mr. Walt Dabney graduated from Texas A&M in 1969 with a degree in Recreation and Park Management. He began his career with the National Park Service the summer of 1969 as a student trainee (ranger-Naturalist) at Old Faithful District of Yellowstone National Park in Wyoming.

Upon graduation, Dabney was requested by the National Park Service (NPS) to undertake a special assignment for one year. He became the assistant to the NPS senior author and editor, Freeman Tilden, to evaluate interpretive programs and identify appropriate roles for the agency to pursue in “environmental education”.

Dabney transferred to his first park assignment in Yosemite National Park, California as a ranger where he learned his basic ranger skills. After four years at Yosemite, he transferred to Mt. Rainier National Park, Washington as the Paradise District Manager. Following four years in Mt. Rainier, he transferred to Grand Teton National Park in Wyoming as the law enforcement specialist and then South District Ranger.

In 1983 he transferred to the Everglades National Park in Florida as the Chief of Resource Management. This position responsibility included the management of the oldest prescribed fire program in the NPS. Leaving Everglades after three years, Dabney was selected to become the National Park Service Chief Ranger stationed at the Department of Interior in Washington, D.C. In this post for five and a half years, he had national level policy promulgation and oversight for all ranger related programs including: law enforcement, search and rescue, emergency medical services, fee collection, rules and regulations, camp ground management, wilderness management, uniforms, aviation programs, and structural and wild land fire management.

As chief ranger he was the NPS chief law enforcement officer and NPS representative to the National Drug Task Force. He directly supervised the NPS Branch of Fire and Aviation Management at the National Fire Center at Boise, Idaho and the Branch of Resource and Visitor Protection and Branch of Special Populations (accessibility program) in Washington, D.C. He represented the interests of approximately 5,000 field rangers.

In 1991 Dabney was selected as the General Superintendent for the Southeast Utah Group of parks which included Canyonlands and Arches National Parks and Natural Bridges and Hovenweep National Monuments, nearly 500,000 acres of federal lands.

Serving 30 years with the National Park Service, Dabney retired and accepted the position of Texas State Parks Director on May 1, 1999. He was responsible for 8 regions, as many as 122 state parks and state historic sites and nearly 1,500 employees. Dabney retired from Texas Parks and Wildlife on August 31, 2010.

Dabney continues to be involved with parks as an assistant professor at the Recreation, Parks and Tourism Sciences Department at Texas A&M teaching a “Maymester” course on state and national park operations and as an instructor and regent at the National Association of State Park Directors Leadership Institute at Ogilvey, W. Va.

5.7 Adjunct Faculty Members
This section provides a series of biographical sketches of all adjunct faculty.

Danielle Harris, PhD, Adjunct Professor
Dr. Danielle Harris is the Assistant Dean for Student Success in the College of Agriculture and Life Sciences. She received a B.A. in Journalism and Mass Communication from The University of Iowa in 1997, a M.S. in Student Affairs Administration in Higher Education from Texas A&M University in 2000, and a Ph.D. in Agricultural Education and Leadership Development, also from Texas A&M University, in 2006. Dr. Harris has served as the Assistant Dean for Student Success for the past five years. Prior to her administrative position, she worked as the Retention Coordinator for Texas A&M’s Office of Student Diversity for one year and as a
Research and Teaching Assistant for the university for two years. At Texas A&M, she has also served as an Assistant Lecturer for the Student Learning Center and a Graduate Advisor for both the Student Programs Office and the Department of Multicultural Services. Dr. Harris serves as the Faculty Advisor for the Freshman Leadership Experience, the College of Agriculture and Life Sciences’ Freshman Leadership Organization. She has been recognized as a Houston Livestock Show and Rodeo Fellow and a Hispanic Leadership in Agriculture and Natural Resources Fellow. Dr. Harris is part of the Gamma Sigma Delta Honor Society for Agriculture and the Alpha Kappa Delta Honor Society for Sociology. Her membership in professional and honorary societies includes that in the Consortium for Student Retention Data Exchange (CSRDE), the National Academic Advising Association (NACADA), the National Association of Student Personnel Administrators (NASPA), and the Phi Kappa Phi Honor Society.

Louise Hose, PhD, Adjunct Professor
Dr. Louise Hose serves as an Adjunct Professor in the Department of Recreation, Park and Tourism Sciences in the Texas A&M University. Her affiliation with the department began in July 2008, when the National Park Service (NPS) appointed her as their Gulf Coast Cooperative Ecosystem Studies Unit Research Coordinator and Senior Scientist. Previously, she had worked as a Special Assistant to the NPS Associate Director for Natural Resource Stewardship and Science in Washington, DC (2007-2008), and Executive Director of the National Cave and Karst Research Institute (2002-2007), a partnership between the NPS, New Mexico Institute of Mining and Technology (New Mexico Tech), and the City of Carlsbad, NM. She held an Adjunct Professorship with New Mexico Tech from 2003 through 2007. Prior to joining the NPS, she was a faculty member at Chapman University (2000-2002), Westminster College (1996-2000), and the University of Colorado-Colorado Springs (1988-1995). In addition, Louise taught junior high school for three years and worked as a geologist both in the petroleum industry and with the U.S. Geological Survey. Louise earned her PhD in geology from Louisiana State University (1990), her master’s degree in geology from California State University at Los Angeles (1981), and her bachelor’s degree in secondary education from Arizona State University (1974).

Louise guest lectures in RPTS classes, meets with students from across the campus to discuss potential career options in the federal government, serves as a resource to students and faculty members seeking information on national parks and the NPS that is relevant to their research or course curricula, attends faculty meetings, and participates as a member of the department’s Parks and Conservation Advisory Committee. While affiliated with RPTS, she spent a year serving on the staff for President Obama’s Gulf Coast Ecosystem Restoration Task Force and has worked in the field on the Deepwater Horizon Oil Spill Response and Recovery team during five separate details. She currently serves on the Gulf Coastal Plains and Ozark Landscape Conservation Cooperative Steering Committee. Despite significant bureaucratic responsibilities, she remains professionally engaged by both writing and reviewing for peer review journals and granting agencies.
Lavell Merritt, PhD, Adjunct Professor
Dr. Lavell Merritt, Jr. serves as the program manager of the National Park Service ProRanger Program located at San Antonio College, in San Antonio, Texas. ProRanger is a National Park Service academic intake program. Lavell has been a National Park Ranger since 1998.

He has worked in several parks around the country including; Fort Necessity National Battlefield, Friendship Hill National Historic Site, Mary McLeod Bethune Council House National Historic Site, National Capital Parks-East, and Lyndon Baines Johnson National Historic Park. While working at National Capital Parks-East in southeast Washington, DC he worked closely with the community and youth, coordinating education and natural resource stewardship programs. He designed and coordinated the Fort Circle Parks-Trail Keeper program providing educational opportunities for inner city high school students to learn through an outdoor education program based on a science centered curriculum. He has also been a certified wildland fire fighter and has been on search and rescue.

Lavell earned his PhD in Recreation, Park and Tourism Science from Texas A&M University in December of 2009. His dissertation evaluated the Negotiated Rulemaking Process at Cape Hatteras National Seashore. He earned his Master Degree of Arts from American University in Washington, DC. His study focused on International Training and Education. Lavell holds a Bachelor’s of Arts Degree from the University of Pittsburgh in Rhetorical Communications.

He is an adjunct assistant professor at Texas A&M University in the Recreation, Park and Tourism Sciences Department. He is also an adjunct professor at San Antonio College.

James Mičulká, MS, Adjunct Professor
Mr. James E. Mičulká serves as the liaison to the Department of Recreation, Park and Tourism Sciences from the National Park Service, Department of the Interior, a position he has held since October 2007. Mr. Mičulká also serves as an Adjunct Professor for the Department of Recreation, Park and Tourism Sciences. Additionally, he is the National Coordinator for the “Trails & Rails” program, an onboard educational partnership between the National Park Service, Department of Recreation, Park and Tourism Sciences and Amtrak. Previously, he served as the National Coordinator for the Trails & Rails program with the National Park Service in New Orleans from October 2000 to October 2007. From 1990 until 2000 he served as Chief of Interpretation and Resource Management and Park Manager for Jean Lafitte National Historical Park and Preserve in New Orleans. From 1980 to 1990, he served as the Chief Ranger and underwater archaeologist for the development of the War in the Pacific National Historical Park on Guam and the development of other parks and protected areas in Micronesia and the Pacific Rim. Prior to those assignments he worked in National Park areas in Texas, North Dakota, Arizona, and Hawaii along with many international interpretive planning assignments. He earned his Master of Science degree in International Park Management from the University of Edinburgh in Scotland and holds a baccalaureate degree in Western American History from Sul Ross State University in Alpine, Texas.

Mr. Mičulká continues to work with expansion of the Trails & Rails program which places nearly 650 National Park Service volunteers on board 18 Amtrak to provide onboard education program to passengers traveling through particular regions of the U.S. and Canada. The
Department of Recreation, Park and Tourism Sciences

Department of Recreation, Park and Tourism Sciences now serves as the national office for this partnership program and utilizes departmental interns in a variety of roles with Trails & Rails. He partners with a variety of visitor bureaus, tourism offices and educational institutions for training and resource information. He has served as an Interpretive Planning Specialist on the board of the IUCN, International Union for Conservation of Nature. He serves in an advisory role to the National Park Service’s Submerged Cultural Resources Team on underwater interpretive matters.

He is the recipient of the Freeman Tilden Award for outstanding contributions to the field of interpretation. He also received William C. Everhart Award for sustained achievements in interpretation that have illuminated, created insights to, and fostered an appreciation of cultural and historic heritage. Additionally he was recognized at the White House for being named Federal Land Manager of the Year - National Park Service with the Take Pride in America National Award.
Section 6

Student Characteristics, Teaching Metrics and Learning Outcomes Assessment

The section is divided into two parts. Section 6.1 provides a summary of student characteristics and select teaching metrics. The teaching metrics are reviewed in an annual Department review conducted by the Vice Chancellor’s office. Section 6.2 describes the Department of Recreation, Park and Tourism Sciences learning outcomes program and results for Academic Year 2012.

6.1 Student Characteristics and Teaching Metrics

This section contains student characteristics and teaching performance data related to requirements of the Texas Higher Education Coordinating Board:

- Student Diversity and Demographics
- Student Publications and Presentations
- Numbers of Majors over Time
- Weighted Student Credit Hours Over Time
- Percent of Students who are Full-Time
- Percent of Students with Institutional Financial Support
- Graduation Placement
- Graduation Rates

Student Diversity and Demographics

A review of student diversity is part of the Department’s annual budget hearing with the Vice Chancellor and leaders of the College of Agriculture and Life Sciences, Texas A&M AgriLife Research, and Texas A&M AgriLife Extension Service. The key metrics of interest in the hearing are the percentage of females majoring in Recreation, Park and Tourism Sciences, and the percentage of non-white students. In the 2010 budget hearing, College and AgriLife leaders issued a specific request for the Department to excel in terms of diversity.

Growth in percentage of females and percentage of non-white students has occurred since that time. This growth is a result of many factors. Trends in those measures are presented in Figure 6.1. Data in Figure 6.1 are the Fall semester data that are part of annual Department reviews and, in addition, data from the most current Spring semester (2012) are included. As those data reveal, percentages of both metrics have increased over time. It is perhaps notable that the Spring 2012 data point on the plot of percent of students who are non-white is an improbable result under the assumption of random variation in the series. In other words, evidence of “special cause” variation is present, despite the very low numbers of observations in the series (i.e., 7 observations). “Special cause” variation signals that a change in a process is causing variation in a set of observations. In this case, a “special cause” is likely a new policy or new program. Among the actions that we have taken to increase diversity of our student body is
Figure 6.1 Trends in Percentages of Majors who are Females and who are Nonwhite
our focus on new target markets for students and our placement of a key former student as a professional recruiter for the College. No data point in the plot of percent females over time is improbable, yet the percentage has grown from 50% female to 57% female over the seven academic terms. If a “special cause” is present, perhaps it is our Professional Event Manager Certificate Program, which we implemented during that period. That program primarily attracts female students.

Student Publications and Presentations
A list of publications and professional and scientific presentations of students may be viewed at http://rpts.tamu.edu/academic-program-review/. As that document reveals, our students contribute extensively through contributions to scientific and professional journals, and they are active contributors to professional and scientific meetings. Our faculty fully embraces their responsibility for mentorship of their students and emphasizes the importance of publication prior to graduation. Following are select examples of recent student publications and contributions to symposia:

Select Refereed Journal Articles


**Select Contributions to Symposia**


Number of Majors Over Time and Student-Core Faculty Ratios

The number of majors our department has served over time is presented in Figures 6.2. The data are presented in the format of an “individuals” statistical process control chart, and the numbered markers show improbable data points, i.e., data points that suggest that forces other than random variation are operative at the time of those observations. The UCL and LCL lines represent upper and lower control limits, which are standard deviations that would be expected given an in-control process and “common cause” (random) variation.

In the language of statistical process control, our processes are “out-of-control” over time. Our numbers of majors have varied significantly. Most notable is the recent explosion in growth in demand for our undergraduate programs. As the chart reveals, our undergraduate programs have grown in demand from 242 in 2009 to 439 in the spring semester of 2012, an increase of 81.4%. Our graduate programs show similar out-of-control processes over time. In 2010, our faculty agreed to address this instability of demand for graduate programs problem by establishing a target of serving 70 graduate students per year. Although some variation around that target exists due to unique circumstances related to research funding available, special scholarship opportunities for students with diverse backgrounds made available by the College and University, and similar opportunities, we expect to see much greater stability in our graduate program enrollment over the next few years. We have placed controls on that process.

The explosive demand for our undergraduate programs requires significant interpretation and action. As noted in the previous paragraph, between fall semester of Academic Year 2010 and Spring Semester of 2012, our undergraduate RPTS major population increased 81%, from 242 students to 439 students. In addition to this increase in our number of undergraduate majors, we
have also developed and implemented a Professional Event Manager Certificate Program that is available to students in any major. That program was implemented at the beginning of Academic Year 2012. By the end of AY 2012, 53 students had enrolled in that certificate program. Additional programs are under development that feature distance education opportunities and exciting interdisciplinary study opportunities. Great potential exists for further increases in demand for our classes.

Our number of faculty members has declined during this same period in which we have witnessed this dramatic growth in demand for our classes. We lost two associate professors to budget reductions in AY 2012. We also lost additional funds that could have been used to secure part-time faculty to teach classes. Limited seating capacity of classrooms also places constraints on our offerings. Due to limited classroom sizes and limited numbers of teachers available to teach required classes, students are increasingly challenged to gain access to classes they need to progress toward their degrees. Our academic advisors have used creative approaches to ensure that graduations are not delayed. They reserve seats in key classes only for students who need those classes to graduate. This approach has resulted in no student being forced to wait a semester to access a class that she or he needs, but this is not a sustainable solution.

At first glance, we might simply define our problem as oversubscription, and craft an approach to resolution that focuses on reducing our numbers of majors. But, that approach is based on the assumption that a smaller number of students is an appropriate capacity for our department. Such an assumption is not warranted. Review of ratios of faculty to numbers of majors in benchmark institutions suggests that our new ratios are not unreasonable. With curriculum revision, we can address this growth in demand. Our current ratio of number of tenure-track faculty members to number of students is 1:24. (Note that the number of faculty in that ratio is the 18, which is the count of our office of institutional planning. That number excludes our Extension faculty, AgriLife Research faculty, and lecturers who are paid on “soft funds” instead of state allocations). Those ratios at two comparable programs in land grant institutions are 1:35 (North Carolina State University, based on personal communication with Department Head, 9/14/2012) and 1:42 (University of Illinois, communication with Department Head Laurence Chalip, 9/14/2012). Comparison with other social science departments in the Texas A&M University College of Agriculture and Life Sciences is also informative. Our ratio is lowest among the three social science units. In Agricultural Economics, the faculty to student ratio is 1:28, and in Agriculture Leadership, Education, and Communication, the ratio is 1:57. In an era of diminished resources, it would be difficult to justify returning to the ratio that existed prior to AY 2010, which was 1:12 (20 faculty members [note that two positions were lost to budget reduction in AY 2012] to 242 RPTS undergraduate majors).

Refining the composition of our faculty and optimizing our undergraduate curriculum are two keys to resolving this challenge. With respect to faculty composition, we have used diverse funding sources to add three lecturer positions. One of these is funded through an innovative partnership with the Department of Athletics, and the others are funded through salary savings, temporary assistance from our Dean’s office, and enterprise activities. These instructors address pressing needs for teaching in our core undergraduate program, and one of them provides leadership to our new Professional Event Manager Certificate Program.
Figure 6.2 Numbers of Majors Over Time

**Numbers of Undergraduate RPTS Majors**
Through Spring Semester, 2012

**Numbers of RPTS Masters Students**
Through Spring Semester, 2012
The other key to addressing growth is construction of a new undergraduate Recreation, Park and Tourism Sciences curriculum that affords students opportunity for greater number of options for completing their degree requirements. Our current curriculum requires all students to complete eight designated classes: RPTS 201, 202, 311, 336, 340, 403, 481, and 484. Three of our four specialization areas also require RPTS 304. We note, however, that the role that some of these classes play in professional preparation can be met equally well by studying similar concepts and processes in other contexts through other classes in our program. Further, we note that efficiencies that we may gain through creating these options align well with a new set of learning outcomes standards that will be required for professional accreditation of our undergraduate major in Recreation, Park and Tourism Sciences.

These accreditation standards will be enforced, effective 2013. The accrediting body, the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) specifies that programs will help students acquire learning outcomes in four areas: foundational understandings, design of recreation and tourism experience offerings/products, management/administration of organizations in the recreation, park and tourism industries, and applied knowledge through an internship of at least 400 clock hours. Closer alignment of our core curriculum requirements with this model would yield efficiencies that would help meet the increased demand. Management of internal operations, for example, is taught in different contexts (and with other differing content) in RPTS 304 (park and recreation management) and 423 (resort management). An assumption of the proposed curriculum is that students should be afforded opportunity to choose either of these classes. Strategic management and marketing of recreation, park and tourism organizations is addressed in different contexts in RPTS 202 and 331. In addition to our required class on recreation programming (RPTS 311), three different classes provide students opportunity to learn about designing and implementing recreation and tourism experience-offerings in specialized contexts (e.g., heritage interpretation in RPTS 307;
park design in RPTS 402; and youth services in RPTS 372). Both RPTS 403 and 476 address strategic management; the former in the context of parks, recreation and tourism broadly and the latter in the context of youth-serving organizations. This strategy will disperse demand that currently exists for a narrow set of prescribed classes across a greater number of our curriculum offerings. Efficiencies that empower us to serve greater numbers of students will result.

This revised curriculum will, if approved, also yield a number of additional benefits. Alumni surveys indicate that approximately 40% of our former students pursue careers outside of parks, recreation and tourism. (Military service and careers in faith-based organizations are common). These students should benefit from a broader, less specialized curriculum. Under the new curriculum, students could choose to study content in a much greater variety of contexts.

Students who do intend to pursue careers in parks, recreation, and tourism and desire to specialize will also benefit. The efficiencies gained will allow us to offer transcripted certificates in four specialization areas that correspond to major sectors of the parks, recreation, and tourism industry: tourism management, community recreation and park administration, youth development, and parks and conservation. Our current curriculum requires all students to specialize in one of these four areas. Under the proposed set of requirements, students will have the opportunity to earn more than one certificate. A given student, for example, might earn a certificate in both parks and conservation and in tourism management. Another student might earn both a tourism management certificate and a youth development certificate. Students who wish to pursue careers in parks, recreation, and tourism will thus be more fully empowered to pursue careers in more diverse professional environments. The fact that certificate programs will be transcripted will highlight this preparation, and may make our graduates more successful in competing for entry level positions in our profession. Graduates who choose careers outside the recreation, park and tourism industries will have received a “more rounded” preparation involving classes in several of the specialization areas.

**Weighted Student Credit Hours Over Time**
Graduate and undergraduate student Weighted Student Credit Hours (WSCH) hours are presented in Figure 6.3. At a glance, it seems remarkable that these numbers do not correspond to the dramatic increase in numbers of majors. The explanation lies in the fact that a delay in WSCH change exists between the time students declare their major and the year in which their enrollment in classes generate WSCH. Ordinary least squares regression of WSCH on numbers of majors during the immediately preceding year (i.e., lag 1) results in the following equation:

\[
\hat{Y} = 9636 + 41.35(\text{headcountA}Y - 1)
\]

Our Spring semester 2012 total student major headcount was 510 in the Spring Semester of Academic Year 2012. Our predicted Weighted Student Credit hours for Academic Year 2013, then is 30,724 a level roughly equal to our previous high, in Academic Year 2001.

**Full-Time Students and Students with Institutional Financial Support**
Our percentage of students who are full-time is summarized in Table 6.1, below. The majority of our students (87%) are full-time students (Fall of 2012 data). Among undergraduate students,
the percentage of students who are full time is 90%. Among graduate students, 83% of our
doctoral students are full-time and 68% of our masters program students are full-time.

Table 6.1 Percent of Department of Recreation, Park and Tourism Sciences Students who are Full-Time

<table>
<thead>
<tr>
<th></th>
<th>Doctoral</th>
<th>Masters</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RPTS</td>
<td>RPTS</td>
<td>RRDV</td>
</tr>
<tr>
<td>Full-Time</td>
<td>35</td>
<td>35</td>
<td>19</td>
</tr>
<tr>
<td>Half-Time</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Less Than Half-Time</td>
<td>7</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>42</td>
<td>42</td>
<td>27</td>
</tr>
</tbody>
</table>

Percent of Students with Institutional Financial Support

The Texas Higher Education Reporting Board requires that this document report the percent of
full-time students who receive institutional financial support. Data were retrieved from the
Texas A&M Scholarships and Financial Aid Office on September 28, 2012, indicates that
26.71% of RPTS students receive institutional financial support.

Placement

Under the leadership of Mrs. Susan Scott of our faculty, an alumni survey was completed in
January of 2011. The survey was distributed electronically by the Texas A&M University
Association of Former Students. Numbers of respondents, by degree earned are as follows:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Responses</th>
<th>Percent</th>
<th>Percent of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>490</td>
<td>84.5%</td>
<td>88.1%</td>
</tr>
<tr>
<td>MS Thesis</td>
<td>29</td>
<td>5.0%</td>
<td>5.2%</td>
</tr>
<tr>
<td>MS Non-Thesis</td>
<td>30</td>
<td>5.2%</td>
<td>5.4%</td>
</tr>
<tr>
<td>PhD</td>
<td>31</td>
<td>5.3%</td>
<td>5.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>580</td>
<td>100.0%</td>
<td>104.3%</td>
</tr>
</tbody>
</table>

Note that these data are a “multiple-response” summary. The “Percent of Cases” column
includes counts of individuals who completed more than one degree in the Department. Missing
data, of course, result in fewer responses for particular questionnaire items.
Survey results related to placement are presented in Table 6.2. Sixty-six percent indicated that they entered the major due to intention to pursue a career in parks, recreation, and tourism, and an additional 25% indicated that they were open to career options in parks, recreation, and tourism as well as elsewhere. Sixty-one percent indicated that they were able to find a position they desired within one year following graduation, and 57% indicated that they were able to find a position in the geographic location they desired. The most common first employer was in the for-profit sector (42%), and 34% of respondents indicated that their first position was in a government agency.

Figure 6.3 Weighted Student Credit Hours Over Time
Figure 6.3, continued

**Graduate Student Weighted Credit Hours**

*AY 2002 through AY 2011*

- **UCL** = 9623
- **LCL** = 5051
- **\( \bar{X} = 7337 \)**

**Total Weighted Student Credit Hours Over Time**

*Department of Recreation, Park and Tourism Sciences*

- **UCL** = 30532
- **LCL** = 19027
- **\( \bar{X} = 24780 \)**
Table 6.2 Student Placement Data, Senior Survey, 2010

<table>
<thead>
<tr>
<th>Were you interested in pursuing a job in some aspect of recreation, parks, /tourism, and/or community development?</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>293</td>
<td>66.3</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>4.3</td>
</tr>
<tr>
<td>I was open to jobs in RPTS fields and other areas</td>
<td>112</td>
<td>25.3</td>
</tr>
<tr>
<td>I was not seeking employment at that time</td>
<td>6</td>
<td>1.4</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>2.7</td>
</tr>
<tr>
<td>Total</td>
<td>442</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Were you able to obtain a position in your preferred field within six months of graduation?</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>177</td>
<td>61.2</td>
</tr>
<tr>
<td>No</td>
<td>94</td>
<td>32.5</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>6.2</td>
</tr>
<tr>
<td>Total</td>
<td>289</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Were you able to find a position in the geographic area of your choice?</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>168</td>
<td>57.1</td>
</tr>
<tr>
<td>Geographic region was not important to me</td>
<td>70</td>
<td>23.8</td>
</tr>
<tr>
<td>Had to relocate to find a job in my preferred field</td>
<td>29</td>
<td>9.9</td>
</tr>
<tr>
<td>Other</td>
<td>27</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>294</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By what type of agency, organization or company were your first employed full-time?</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-profit agency</td>
<td>44</td>
<td>10.0</td>
</tr>
<tr>
<td>Governmental agency</td>
<td>150</td>
<td>34.0</td>
</tr>
<tr>
<td>For-profit company</td>
<td>184</td>
<td>41.7</td>
</tr>
<tr>
<td>University or college</td>
<td>19</td>
<td>4.3</td>
</tr>
<tr>
<td>Self-employed (note type of company)</td>
<td>8</td>
<td>1.8</td>
</tr>
<tr>
<td>Other</td>
<td>28</td>
<td>6.3</td>
</tr>
<tr>
<td>I have not been employed since graduation</td>
<td>8</td>
<td>1.8</td>
</tr>
<tr>
<td>Total</td>
<td>441</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you currently employed by the agency/organization/company that first hired you?</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>103</td>
<td>23.4</td>
</tr>
<tr>
<td>No</td>
<td>325</td>
<td>73.7</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>13</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>441</td>
<td></td>
</tr>
</tbody>
</table>
6.2 Learning Outcomes Assessment

The Department administers an extensive program of assessment of learning outcomes that is consistent with the expectations of our University’s regional accrediting body (the Southern Association of Colleges and Schools) and our professional accrediting body, the National Recreation and Park Association. We maintain a formal assessment plan which can be viewed on our Department website (select “assessment plan” at http://rpts.tamu.edu/academic-program-review/).

Our undergraduate assessment program includes both direct and indirect measures of targeted learning outcomes. Direct measures include a series of “testlets” that are designed to measure recognition of basic concepts of classes that are in our core curriculum, along with ratings of student performance on internships. Student performance measures include professional site supervisor ratings of whether they would hire the intern if funding was available, and the pass rate for the class. Although grades in classes are ordinarily not acceptable assessment measures, in the case of internships we argue that these are indeed direct measures of student performance and are thus fully appropriate. The indirect measure is a survey of exiting students. That survey is administered in the spring semester each year as part of RPTS 403, ordinarily one of the last classes that students take in their program of study.

Assessment is inherent in graduate programs. Students work closely with faculty mentors and supervisory committees, and they complete qualifying examinations, proposal defenses, and final project defenses. As such, our measure of learning outcomes of graduate programs is a simple rating scale completed by supervisory committees at the time of students’ final defenses. The scale asks committees to rate the extent to which students have achieved the committee’s expectations with respect to each of our graduate program learning outcomes.

Results of our assessment program may be viewed on our website (select “Assessment Results, August 2012” at http://rpts.tamu.edu/academic-program-review/). Results are reviewed by our Undergraduate Committee and our Graduate Committee, and actions indicated are initiated by those committees, by the Associate Department Head, or by the Department Head. Results of the 2012 assessment, for example, indicated the need for a meeting with instructors new to undergraduate classes in which assessments are conducted to review expectations regarding curriculum, distribute resources, ensure that assessment procedures are clear, and offer assistance. That meeting was held on Wednesday, August 22. To facilitate the University’s compliance with Southern Association of Colleges and Schools standards, assessment data are also entered into the WEAVEonline (http://www.weaveonline.com/; locally, http://assessment.tamu.edu/weave/weave_index.html) data base.
Section 7

Resources

This section provides a summary of resources available to the Department in pursuing its mission. Included are sections that review financial resources, faculty and staff salary equity, and facilities and equipment. The section corresponds directly to the first question presented to the site visit team:

While evaluating the program, please consider the resource context within which the Department operates (both human and fiscal) and the absolute level of support the department receives from the university. Please comment on the overall efficiency and effectiveness of the department’s use of these human and fiscal resources in pursuit of its mission.

7.1 Financial Resources

Table 7.1 lists the major sources of personnel and operations funding for the Department of Recreation, Park and Tourism Sciences. Table 7.2 provides a history of funding levels from each of these sources over the seven year period following our previous Academic Program Review. Cells marked with “- -” indicate that funding for that purpose were not available during the academic year. Select observations:

- The Education and General allocation, which is funding used primarily for faculty and staff salaries, has decreased 17.2% since the highest level in Academic Year 2010.
- Research and General funds, which also support faculty and staff salaries, have decreased 15% since 2006 and 18% since the highest level in Academic Year 2010.
- The reductions in Education and General and Research and General funds are commensurate with budget reductions University-wide. The College and AgriLife Research have been very responsive to the needs of the Department during difficult financial times for the Texas A&M System.
- Designated tuition, a key source of operating funds, has decreased 17% since AY 2010, also as a result of budget reductions within the Texas A&M System.
- Funding for graduate students has been stable, at $118,347 since Academic Year 2006.
- With respect to “Academic Advisor” funds, the College has recognized needs associated with enrollment growth by providing funds for a second academic advisor and by granting requests for exceptions to policy that would have reduced funds available to fill vacant faculty positions.
- The Department has been notably successful with new initiatives (“Reallocation Funds” and “Athletics Partnership”) that help us continue to provide high quality and increasingly innovative programs to our students.
- Instructional Enhancement Fee (IEF) income will continue to increase as a function of enrollment growth.
An important new revenue source became available in Academic Year 2013, differential tuition through distance education. We project sufficient income from that source to allow us to address our needs for top-quality faculty.

Table 7.3 summarizes our Department’s income and expenditure projections for Academic Year 2013. The column, TAMU 130013 includes funds from both Education and General ("E&G," see definition in Table 7.1) and graduate students. It also includes income that we earned through distance education tuition in the summer semester of Academic Year 2012. Distance education fees have been the subject of considerable debate within the University for the past several months. At present, departments are permitted to charge these fees and retain 80% of the revenue. At the time of writing of this document, we do not consider Texas A&M policy on distance education fees to be fully stable. As such, we are proceeding cautiously with respect to expectations for funds from that source becoming available. As the budget shows, we earned $77,342 through that source during the summer of 2012. Given no change in policy, we project a total of $274,157 in distance education income for Academic Year 2013, based, of course, on estimates of student demand for distance classes we intend to teach.

Table 2 does not include funds that we receive from competitive internal grants. A notable example is internal funding that supports our Department undergraduate and graduate computing laboratory. Our Department’s undergraduate teaching laboratory includes 42 workstations, a printer, and a scanner, and a teacher workstation. Our graduate computing lab includes 26 workstations, a printer, and a teacher workstation. We submit proposals each year to support replacement of aging computers and equipment. Other examples of competitive internal funding that we receive are curriculum development projects and funds from the Texas A&M Study Abroad Office.

7.2 Faculty Salary Equity

Faculty salary data are provided in Table 7.4. Four columns of salary data are included. The first column of salary data is provided for this report by Texas A&M University. Interpretation of data in that column is severely complicated by numerous factors. Among these is the number of months of the faculty appointment, the numbers of faculty on which the averages are based, and the fact that, as a unit in the College of Agriculture and Life Sciences, faculty salaries and appointments are split between Texas A&M University and Texas A&M AgriLife Research. The report provided by the University was based on Academic Year 2012. Data are based on four professors, four associate professors, and two assistant professors. The actual numbers of faculty per rank for AY 2012 was, however, five professors, six associate professors, and four assistant professors. The method of normalizing salaries was also not clear (some Department of Recreation, Park and Tourism Sciences faculty have 10 month appointments, some have 11 month appointments, and some have 12 month appointments).
Table 7.1: Major Sources of Personnel and Operating Funds, Department of Recreation, Park and Tourism Sciences

<table>
<thead>
<tr>
<th>Label</th>
<th>Description</th>
<th>Type of Funding</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;G</td>
<td>Education and General</td>
<td>Texas A&amp;M University Allocation</td>
<td>Mostly used for faculty and staff salaries</td>
</tr>
<tr>
<td>R&amp;G</td>
<td>Research and General</td>
<td>Texas A&amp;M AgriLife Research</td>
<td>Faculty and staff salaries</td>
</tr>
<tr>
<td>Desig</td>
<td>Designated Tuition</td>
<td>Texas A&amp;M University Designated Tuition</td>
<td>Primarily used for operating expenses</td>
</tr>
<tr>
<td>Grads</td>
<td>Graduate Students</td>
<td>Texas A&amp;M University Allocation</td>
<td>Can only be used for graduate assistantships</td>
</tr>
<tr>
<td>Grad Enh</td>
<td>Graduate Enhancement</td>
<td>Texas A&amp;M University allocation of fee revenue</td>
<td>To enhance educational experiences of graduate students. Cannot be used to pay instructors</td>
</tr>
<tr>
<td>SAEF</td>
<td>Study Abroad</td>
<td>Texas A&amp;M Study Abroad Program</td>
<td>To support study abroad programs</td>
</tr>
<tr>
<td>IEF</td>
<td>Instructional Enhancement</td>
<td>Texas A&amp;M University allocation of fees</td>
<td>To enhance educational experiences of undergraduate students in specific classes</td>
</tr>
<tr>
<td>Computing</td>
<td>Student Computing</td>
<td>Texas A&amp;M University</td>
<td>To purchase computers for our student computing laboratories</td>
</tr>
<tr>
<td>Realloc</td>
<td>Reallocation Funds</td>
<td>Texas A&amp;M University</td>
<td>Funds reallocated from budget reduction process. Support “high impact” learning programs and collaborative initiatives; Competitive</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Partnerships</td>
<td>Internal partnerships</td>
<td>Collaborative arrangements with other TAMU units that support lecturers</td>
</tr>
<tr>
<td>Gifts</td>
<td>Gifts</td>
<td>Texas A&amp;M Foundation</td>
<td>Passion and Loyalty gifts that support scholarships and quality enhancement/excellence</td>
</tr>
</tbody>
</table>
# Table 7.2

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and General (TAMU)</td>
<td>1,228,690</td>
<td>1,208,430</td>
<td>1,475,194</td>
<td>1,483,220</td>
<td>1,469,614</td>
<td>1,274,392</td>
<td>1,177,730</td>
<td>1,057,223</td>
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<tr>
<td>Research and General (AgriLife Research)</td>
<td>746,335</td>
<td>731,831</td>
<td>881,715</td>
<td>913,994</td>
<td>912,743</td>
<td>813,304</td>
<td>901,417</td>
<td>880,803</td>
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<td>Graduate Assistants (GANT's)</td>
<td>118,347</td>
<td>118,347</td>
<td>118,347</td>
<td>118,347</td>
<td>118,347</td>
<td>118,347</td>
<td>118,347</td>
<td>118,347</td>
</tr>
<tr>
<td>Graduate Enhancement Fees</td>
<td>pending</td>
<td>13,000</td>
<td>37,868</td>
<td>37,868</td>
<td>52,515</td>
<td>53,197</td>
<td>44,781</td>
<td>43,240</td>
</tr>
<tr>
<td>Designated Tuition</td>
<td>78,781</td>
<td>78,781</td>
<td>78,781</td>
<td>95,000</td>
<td>95,000</td>
<td>95,000</td>
<td>45,000</td>
<td>45,000</td>
</tr>
<tr>
<td>IEF Fees</td>
<td>pending</td>
<td>148,133</td>
<td>156,975</td>
<td>123,395</td>
<td>103,723</td>
<td>119,288</td>
<td>130,693</td>
<td>140,731</td>
</tr>
<tr>
<td>Student Computing Fees</td>
<td>pending</td>
<td>27,588</td>
<td>16,738</td>
<td>8,000</td>
<td>10,000</td>
<td>0</td>
<td>5,000</td>
<td>26,600</td>
</tr>
<tr>
<td>Reallocations Funding</td>
<td>143,240</td>
<td>130,440</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>TAMU Study Abroad Office (SAEF)</td>
<td>pending</td>
<td>13,957</td>
<td>29,626</td>
<td>34,321</td>
<td>27,609</td>
<td>28,868</td>
<td>31,163</td>
<td>6,000</td>
</tr>
<tr>
<td>Athletics Partnership</td>
<td>54,000</td>
<td>51,223</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Gifts</td>
<td>pending</td>
<td>15,735</td>
<td>469,675</td>
<td>49,000</td>
<td>77,375</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Academic Advisor</td>
<td>70,328</td>
<td>39,732</td>
<td>39,732</td>
<td>39,732</td>
<td>38,950</td>
<td>37,816</td>
<td>36,715</td>
<td>35,646</td>
</tr>
<tr>
<td>One-time enrollment growth funding</td>
<td>--</td>
<td>--</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>New Faculty &amp; Retention</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>11,200</td>
<td>201,049</td>
<td>195,193</td>
</tr>
</tbody>
</table>

1Does not include funds from external grants, indirect cost recovery, or internal grants to individual faculty members
### Table 7.3

Department of Recreation, Park and Tourism Sciences Budget Projection, FY 2013

<table>
<thead>
<tr>
<th></th>
<th>TAMU 130013</th>
<th>Research 111220</th>
<th>Operating TAMU 240913</th>
<th>Grad Enhance TAMU 130033</th>
<th>Advising Fee 289368</th>
<th>Enhancement Fees 225130</th>
<th>Reallocation Activity 1</th>
<th>Distance Education Tuition</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allocation</strong></td>
<td>$1,384,723.00</td>
<td>$746,335.00</td>
<td>$83,781.00</td>
<td>$118,347.00</td>
<td>$40,327.00</td>
<td>$152,700.00</td>
<td>$60,500.00</td>
<td>$77,342.00</td>
<td>$2,664,055.00</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td>$1,384,722.40</td>
<td>$746,335.00</td>
<td>$83,781.00</td>
<td>$118,347.00</td>
<td>$40,327.00</td>
<td>$152,700.00</td>
<td>$60,500.00</td>
<td>$77,342.00</td>
<td>$2,664,054.40</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>$0.60</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.60</td>
</tr>
</tbody>
</table>

- **Budgeted Faculty**     | $1,051,630.00 | $667,450.00    | $0.00                | $0.00                    | $0.00                | $0.00                   | $0.00                    | $0.00                     | $1,719,080.00       |
- **Budgeted Staff**       | $68,050.00    | $78,885.00     | $0.00                | $0.00                    | $16,891.00           | $0.00                   | $0.00                    | $0.00                     | $163,826.00       |
- **Graduate Assistants**  | $61,351.40    | $0.00           | $118,347.00          | $0.00                    | $86,500.00           | $0.00                   | $0.00                    | $33,901.00                | $268,500.00       |
- **Lecturers**            | $106,349.00   | $0.00           | $0.00                | $14,966.00               | $0.00                | $0.00                   | $0.00                    | $21,445.00                | $140,250.00       |
- **Student Workers**      | $6,479.00     | $0.00           | $0.00                | $0.00                    | $0.00                | $0.00                   | $0.00                    | $0.00                     | $6,000.00          |
- **Assistant Professor Travel** | $5,000.00 | $0.00         | $0.00                | $0.00                    | $0.00                | $0.00                   | $0.00                    | $1,000.00                 | $6,000.00          |
- **Field Experience (Intern, Industry-Immersion)** | $13,000.00 | $0.00      | $0.00                | $11,000.00               | $34,000.00           | $0.00                   | $0.00                    | $58,000.00                | $58,000.00          |
- **Study Abroad**         | $0.00         | $0.00           | $0.00                | $0.00                    | $0.00                | $0.00                   | $0.00                    | $26,500.00                | $26,500.00          |
- **Operating, R&G**       | $0.00         | $0.00           | $0.00                | $0.00                    | $0.00                | $0.00                   | $0.00                    | $0.00                     | $0.00             |
- **Operating, TAMU, General** | $556.00 | $0.00      | $78,781.00           | $0.00                    | $0.00                | $0.00                   | $0.00                    | $0.00                     | $79,337.00          |
- **Operating, IEEF, Instructional Enhancement** | $0.00 | $0.00      | $5,000.00           | $0.00                    | $11,014.00           | $0.00                   | $4,782.15                | $20,796.15                | $20,796.15          |
- **Lump Sum Assessment**  | $7,000.00     | $0.00           | $0.00                | $0.00                    | $0.00                | $0.00                   | $0.00                    | $0.00                     | $7,000.00          |
- **Fringe Benefits**      | $0.00         | $0.00           | $0.00                | $0.00                    | $12,329.00           | $0.00                   | $18,725.25               | $31,054.25                | $31,054.25          |

- **Fringe Benefits**      | $0.00         | $0.00           | $0.00                | $0.00                    | $12,329.00           | $0.00                   | $18,725.25               | $31,054.25                | $31,054.25          |
Table 7.4
Faculty Salary Comparisons

<table>
<thead>
<tr>
<th>Rank</th>
<th>RPTS1</th>
<th>RPTS Annual2</th>
<th>TAMU1</th>
<th>College of Ag and Life Sciences1</th>
<th>Peers1</th>
<th>RPTS/average3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$88,973</td>
<td>$107,966</td>
<td>$118,606</td>
<td>$105,820</td>
<td>$111,387</td>
<td>96.5%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$72,723</td>
<td>$84,500</td>
<td>$86,507</td>
<td>$74,103</td>
<td>$82,504</td>
<td>104.3%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$53,025</td>
<td>$72,401</td>
<td>$75,474</td>
<td>$64,485</td>
<td>$69,002</td>
<td>103.9%</td>
</tr>
</tbody>
</table>

1 Data provided by Texas A&M Institutional Studies and Analysis
2 Average of actual budgeted salaries, FY 2012
3 RPTS Annual/Average of TAMU, COALS, Peers
To account for problems with interpretation of data provided by the University, annual salaries of Department faculty were calculated from financial documents for the current fiscal year (FY 2013). These data are, of course, more current than that which is reported by Texas A&M University, and they reflect promotions of two associate professors and resignation of an assistant professor. Salaries of the department head and a distinguished professor are excluded (both are full professors). Because performance expectations do not vary across faculty members with 10, 11, and 12-month appointments, these data are not presented as 9-month equivalents. The reader should note that faculty with 10- or 11-month appointments are afforded greater opportunity to increase their salaries through research and teaching activities for the one or two months not included in their appointment.

Data in the columns titled “TAMU,” “College of Agriculture and Life Sciences,” and “Peers” in Table 7.4 were provided by Texas A&M University. These are average salary of faculty at the three ranks at Texas A&M University, the College of Agriculture and Life Sciences, and at peer institutions. The last column in the table is the “RPTS Annual” average for each rank divided by the average of the remaining three columns.

The last column in Table 7.4 shows the average salaries of full professors, associate professors, and assistant professors are 96.5%, 104.3%, and 103.9% of the average of the other three columns. Recall that these data reflect comparisons of total annual salaries ignoring months of appointment. To take months of appointment into consideration, we might divide the data in the “RPTS” column by the average of the TAMU, COALS, and Peers columns. That calculation suggests substantial salary equity challenges. The average salary of Department of Recreation, Park and Tourism Sciences professors is only 79.48% of this average. For associate and assistant professors, these percentages are 89.74% and 76.13% respectively.

### 7.3 Current Financial Challenges

Some of the major issues we face related to our financial resources follow. A variety of strategies will be required to resolve these. Among the mix of these are distance education tuition, development of a major annual fund-raising event, building on partnerships with the Athletics Department, and increased giving to our endowed excellence fund. Our most pressing financial challenges and how these relate to our strategic plan priorities include the following:

- Nine-month-equivalent faculty salaries are too low (See Table 7.4), and present risk to continuing faculty morale, retention of top faculty, and recruitment of new faculty. (All strategic plan priorities).
- We have insufficient numbers of faculty in select specialization areas. Our community development program is led by a single faculty member. Our youth development program is rapidly growing and needs a faculty position, and our tourism management program lost two faculty positions to the AY 2012 budget reduction. (Strategic plan priorities 1.0 and 3.0 are most directly related, but all others are relevant).
- Certain staff salaries are low, questions about salary equity exist, and reclassifications of vacant positions have occurred (staff, of course, support all strategic plan priorities).
• It is not clear whether we will have the financial resources to sustain the key lecturer positions that we have established. These positions are important to serve greater numbers of students and to solidify and continue to elevate quality of our core undergraduate curriculum. (Priority 1.0).
• Although we have increased compensation to graduate students, our assistantships pay less than assistantships at peer institutions (Priority 3.0)
• We are able to provide travel support for assistant professors only (Priority 1.0 and 3.0). (A department financial policy regarding return of 90% of indirect costs from grants and contracts supports travel of associate and full professors).
• Our operating funds are only marginally sufficient (Priority 2.0).
• Funding is needed to support formation and optimal productivity of a collaborative model of research, for those faculty members who are interested in participating (Priority 3.0).
• We have very limited department funding to support innovative initiatives, though a wealth of competitive internal funding opportunities exist in Texas A&M University (Priority 1.0, 2.0, and 3.0).
• Our emergency reserve accounts total only approximately $50,000. Most authorities on financial management recommend a general rule of thumb of 20% in reserve accounts for organizations. By that standard, based on E&G, designated tuition, and R&G, we would need $442,967. This estimate is probably more than necessary as we are a unit of a larger organization rather than being an independent enterprise. To put the importance of reserves in perspective, our current $50,000 would not be sufficient to have covered the unanticipated cost of moving to our new building in Academic Year 2011. The cost of that move was over $60,000. Perhaps a 10% reserve would be appropriate in our case.
7.4 Endowments and Gifts

The Department awards a substantial number of scholarships at the Department’s annual awards banquet each year. The market value of the Department’s endowments was $1,416,383 on November 30, 2012. The scholarship names that include “COADC” were established through matching funds from the College of Agriculture and Life Sciences Development Council.

Undergraduate Student Scholarships

- COADC/Jana Wisenbaker Endowed Scholarship
- Royce E. Wisenbaker, Jr. Endowed Scholarship
- Leslie M Reid Endowed Scholarship
- Lon and Inger Garrison Scholarship
- Gene Phillips Memorial Endowed Scholarship
- Clara Wuest-Heidemann Scholarship
- COADC Heidemann-Wuest Foundation Endowed Scholarship
- Kevin Piskura Memorial Scholarship
- Thomas Viilo Endowed Scholarship
- Elizabeth Lee Moore Endowed Scholarship
- Louis Hodges Endowed Scholarship
- COADC Joyce Nies and Peter Witt Endowed Scholarship

Graduate Student Scholarships

- Jake Hershey Endowed Scholarship
- Terry Hershey Endowed Scholarship
- Korean RPTS Alumni Endowed Scholarship
- Marguerite Van Dyke Graduate Endowed Scholarship
- John L. Crompton Endowed Scholarship
- Robert B. Ditton Endowed Scholarship
- Peter A. Witt and Joyce Nies Youth Development Endowed Scholarship
- Bradberry Youth Development Endowed Scholarship
- Sequor Youth Development Initiative Scholarship
- Population Studies and Rural Development Scholarship
- Elizabeth B. Crompton Endowed Scholarship
- Clare Gunn Scholarship
The Department also is home to an endowed chair. The Bradberry Recreation and Youth Development Chair was established in 1999 through a gift from the Sequor Foundation, in honor of Elda K. and Joseph F. Bradberry. Dr. Peter Witt has held that chair since its inception, and was reappointed to a five year term in May of 2010. Examples of accomplishments of the Bradberry Chair are the following:

- Fostered creation of a youth development specialization for our graduate programs
- Coordinated the Youth Development Program, which began admitting students in September of 2010
- Co-Founded the Youth Development Initiative (now the Sequor Youth Development Initiative) and served as co-chair of that program
- Extensive contributions to the body of knowledge on youth development practice and technique, based on over $500,000 in external funding
- Advanced youth development practice through consultation and evaluation services
- Fostered creation of the Texas Partnership for Out-of-School Time

Noting the impact of the Bradberry Chair, the Sequor Foundation recently followed up with a significant commitment of $45,000 per year for ten years to support the Sequor Youth Development Initiative (http://ydi.tamu.edu/about-sequor-ydi/background). The mission of the Sequor Youth Development Initiative is as follows:

*The Sequor Youth Development Initiative meets needs of public and not-for-profit agency managers, staff, and researchers for science based information that improves youth program staff competencies, program design and evaluation.*

Current development initiatives include work toward an endowed chair in tourism management, and an endowed professorship in collaboration with the Department of Landscape Architecture and Urban Planning.

A summary of gifts in support of scholarships and chairs since the last program review (2006) is provided in Table 7.5.

Table 7.5
Gifts to the Department of Recreation, Park and Tourism Sciences since the 2006 Academic Program Review

<table>
<thead>
<tr>
<th>Year</th>
<th>Gifts</th>
<th>Select Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td></td>
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<td>Schob Preserve Gift to LAUP and RPTS Received</td>
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<td>Elizabeth Crompton Scholarship Established</td>
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7.4 Facilities and Equipment

In May of 2011, the Department of Recreation, Park and Tourism Sciences moved into new Agriculture and Life Sciences (AGLS) Building, which is part of the Agriculture and Life Sciences Complex. Features of the building and complex are highlighted at http://aglscomplex.tamu.edu/about/. The complex occupies approximately 6.5 acres. The AGLS building is one of three buildings on the site, and planning for a fourth building is in place. AGLS is five stories high. The first floor includes seven classrooms, an open-access computer laboratory, and laboratory space for the Department of Recreation, Park and Tourism Sciences and the Department of Agriculture Leadership, Education, and Communication. AGLS houses approximately 500 employees and the following units:

- Office of the Vice Chancellor and Dean for Agriculture and Life Sciences
- Office of the Dean — Texas A&M University College of Agriculture and Life Sciences
- Office of the Director — Texas AgriLife Extension Service
- Office of the Director — Texas AgriLife Research
- Department of Agricultural Economics — Texas A&M University
- Department of Agricultural Leadership, Education, and Communications — Texas A&M University
- Department of Recreation, Park, and Tourism Sciences — Texas A&M University
- Texas Agricultural Lifetime Leadership
- V. G. Young Institute of County Government

The Department of Recreation, Park and Tourism Sciences has space on both the first and fourth floor of the AGLS building. The first floor includes research and teaching laboratories as well as a classroom for our Texas A&M AgriLife Extension Service unit. The teaching laboratory is an innovative park concept design classroom. Under the leadership of Dr. Scott Shafer, students are engaged in a service learning experience each academic term, developing concept plans for development of sites in Texas communities for parks. Research laboratories on the first floor include facilities for our youth development program, our tourism program, and our parks and conservation program.

The fourth floor of the AGLS houses the majority of the Department’s faculty and staff. In addition, the fourth floor includes two Department computing laboratories, one for undergraduate teaching (42 workstations, printer, and scanner) and one for graduate student research (26 workstations, printer). In addition to faculty and staff offices, office space and cubicles are provided for graduate students. Faculty offices are fully equipped with computers, printers, and related equipment commensurate with our status as a research extensive university.
Personnel associated with key partnerships have offices on the fourth floor. We house the Director of the National Park Service Trails and Rails program and the Director of the Southeastern Cooperative Ecosystems Study Unit (CESU). These partnerships yield unique teaching and research opportunities for our students and faculty. These experiences range from involvement in research that solves problems for managers of national parks to design and production of interpretive resources (e.g., podcasts) for use on AMTRAK trains. Mrs. Susan Scott provides leadership to the partnership with Trails and Rails. The CESU partnership is administered through the Texas A&M University Institute for Renewable Natural Resources. Directors of both Trails and Rails and the CESU programs are adjunct professors in our department.
Section 8

Collaboration

This section of the self-study addresses the seventh question included in the charge to our site visit team:

*Please comment on the scope, efficacy, and desirability of current and potential collaboration of this department with other departments and groups, both on campus and off.*

As the reader will see, collaboration is extensive. Key departmental partnerships exist with external organizations (the National Park Service, the Cooperative Ecosystems Study Unit) and internal organizations (Athletics Department, Department of Landscape Architecture, and the Institute for Renewable Natural Resources). Specialization area teams collaborate with advisory groups in their respective areas, and individual faculty members collaborate with myriad internal and external partners. This level of collaboration is a key to our department’s success, and is fully consistent with our department’s history as a unit comprised of faculty from many disciplines and the nature of parks, recreation, and tourism as a profession and an academic discipline.

8.1 Department-Level Collaboration

Key department-level partnerships involve programs and initiatives with a number of organizations and units. Among the more notable of these are the following:

- Cooperative Ecosystems Study Unit
- National Park Service
- Department of Athletics
- Department of Landscape Architecture and Urban Planning
- 4H and Agriculture Leadership, Education, and Communication

A summary of each of these follows.

**Cooperative Ecosystem Study Unit**

Since 2002, the Department of Parks, Recreation, and Tourism has housed the National Park Service Coordinator of the Gulf Coast Cooperative Ecosystem Studies Units (CESU). As the website of the organization ([http://www.cesu.psu.edu/](http://www.cesu.psu.edu/)) explains,
The CESU is a national consortium of federal agencies, tribes, academic institutions, state and local governments, nongovernmental conservation organizations, and other partners that collaborate to support public trust resource stewardship. The CESU Network includes more than 300 partners, including 13 federal agencies, in seventeen CESUs representing biogeographic regions encompassing all 50 states and U.S. territories... The seventeen CESUs bring together scientists, resource managers, students, and other conservation professionals, drawing upon expertise from across the biological, physical, social, cultural, and engineering disciplines (from Anthropology to Zoology) to conduct collaborative and interdisciplinary applied projects that address natural and cultural heritage resource issues at multiple scales and in an ecosystem context. Each CESU is structured as a working collaborative with participation from numerous federal and nonfederal institutional partners. CESUs are based at host universities and focused on a particular biogeographic region of the country.

The National Park Service CESU Coordinator who is housed with the Department of Recreation, Park and Tourism Sciences is Dr. Louise Hose. Numerous benefits result from this connection with Dr. Hose and the CESU. Agency needs and projects are conveniently available to our faculty, as is Dr. Hose’s consultation from the perspective of CESU Coordinator. Student opportunities to learn through active participation in applied research projects and problem-solving under faculty scientists in support of the national park service and related federal agencies are significantly enhanced. Our behavioral scientists have convenient access to Dr. Hose for consultation on their projects, and Dr. Hose serves as an adjunct professor in our department, contributing to the success of both graduate and undergraduate students.

National Park Service
The Department houses the Director of the National Park Service Trails and Rails program. The National Park Service website (http://www.nps.gov/findapark/trailsandrails/index.htm) provides the following description of the Trails and Rails program:

Trails & Rails is an innovative partnership program between the National Park Service and Amtrak. This program provides rail passengers with educational opportunities that foster an appreciation of a selected region's natural and cultural heritage; it promotes National Park Service areas and provides a value-added service to encourage train ridership. It also renewes the long tradition of associating railroads with National Parks.

The Director of this program, James Miculka is housed with Department of Recreation, Park and Tourism Sciences faculty in the AGLS building. This partnership affords both graduate and undergraduate students opportunities to contribute to interpretive programs aboard AMTRAK trains (http://www.amtrak.com/trails-rails-heritage-appreciation-during-your-train-ride).
Research opportunities are available for students interested in studying interpretation and visitor experiences. Mr. Miculka also serves as an adjunct member of our faculty and supports education and research of our students.
Department of Athletics
The Department of Athletics began a program in Academic Year 2012 to support the success of nontraditional students, including student-athletes. That program supports a lecturer position in the Department of Recreation, Park and Tourism Sciences. The faculty member in that role, Ms. Kelly Kyle, has the following responsibilities:

- Teaching classes that help address the unique scheduling challenges confronted by athletes and nontraditional students
- Addresses “gaps” in instruction that result from athletes missing classes due to competition schedules
- Ensures that faculty colleagues are aware of institutional policies concerning make-up of work missed due to competitions and excused absences
- Supporting additional department services in career and academic advising
- Maintaining 4-year degree plans that show how athletes who compete in different sports might progress through their studies
- Monitoring progress of student-athletes and working with the students and faculty members to prevent minor issues become major problems

Department of Landscape Architecture and Urban Planning
The Department of Recreation, Park and Tourism Sciences is collaborating with the Department of Landscape Architecture and Urban Planning to develop the 7-acre Schob Preserve in College Station. Land for the preserve was donated to the Texas A&M System in 2010, with the understanding that the property would be developed into a park or preserve and that a residence on the property would be used to house a Texas A&M student who is a veteran, police officer, or fire fighter. Planning and design occurred between 2010 and 2012, and construction began in summer of 2012. The vision is to use the gift and its accompanying endowment to create a program that will afford students opportunities to conduct research on the site and facilitate education experiences under the mentorship of faculty who are recognized as “Schob Scholars.” The two departments are also working with leaders of the residential living department toward a “right of first refusal” in placing a student from one of the two departments in the residence. Those students would oversee the preserve, provide light maintenance, and facilitate teaching and research activities on the site.

4H and Agricultural Leadership, Education, and Communication
The Sequor Youth Development Initiative (http://ydi.tamu.edu/) is led by faculty in the Department of Recreation, Park and Tourism Sciences, but operates through close working relations with 4H and the Department of Agricultural Leadership, Education, and Communication. The mission of the Sequor YDI is to “meet needs of public and not-for-profit agency managers, staff, and researchers for science-based knowledge that improves youth program staff competencies, program design, and evaluation. This mission is accomplished through applied research and evaluation, dissemination of information about best practices and research developments, and direct training and education.”
8.2 Advisory Groups

The Department also has extensive collaboration at the level of its specialization areas. Advisory groups have been established in five specialization areas: Community Development, Parks and Conservation, Community Recreation and Park Administration, Tourism Management, and Youth Development. The purpose is to contribute to continuous quality improvement of our education, research, service, and Extension programs. These groups first met during Academic Year 2012. Five separate meetings were held. Each of these meetings involved faculty from the respective area of the industry, our academic advisor, and associate department head, and department head. Collectively, advisory members represent a broad array of organizations with diverse missions.

**Community Development**
Debbie Eller, Community Development Manager, Planning & Development Services, City of College Station, Texas
Joanne Ducharm, Director, Office of Community Development, Montgomery County, Texas
Dan Leverett, Vice President, The Woodlands Development Company, Woodlands, Texas
David Gwin, Director, formerly of the Office of Economic and Community Development, College Station, Texas

**Parks and Conservation**
Walt Dabney, Retired, Director, Texas State Parks
Deborah Cowman, Executive Director, Brazos Valley Museum
Pam Scaggs, Interpreter, Barrington Living History Farm, Washington-on-the-Brazos SP
Greg Henington, Owner, Far Flung Outdoor Center, Terlingua, Texas
Tim Bradle, Resource Manager, Lower Colorado River Authority

**Recreation and Park Administration**
Tony Cisneros, Retired, former Director of Parks and Recreation, City of College Station, Texas
Chris Nunes, Director, Parks and Recreation Department, The Woodlands
Larry Pressler, Retired, former Director of Parks and Recreation, McAllen, Texas
Joe Turner, Director, City of Houston Parks and Recreation, Houston, Texas
Warren Bird, Recreation Superintendent, Garland Parks, Recreation and Cultural Arts Department, Garland, Texas

**Youth Development**
Ronnie Jackson, Youth Services Coordinator, City of Bryan, Texas
Chris Boleman, Program Director, 4-H and Youth Development
Ron Rolett, President, Boys and Girls Club of Brazos Valley
Kurt Podeszwa, Director, Camp for All, Houston, Texas
Tourism Management
Paul Serff, President Emeritus, Texas Travel Industry Association,
Shannon Overby, Executive Director, Bryan/College Station Convention and Visitors Bureau
Carson Watt, Advent GX and Texas A&M Agrilife Extension Service, Professor Emeritus
Jose Quintana, CEO, Advent GX
Robert Starnes, CEO, ONTRA Corporation, Austin, Texas
Merrill Bonarrigo, Owner, Messina-Hof Winery, Bryan, Texas
Travis Wuest, Vice President, Natural Bridge Caverns, Natural Bridge Caverns, Texas

Professional Event Manager Certificate Program
Greg Bennet, Associate Professor, Sport Management
Bill McKinley, Benz Endowed Chair, Department of Horticulture
Tracy Rutherford, Associate Professor, Agriculture Leadership Ed. and Comm.
Kim Dooley, Associate Dean, College of Agriculture and Life Science
Merrill Bonarrigo, Co-Owner, Messina Hof Winery & Resort
Kathy DeGolia, Director of Player Development, Excalibur Casio and Resort
Melissa Marshall, Vice President Caesars Entertainment
Rodney Williams, Vice President, International Association of Venue Management
Mac Chaloupka, Facility Directorate of the George Bush Library and Museum
Anna Pohl, Wedding Planner

8.3 Individual Faculty Collaboration

Individual faculty members collaborate with an enormous array of internal and external partners. Among these are scholars in other academic departments, funding agencies, government agencies, professional and trade organizations, and travel and recreation businesses. A brief description of collaborative relationships follows.

Collaboration: Stephen Brueggerhoff
Mr. Brueggerhoff’s leadership skills continue to produce effective collaborations between Texas A&M University Systems and the private sector through both the Texas A&M Agrilife Extension Service’s Texas Event Leadership Program (TELP) and the Texas Friendly Hospitality Program.

Mr. Brueggerhoff supports professional development opportunities for the festival and events industry through TELP curriculum instruction to members of the Texas Festivals and Events Association and the Texas Association of Fairs and Events. He continues to collaborate with experienced festival and event managers across the state of Texas, supporting a network of TELP program instructors as well as peer review for contemporary program curriculum content.

Mr. Brueggerhoff enhances regional community development through Texas Friendly, working throughout the state with community partners such as Texas A&M Agrilife Extension Agents, Convention and Visitors Bureau managers, Chamber of Commerce staff, hoteliers and a variety of hospitality partners. Stephen trains these business and community leaders as certified Texas Friendly Instructors, establishing and supporting a network of Agrilife Extension volunteers that
are committed to improving the lives of people, businesses and communities throughout Texas.

Collaboration: John Crompton
Dr. Crompton’s collaboration now takes the form either of a free consulting service or training programs. Most weeks there are requests from professionals and the media for advice or comment on professional problems and he does his best to service these. In a typical year, he delivers 20-30 training programs for professional audiences in this country and abroad. Many of these are half-day or full-day programs. The programs typically address financing or marketing issues. At this twilight stage in his career, the focus of his creative effort is on developing seminal papers and books. This has caused him to substantially limit his investment in graduate student training in recent years, so he no longer engages in contract work. However, Dr. Crompton still receives frequent requests for consulting. When this occurs, he frequently introduces faculty colleagues into these contexts and directs the projects to them.

Collaboration: Michael B. Edwards
Dr. Edwards has developed and participated in numerous research collaborations at Texas A&M University, both internal and external to the university. He is currently leading a research team that includes researchers from Texas A&M Health Science Center’s School of Rural Public Health (Heather Clark, MPH) and the Department of Agriculture Leadership and Development (Dr. John Rayfield) that is investigating the community impact of the Texas Healthy Adolescence Initiative. He is also continuing collaborations with Dr. Jon Welty Peachy in sport management (Texas A&M) in the area of sport for development and Dr. Mat Duerden at Brigham Young University investigating issues related to youth time outdoors and the environment. Part of his work with Dr. Duerden has involved an action research collaboration with Public Lands Service Coalition and the Corps Network. Dr. Edwards and Dr. Duerden are also part of a multi-state, multi-sector research collaboration (Texas A&M, BYU, University of Tennessee, USDA Forest Service, and National Wildlife Federation) seeking to develop a national research program of research on children’s time outdoors. Dr. Edwards continues to be active with research teams from Investigating Places for Active Recreation in Communities (IPARC), an initiative at North Carolina State University, and has collaborated on numerous projects with that team. Dr. Edwards has developed, led, and participated in research collaborations with researchers from public health (Dr. Monica Wendel, Dr. Jim Burdine, and Dr. Ken McLeroy) and sport management (Dr. George Cunningham), as well as at East Carolina University (Dr. Stephanie Jillcott) and the University of South Carolina (Dr. Justin Moore and Dr. Andrew Kaczynski).

Dr. Edwards has also been actively involved in developing teaching and learning collaborations with academics and practitioners to improve learning outcomes. Dr. Edwards and Dr. Corliss Outley are currently leading a collaborative project with the College of Education and Human Development (Dr. Jamilia Blake and Dr. Beth McNeill) and Bryan Independent School District that will create an after-school lab that will be used to help youth developments students engage in high impact learning in a practical setting. Dr. Edwards also serves on the executive committee for the Prevention Science Interdisciplinary Graduate Certificate at Texas A&M. This program is a collaboration between RPTS, TAMHSC SRPH (Dr. Monica Wendel), Health and Kinesiology (Dr. Lisako McKyer) and Education Psychology (Dr. Jamilia Blake). Dr. Edwards has also engaged practitioners, particularly through contacts with the American Camp
Association to provide a speaker series for classes and host field trips to provide students with more firsthand knowledge of best practices

Collaboration: Ron Fox
As a first year lecturer in the RPTS Department Ron has begun to establish a number of opportunities for his students to work with members of the local business community. Both his 304 and 311 classes have participated in on-site tours, and done follow up projects at The Texas World Speedway and The Arctic Wolf Ice Center. Both of these facilities have provided the students real-world challenges to examine and discuss in preparation for their future careers in the recreation and leisure industry. Ron has brought in local business owners to speak on various topics related to the curriculum and will continue to build these relationships with additional guest speakers in the future to bring the real-world into the classroom for the students.

Collaboration: James Gramann
Jim Gramann’s research and teaching collaboration build on his experience in public service as the National Park Service Visiting Chief Social Scientist from 2002-2010. He retains the position of visiting social scientist (minus the “chief”), which allows him to complete projects that he initiated while working in Washington, D.C. Among these are a series of technical reports he has co-authored from the second NPS Comprehensive Survey of the American Public, a nation-wide household survey that Jim acquired funding for, planned, and coordinated from its initial stages through development work, data collection, report writing, and final technical review. His collaborators on this project include sociology and statistics faculty from the Wyoming Survey and Analysis Center at the University of Wyoming, the contractors who performed the survey work. Jim is conducting a feasibility analysis for the next NPS Comprehensive Survey in cooperation with scientists and statisticians from the Center for Survey Measurement of the U.S. Census Bureau and the Statistical and Science Policy Office of the federal Office of Management and Budget.

In his capacity as National Park Service visiting social scientist, Jim is partnering with that agency and the Texas A&M Transportation Institute in research at Guadalupe Mountains National Park and San Antonio Missions National Historical Park to evaluate technologies and models for improving counts of pedestrian and bicycle trail traffic in wilderness and urban parks. The project is also developing methods for estimating total use of a park’s trail system based on a sample of measurements.

Jim collaborates with faculty who teach in the RPTS Parks and Conservation emphasis area and with external advisory committee members to evaluate and plan future directions for that curriculum.

Other collaboration efforts include recruiting nationally known speakers for the College of Agriculture and Life Sciences “Grand Challenges” speaker series and work with faculty in the Department of Anthropology and the College of Geosciences on a national historic landmark nomination for a World War II German POW camp in Hearne, Texas. This is a special project for Jim’s graduate class on Parks, Tourism, and the Natural and Cultural Environment.
Collaboration: Tazim Jamal, PhD

Dr. Jamal has a number of activities across campus, as itemized below:

1. As the senate appointed faculty representative on the Aggie Green Fund Advisory Board (AGFAB), Dr. Jamal attends AGFAB meetings regularly (generally held bi-weekly). She participated on the founding committee of AGFAB in 2010/2011.
2. Dr. Jamal has been on the Advisory Committee of the Melbern G. Glasscock Center for a number of years.
3. As an advisory board member of the Center of Heritage Conservation (CHC) as well as a Fellow of the CHC, Dr. Jamal participates in various activities of the CHC, including annual conference, advisory board meetings, grant writing and collaborating on activities of common interest in the area of cultural heritage and heritage tourism (e.g. CHC helped fund Mr. Lane’s visit as an international guest speaker). She is currently working on a TAMU-CONACYT funded project which she co-wrote with Dr. Bob Warden, CHC director and head.
4. She guest lectures as needed across campus, and as a Fellow in the Sustainable Development program at the College of Architecture (Urban Planning). She also guest lectures and collaborates on community projects with faculty in the college (past collaborations include working with Dr. Alston Thoms (Anthropology) with the documentation of Grandview Cemetery, Bryan, in 2010 (through her heritage tourism class).
5. She collaborates with Dr. Bob Shandley (Head, Dept. of International Studies – INTS) on various administrative and academic matters, including grant writing and submission, collaborating on journal articles, and presently attempting further collaboration between our departments through the potential development of an INTS track in International Tourism and Community Development/Recreation for INTS students (ongoing effort).
6. As a committee member on various PhD and Master’s committees across campus, Dr. Jamal interacts with faculty and students from diverse departments including Geography, Urban Planning, Architecture, Anthropology, and Philosophy.
7. She collaborates with Dr. Christine Budke in Veterinary School on a food health study for San Miguel communities.
8. Dr. Jamal is working with Dr. Dan Lineberger (Department of Horticulture) and Ms. Cathryn Clement (College of Agriculture and Life Sciences) on developing reciprocal student and faculty exchange agreements with the University of Barcelona.

Collaboration: Ron Kaiser, PhD

Dr. Ron Kaiser’s collaborations this past year include the following:

1. As Chair of interdisciplinary graduate degree program in Water Management and Hydrological Science, Dr. Kaiser collaborates with faculty in 12 departments and four colleges on graduate student committees.
2. As lead professor on the TAMU/Brazil Water seminar series, broadcast by KAMU (TAMU Public Broadcast Station) and available on YouTube, Dr. Kaiser arranges presentation by professors in 4 different colleges.
3. Dr. Kaiser guest lecture annually in courses offered in Civil Engineering, Landscape Architecture and Urban Planning, Ecosystem Sciences and Management and Geography.
4. Dr. Kaiser organized with colleagues in Civil Engineering, Geology and Geophysics, Biological and Agricultural Engineering and Urban Planning a watershed analysis course on the Rio Grande river.
5. Dr. Kaiser served on faculty search committees in the Department of Geology and Geophysics and in the College of Geosciences.
6. Dr. Kaiser served on research collaboration task force with the Departments of Atmospheric Sciences, Geology and Geophysics, Geography and Oceanography in the TAMU College of Geoscience and University of Pernambuco in Brazil.

Collaboration: Gerard T. Kyle, PhD
Dr. Kyle teaches three study abroad courses on conservation and sustainability. These courses offer students from all majors on campus the ability to learn about conservation in a global context. He also serves on multiple graduate student committees in Wildlife and Fisheries, Architecture and Sociology. He is currently working on projects with colleagues in Wildlife and Fisheries and Geography. He is on the faculty of the NSF IGERT Applied Biodiversity Science Program and the Water Resources Program.

Collaboration: David Matarrita-Cascante, PhD
Dr. Matarrita-Cascante’s collaboration in teaching includes institutions within the College Station community including the City of College Station Community Development Office, Habitat for Humanity, and the Food Bank as well as colleagues within RPTS and throughout the university. His research collaboration includes academics from A&M and universities across the United States including Cornell University, Penn State, Mississippi State, and Michigan Technological Institute. Additionally he collaborates with academics and practitioners abroad particularly from the University of Costa Rica.

Collaboration: Jim Miculka
Mr. Miculka serves as director of the National Park Service Trails & Rails Program. The National Park Service continues its partnership with the Department of Recreation, Park and Tourism Sciences and Amtrak through the Trails & Rails program, on onboard educational program. Faculty from the Department continue to work on expansion of the Trails & Rails program through the development of interpretive training modules and workshops for more than 650 Trails & Rails Guides across the U.S. Departmental interns are working with the NPS and Amtrak to enhance current web pages and emerging technologies to further promote the Trails & Rails program. The major project currently, is the development of a modified Trails & Rails program along the Northeast Corridor between Boston and Washington, DC. This developing program will provide the general public with opportunities to visit nearly 200 National Park Service areas through a green connectivity initiative that involves transportation through Amtrak and mass transit. The Trails & Rails Guides will provide passengers with information on transportation to National Park Service areas from Amtrak stations and have information on the National Park Service areas between Boston and Washington, DC.
Collaboration: James F. Petrick, PhD
Dr. Petrick has extensive collaborative projects related to both teaching and research. He teaches a study abroad course on Cruise Tourism Management, which offers students from all majors on campus, the ability to learn about the cruise industry, and potential related careers. The existence of that course requires extensive collaboration with cruise industry leaders. Dr. Petrick also serves on multiple graduate student committees outside of RPTS, with the vast majority being with the Department of Sport Management. In research, Dr. Petrick serves on the Advisory Board for Sport Management’s Center for Sport Management Research and Education.

Collaboration: Michael A. Schuett, PhD
Teaching: A Master of Recreation Resources Development (MRRD) degree, distance format was recently approved by the Board of Regents. This professional degree involves key collaboration with several academic departments including Ecosystem Science and Management and the George Bush School of Government and Public Service. Research: Collaboration on projects involves the following units: Agricultural Economics, Cooperative Ecosystem Studies Unit, and the George Bush School of Government and Public Service.

Collaboration: David Scott, PhD
Most of Dr. Scott’s collaboration in 2012 has been pursued with the Visit Big Bend Tourism Council. Drs. Shafer and Woosnam are co-investigators and the three faculty members have been studying visitors to Brewster County (home of Big Bend National Park) over a 12-month period. Their research seeks to determine visitors’ place of origin, length of stay, purpose for travel, and perceptions of the Big Bend region. The study also seeks to ascertain the activities visitors participate in while visiting, the economic impacts that visitors bring to the region, and the information sources visitors use to plan trips. Results of the survey will be useful in policy, planning, managing and marketing for future visitation related to recreation and tourism in the region.

Collaboration: Scott Shafer, PhD
In both teaching and research, Dr. Shafer’s collaborations include colleagues from other disciplines. Research collaboration includes projects with faculty in Wildlife and Fisheries Sciences, Ecosystem Sciences, Marine Ecology and Landscape and Urban Planning and with transportation engineers in the Texas A&M Transportation Institute. Teaching collaborations include numerous projects in communities and with specific stakeholder groups outside the university. These include the City of College Station, City of Waco, City of Brenham, City of Hearn, Milam County, Fort Worth Public Schools and the Texas Municipal Power Agency among others. Specific coursework has been developed based on collaborations with colleagues in Landscape Architecture and Urban Planning.

Collaboration: Amanda Stronza, PhD
Teaching: Dr. Stronza developed and teaches two capstone courses for the multidisciplinary Applied Biodiversity Science NSF-IGERT Program, including the Amazon Field School Study Abroad. In both courses, she co-teaches with faculty from Wildlife and Fisheries Sciences and the Texas A&M College of Veterinary Medicine and Biological Sciences. She also co-taught a Study Abroad in Southern Africa with faculty from The Department of Ecosystem Sciences. Research: Dr. Stronza co-directs the NSF-funded Applied Biodiversity Science (ABS) Program
with her colleague in Wildlife and Fisheries Sciences (Dr. L. Fitzgerald). The ABS NSF-IGERT Program comprises over 30 doctoral fellows and associates working on environmental research in Arica and Latin America, and it comprises 25 faculty participants from 11 departments and 5 colleges at TAMU. Dr. Stronza also leads the Healthy Ecosystems and Livelihoods (HEAL) Initiative, based in South Africa, which comprises faculty and researchers from the Okavango Research Institute in Botswana and faculty participants from the Department of Wildlife and Fisheries Sciences at Texas A&M and the Department of Animal Sciences at Tarleton State University. She collaborates closely with the new USAID-funded Center for Conflict and Development and the Borlaug Institute to direct a new 6-year program in Botswana, Ecoexist, aimed at fostering coexistence between elephants and small-scale farmers. The project is funded by the Howard G. Buffett Foundation.

Collaboration: Jamie Rae Walker, PhD
Jamie Rae Walker collaborates with several AgriLife Extension programs such as serving on the Fort Worth County Pros and Parks Series planning committee, proving support for the Transforming Texas Starr County improving health and quality of life grant, and serving as a co-PI on the USDA Strengthening Regional Economies Together project.

Collaboration: Peter Witt, PhD
Dr. Peter Witt has a long history of collaborating with community partners regarding youth development practices, evaluation and research. Dr. Witt has developed relationships with park and recreation departments and other youth serving agencies throughout Texas through conducting evaluation studies, speaking at conferences, informal interactions with practitioners, and being one of the key leaders in developing the Sequor Youth Development Initiative. Sequor YDI was designed to meet needs of public and not-for-profit agency managers, staff, and researchers for science based information to improve youth program staff competencies, program design and evaluation; and serve as a resource for further developing, improving, and evaluating the impact of current youth development programs and services. It accomplishes its goals in three areas:

a) Applied Research and Evaluation: Sequor YDI staff and affiliated faculty conduct collaborative, interdisciplinary youth development research projects. The goal is to add to the body of knowledge available to youth service practitioners. YDI research receives support from multiple external grants.

b) Youth Development Information Dissemination: The Sequor YDI website (www.ydi.tamu.edu) provides ready access to available youth development best practice and research information. YDI also develops materials that translate existing information into user-friendly and quick reference formats.

c) Training & Education Materials: Sequor YDI produces a series of trainings and train-the-trainer programs for youth development agencies and workers throughout Texas using online and site-based delivery systems. Training is also available for community leaders and policy makers.

In addition, Dr. Witt is a strong community advocate and has participated on the boards of a number of community-based organizations. He was one of the original group of founders of the Texas Partnership for Out of School Time, a Mott Foundation funded advocacy group designed to increase the public will, funding, and quality regarding out-of-school time programs. He has also served as president of the local Habitat for Humanity affiliate Board of Directors and the
Voices for Children Board of Directors. He has received the Bush Faculty Excellence in Service Award and, along with his wife, the Champions for Children Award.

**Collaboration: Kyle M. Woosnam, Ph.D.**
Throughout his four years at Texas A&M, Dr. Woosnam has collaborated with colleagues inside RPTS, across the University (e.g., within Agriculture Economics) and at other institutions (e.g., Clemson University, University of Winnipeg, and Modul University) worldwide. Projects on which he has collaborated include examining economic impacts of tourism in the Lower Rio Grande Valley of Texas, visitor behavior in the Big Bend Region of Texas, and the social-cultural impacts of festivals both in Texas and in Manitoba, Canada.

**8.4 Potential Collaboration**

The list of potential collaborations that could enhance efficiencies and add quality to our programs is virtually limitless. Missing from our portfolio of collaborative relations, though, is connection with a major attraction that would serve as a laboratory for teaching, research, and experiential learning for our students and faculty. One initiative in working toward such a resource was faculty involvement on a local initiative to bring one of the retired space shuttles to College Station. That project would have led to construction of a natural history museum on the edge of our campus, with the space shuttle being a centerpiece of that museum. Department of Recreation, Park, and Tourism Sciences students could contribute to that experience offering in a number of ways. Examples are marketing strategies, plans, and initiatives; interpretive programs; operations and maintenance; strategic and operations planning; delivering fund-raising events; conducting studies of visitor experiences; management of operations; camps for youth; positioning studies; pricing studies. The space shuttle that College Station attempted to attract was ultimately directed elsewhere, but the “big idea” of a venue to manage, market, and stage visitor experiences could be among our priorities when we consider future opportunities for collaboration.
Section 9

Contributions to Vision 2020 and Action 2015

This section of the self-study addresses the eighth charge to our site visit committee:

Please address the department’s contributions to two guiding strategic initiatives developed by Texas A&M University. The first of these is a document developed in 1999, entitled Vision 2020: Creating a Culture of Excellence, and identifies twelve specific areas of focus for Texas A&M’s future. The other is the more recent Action 2015: Education First, intended to build on our gains made since the inception of Vision 2020. Both documents may be referenced at http://provost.tamu.edu/strategic-planning-2010. Summaries of both documents will be provided upon your arrival at Texas A&M University.

Action 2015

Action 2015: Education First is a strategic plan developed to guide decision-making, resource acquisition, and resource allocation for Fiscal Year 2011 through 2015. The plan emphasizes that the teaching and research missions of Texas A&M University are inseparable. Specifically,

Education First means that we cannot make decisions about only teaching or only research. Rather, the plan demands that we make new, original decisions and investments that will knit together the traditional elements of Education First and enable the innovations required to take Texas A&M to new levels of performance, productivity, and impact (Action 2015: Education First Strategic Plan, FY 22-15, p. 3).

The plan is “guided by Vision 2020: Creating a Culture of Excellence and its 12 imperatives” (p. 4). It includes two precepts and six goals. Strategies for accomplishing goals are also advanced, and metrics indicating performance quality are provided for each strategy. Academic departments influence and are influenced by actions that follow from these goals. Examples of contributions of the Department of Recreation, Park and Tourism Sciences to the goals and their associated metrics follow.

GOAL 1: Maintain the current on-campus enrollment and increase the number of students who graduate annually, ensuring that Texas A&M’s learning environment prepares students for a highly competitive and rapidly changing world and professional workforce, and for responsible civic engagement in a diverse society.

Metric: Graduate 12,500 students per year, averaging 4.5 years for bachelor’s degrees, 1.75 years for master’s degrees, and 5 years for doctoral degrees.
As reported previously in this document, 70% of undergraduate students who begin their studies as majors in the Department of Recreation, Park and Tourism Sciences have completed their degrees in six years. This number, though, is based on only 10 students who entered the program as majors in Recreation, Park and Tourism Sciences or Community Development. The number of students who enter as majors in our department is so small that performance indicators are misleading.

The average time to completion of masters students is four semesters. Our department does not typically offer graduate classes in the summer semesters. To equate the Department’s four semester average to the standard in the metric for Strategy 1A (i.e., 1.75 years), we should note that six academic terms occur in every two-year period (i.e., Fall, Spring, and Summer semesters for two years). Our masters students are completing their studies in four semesters (67% of the six semesters that occur over a two-year period). Thus, our masters students complete their studies in 1.32 years, exceeding the 1.75 year standard specified in the metric. As reported in the annual report, 18 Characteristics of Texas Public Doctoral Programs (http://ogs.tamu.edu/wp-content/uploads/2011/06/RPTS-2011.pdf), the average time to completion of a doctorate in recreation, park and tourism sciences is five years.

**Strategy 1B Metric:** All graduating students have an effective high-impact learning experience that most students believe has enhanced their ability to serve the public good at the time of the experience as well as after graduation.

High-impact learning experiences include internships, field-work, study-abroad, and service-learning classes. Our Department offers an extensive array of such classes:

- All undergraduate students complete a structured, 400 clock-hour internship.
- Our South Pacific Study Abroad Program includes experiences in Fiji, Australia, and New Zealand and is the largest study abroad program offered in the College of Agriculture and Life Sciences. We have also conducted study-abroad programs in South America, Mexico, and are working on a new program that will involve study in Africa. Our tourism faculty are actively working to develop international student exchange programs.
- Our RPTS 402 class is a service-learning experience that involves developing a park concept plan for a community each semester. We also teach service learning classes in our youth development program, RPTS 372, Youth Development Practice. Finally, RPTS 311 engages students in designing events in our local community and includes associated assignments and reflections experiences essential to service-learning classes.
- We offer a number of innovative “industry immersion” field-work classes. Among these is a class that engages students on-site with managers and marketing professionals of some of Texas’ largest attractions (e.g., Sea World, Six Flags, San Antonio Spurs, Museum District of Houston, NASA); a class that involves students with on-site learning in park management (Big Bend National Park was the setting in Summer of 2012), a “study aboard” class was taught aboard a cruise ship during the Summer of 2012, and a class that involved site-visits to youth camps in the region, taught during the Summer of 2012.
GOAL 2: Elevate the impact of our scholarship to effectively advance the state, the nation and the world in meeting societal challenges and opportunities.

Strategy 2A Metric: Increase the number of international awards and recognitions received by Texas A&M faculty and students, especially but not only in the following areas representing strengths at Texas A&M University: Energy Development, Sustainability, and Conservation; Health and Life Sciences; Information Management and Knowledge Utilization; Public Policy and Public Service; and Economic Development and Innovation.

Recent national and international awards received by Department of Recreation, Park and Tourism Sciences faculty:

- Amanda Stronza, American Anthropological Association Praxis Award, 2011
- David Scott, National Recreation and Park Association Franklin and Theodore Roosevelt Research Award, 2011
- James Petrick, World Tourism Academy, Emerging Scholar of Distinction, 2010
- Gary Ellis, World Leisure Academy, Senior Fellow, 2012

GOAL 3: Diversify the resource base of Texas A&M University by expanding external funding from public and private sources through competitive, philanthropic and commercialization activities.

Metric: Increase funding for research and scholarly activities through competitive, philanthropic, and commercialization activities.

The total “dollars awarded” to the Department of Recreation, Park and Tourism Sciences per year from 2006 to 2011 is presented in Figure 9.1. That table includes both projects administered internally through the Texas A&M AgriLife Research and Texas A&M AgriLife Extension Service arms of the Texas A&M University System Office of Shared Research Services as well as grants that involve collaboration with other academic units of Texas A&M University. The dramatic increase in AY 2011 is largely attributable to a major grant of over four million dollars awarded to one of our Texas A&M AgriLife Research professors. Even apart from that award, however, the department continues to be highly successful in securing funds from a variety of sources to support its research mission and its obligation to address the needs of constituents for new knowledge to solve problems and facilitate success.

Philanthropic giving to the Department was reported in Table 7.2. The total dollar amount of gifts from 2009 to present is $717,008. Prominent among those gifts are contributions that support our Sequor Youth Development Initiative, endowed scholarships, and our work with the Department of Athletics. Two endowed scholarships have been created since 2006: The Elizabeth Crompton Scholarship and the Louis Hodges Scholarship. Significant contributions have been made to increase the Leslie M. Reid scholarship during that period as well.
GOAL 4: Recognize and strengthen the contributions and the value of a diverse community of faculty, staff, and administrators who serve Texas A&M University and the State of Texas.

Metric: Develop and promote a wide variety of opportunities for training and education of the faculty, staff and administrators to enhance the effectiveness of their work, the quality of the work environment, and diversity.

The Department undertakes a number of activities in support of this goal. Each year, faculty and staff members meet with the Department Head to review “plans of work” for the coming year. These plans include explicit professional development goals for each faculty and staff member. Accomplishments of professional development initiatives from the previous year are also reviewed during those meetings. Faculty and staff are also encouraged to participate in various training programs throughout the course of the year. In some cases, expertise within the department is shared with others through special seminars or training sessions. Select examples of recent training activities of faculty and staff are as follows:

- Dr. Corliss Outley is a participant in the National Science Foundation ADVANCE and a major College of Agriculture and Life Sciences leadership development program during AY 2013.
- Mr. Miles Phillips is a student in a comprehensive administrative leadership development program during AY 2013.
The Department is actively promoting diversity in the process of recruiting candidates for its two vacant faculty positions. For each position, search committees have used specific strategies to recruit a diverse applicant pool. We also consulted with the Texas A&M University Vice President for Diversity, Dr. Christine Stanley. Dr. Stanley stressed the importance of personal communications with potential candidates and reminded us not to rely on the numerous publications that apparently attract a diverse readership. The College of Agriculture and Life Sciences is also fully supportive of increasing diversity. A new procedure in the hiring process involves search committee chairs and department heads in personal meetings with the dean to review applicant pools before candidates are brought to campus for interviews.

**Metric: Align all faculty and staff evaluations with the core missions of the units and the University as a whole.**

The Department’s procedure for annual performance evaluation has been approved by our Dean of Faculty and is thus in full compliance with institutional expectations and with Action 2015. The document can be viewed at the link, http://rpts.tamu.edu/academic-program-review/ (Performance Evaluation Procedures RPTS approved June 2011)

**Metric: Consistent communication between System and Board officers with stakeholders on campus concerning policy or regulation changes and leadership selection; clarity in the rules about processes for selecting significant administrators on campus and the engagement of the constituents in those selection processes; and leadership in shared governance across campus should be valued in annual performance and promotion reviews.**
The RPTS promotion and tenure guidelines explicitly describe the importance of internal service to the university as a part of promotion and tenure consideration:

3. **Professional Integrity and Responsibility** are exemplified by showing respect for colleagues; professional conduct conducive to a collegial work environment; adhering to expected standards of academic integrity; and being a “good citizen” of the department, college, and university by serving on committees, task forces etc. Section 3 of the university’s “Statement on Academic Freedom, Responsibility, Tenure and Promotion” offers an expanded, more detailed description of the expectations associated with this criterion. ([Department Policy Guidelines on Tenure and Promotion](http://rpts.tamu.edu/academic-program-review/), page 6)

**GOAL 5: Create clear processes and effective resource utilization to maintain health, safety, and sound infrastructure throughout Texas A&M University**

**Metric:** Implement a deferred and preventive maintenance plan and allocated adequate resources to demonstrate commitment to a campus infrastructure benefiting Texas A&M.

This metric is beyond the scope of the Department’s influence.

**Metric:** Reduce the total number of compliance violations and safety incidents and develop and implement a robust risk-management system for the campus.

No safety compliance violations have been documented in our Department since our last Academic Program Review (2006).

**Metric:** Meet and exceed industry standards for network server and infrastructure availability and provide high-level support services for the teaching, research, and administrative needs of the campus community.

The Department is required to review compliance with IT security standards through a rigorous process annually ([https://isaac.tamu.edu/ISAAC/2012/help-recordsret.cfm](https://isaac.tamu.edu/ISAAC/2012/help-recordsret.cfm)). Our latest ISAAC report was completed during the Summer of 2012, and our servers are in compliance with those standards.

**Metric:** Reduce energy consumption and increase the resources for sustainability including recycling bins, energy management plans, and design processes.

Recycling bins are installed in the space occupied by the Department of Recreation, Park and Tourism Sciences on the fourth floor of the AGLS building. An AGLS building manager oversees the energy efficiency of operations.
GOAL 6: Ensure public trust in Texas A&M University through open accountability mechanisms demonstrating efficient resource utilization and effective programmatic outcomes.

Metric: Collect key data in a central web-accessible portal that can be accessed by both internal and external stakeholders of Texas A&M University.

This metric is beyond the scope of the Department’s influence. It is perhaps notable, though, that an extensive data library is available through the Texas A&M University Office of Institutional Studies and Planning (http://www.tamu.edu/customers/oisp/). Those data are available to both internal and external stakeholders.

Vision 2020: Creating a Culture of Excellence

Whereas Action 2015 is a strategic plan covering Fiscal Years 2011-2015, Vision 2020 (http://vision2020.tamu.edu/) is an overarching plan that originated on October 10 of 1997. On that date, then-President Ray Bowen proposed that Texas A&M University strive to be recognized as one of the ten best public universities in the nation by the year 2020, while “retaining or enhancing unique features that have differentiated Texas A&M University in the past.”

Vision 2020 identifies 12 “Imperatives” that are essential to attainment of that goal. The contribution of the Department of Recreation, Park and Tourism Sciences to many these imperatives is woven throughout this self-study, and is, of course, reflected in the current strategic plan, Action 2015: Education First, described in the previous section. Select highlights of Department contributions to each imperative, though, follow.

Imperative 1: Elevate our faculty and their teaching, research, and scholarship.

- Student ratings of quality and affinity for classes consistently average 4.5 on a five point scale
- Over 90% of professionals who supervise interns report that they would hire the student they supervised
- Faculty at all levels, professor, associate professor, and assistant professor, have received major awards for teaching excellence
- The Department provides an extensive array of “high-impact learning” classes, including study-abroad, field-based learning, service learning, and internships
- Research productivity (publications and funded research) continues to increase despite severe budget reductions of recent years

Imperative 2: Strengthen our graduate programs.

- 100% of our graduating doctoral students have secured university positions following graduation, for each of the last three years
- Doctoral students are active collaborators on faculty research teams. All have published at least one paper or presented at a major scientific or professional meeting prior to graduation
Graduate program learning outcomes were rated by supervisory committees as 100% attained in our department’s graduate program learning outcomes assessment program

Our new MRRD program recently received University and Regents approval as a distance education program

We are committed to ensuring that doctoral students who intend to pursue higher education careers gain teaching experience during their studies in our program, and that they are fully empowered to succeed as teachers both at Texas A&M and in their subsequent positions

We have endowed 11 scholarships to support graduate and additional graduate scholarships are awarded by organizations in the park, recreation, and tourism industries

**Imperative 3: Enhance the undergraduate academic experience.**

- The Department provides an extensive array of “high-impact learning” classes, including study-abroad experiences, field-based (industry immersion) learning, service learning, and internships
- Demand for our undergraduate programs increased from 242 to 439 (81%) since Academic Year 2012
- Our department supports five student organizations: RPTS Club, Aggie Reps, Student Event Planners Association, Hospitality Finance and Technology Professionals, and the Hotel and Restaurant Club
- We have endowed 11 scholarships to support undergraduate students, and additional scholarships are awarded to our students from organizations in the park, recreation, and tourism industries
- Our academic advising services are recognized as top-quality; our senior academic advisor has been recognized with university and college awards for advising excellence

**Imperative 4: Build the letters, arts, and sciences core.**

- We can identify no substantial contribution of our department to building the core curriculum in the letters, arts, and sciences.

**Imperative 5: Build on the tradition of professional education.**

- Our classes engage students in professional activities
- Our graduates are actively recruited by industry leaders
- Our research addresses industry problems and significantly informs decisions of industry leaders

**Imperative 6: Diversify and Globalize the A&M Community.**

- Our attempts to generate diverse applicant pools are rigorous
- Our faculty actively work to secure scholarships for students from diverse backgrounds
- Our faculty includes individuals who are citizens of other countries, and we are diverse by ethnicity, sex, and religion
Imperative 7 Increase access to intellectual resources.
- We maintain a representative to the Texas A&M Library system which consults with that individual on resources needed to support our teaching, research, and outreach missions. A member of our faculty also served on the recent Dean of Libraries search committee.

Imperative 8: Enrich our campus.
- As the self-study section on collaboration clearly shows, our research and teaching collaboration with faculty from other units and other colleges is extensive
- Our faculty engage in extensive collaborative research that involves faculty from other units and other colleges
- Our two certificate programs are available to students from any major
- We offer a curriculum leading to a minor in parks, recreation, and tourism. This program is available to Texas A&M undergraduate students majoring in any program on our campus

Imperative 9: Build community and metropolitan connections.
- Extensive community collaboration by individual faculty members is reported in Section 8 of this document.
- Our Texas A&M AgriLife Extension Programs serve urban constituents and afford our students opportunities to engage in those projects
- Our faculty members are active in local government through service on city councils, the local planning and zoning commission, and community task-forces.
- We maintain separate professional advisory committees for both of our undergraduate majors and for four specialization areas. These include our community development major, our park and recreation administration specialization, our tourism management specialization, our youth development specialization, our parks and conservation specialization, and our professional event manager certificate program

Imperative 10: Demand enlightened governance and leadership.
- Our Distinguished Professor consults regularly with University leaders on policy matters
- Department faculty serve as committee members and task force members for assignments through our Provost’s office and Dean of Faculties Office (recent examples are Co-Chair of Provost Search Committee, Dean of Libraries Search Committee, Task Force on Academic Success of Student-Athletes, Task Force on Faculty Productivity, and many others)

Imperative 11: Attain resource parity with the best public universities
- As reported previously in this document, faculty salary equity is evaluated in terms of both internal data and salaries of faculty at comparable institutions.
- We present our Department’s accomplishments, justify expenditures, and defend new budget requests each year at an annual department review that involves the Vice Chancellor and leaders of the agencies to which the department reports
Imperative 12: Meet our commitment to Texas.

- Our contributions to our commitment to Texas are described throughout this self-study. Our mission is to “… enhance individual and social well-being and environmental and economic sustainability by generating and disseminating knowledge about the management and development of recreation, park, community, and tourism resources”
- In pursuit of that mission, our teaching, Extension, research, and service programs promote quality experiences, lives, and communities in Texas and beyond.
Appendix A

18 Characteristics of Doctoral Programs Report, 2011

The Texas Higher Education Coordinating Board requires that an annual report titled, “18 Characteristics of Doctoral Programs” be included in these self-studies. The most recent report on the Department of Recreation, Park and Tourism may be viewed by following the link below: