External Reviewers Report on the
Masters of Science in Recreation program at
San Francisco State University

Dates of Site Visit
November 3 – 4, 2010

Site Visitors’ Names and Institutional Affiliations
Dr. Corliss Outley, Texas A&M University
Dr. Emilyn Sheffield, California State University, Chico

Site Visit Meetings, Interviews and Classroom Visitations
• Introductory meeting with Linda Buckley & Gail Evans, SFSU Administrative Leaders
• Meeting with College of Health and Human Services (CHHS) Associate Dean Rob Williams
• Informal Luncheon meeting with Department Faculty
• Meeting with Graduate Students (2 attending)
• Meeting with Pat Tierney, Graduate Coordinator and RPT Department Chair
• Observation of RPT 850 (Schilling) Class
• Post-class meeting with RPT 850 Students (8-10 attending)
• Informal Meeting with New Faculty
• Luncheon with CHHS and SFSU Administrators
• Exit Interview with RPT Faculty
• Exit Interview with SFSU Administrators

Materials Reviewed
• Program Review Self-Study, Masters of Science in Recreation
• SFSU Catalog, including Departmental Sections
• Recreation Graduate Program website/web pages
• Guidelines for Graduate Culminating Experiences
• SFSU Program Review 6th Cycle Handbook
• RPT Graduate Course Syllabi/Outlines
• RPT Faculty CVs
• Recent External Reviews of other SFSU Graduate Programs

Executive Summary
The graduate faculty members have created a contemporary and vibrant graduate program designed to inspire and support collaborative leadership in parks, recreation and tourism. Focusing on collaborative leadership leverages SFSU’s legacy in publicly supported parks and recreation in an international destination city in new and important ways. As tax support for “the commons” changes, partnerships with the private and non-profit sectors become more important. The 1970s model of full tax support for parks and recreation as an essential social service is a memory. New, collaborative approaches that blend public, private, non-profit, and educational assets in an effective and efficient manner are necessary to provide access to the benefits of parks, recreation and tourism to an increasingly diverse society. Collaborative leadership is the future and SFSU’s PRT graduate program will prepare a new generation of effective and visionary leaders. The faculty and the graduate students recognize and value this distinctive niche for the graduate program.

• The SFSU Masters of Science in Recreation is a thoughtfully designed graduate program that is well positioned for moderate growth. Recent faculty hires will enable the department to support a slightly larger
graduate program and a growing undergraduate program while maintaining important contributions to the SFSU general education program and the greater San Francisco area.

- The program’s emphases on collaborative leadership, sustainable management, and social justice in the shared professional realms of parks, recreation, and tourism leverage SFSU’s and the Bay Area’s historic professional leadership in these areas.
- The SFSU program serves an important and unique niche. While it provides strong private sector perspectives, the graduation program has a very strong public sector and non-profit organization and issues focus. Most graduate programs are focusing on private sector parks and recreation. If SFSU abdicates its professional leadership in this public realm it is unlikely that another academic program will assume this responsibility. Ultimately, the Bay Area influences professional practice in parks, recreation, and tourism at regional, national and international levels so the positive or negative consequences of program enhancement or diminishment will be amplified.
- The department’s external support through grants and contracts has provided opportunities for graduate students. Funders expect a strong graduate program to leverage faculty expertise and broaden the impact of their investments. As the federal agency funding situation becomes more complex and competitive, the ability to include graduate students on the research teams will become even more important.
- A high performing graduate program and talented graduate students are critical to recruiting and retaining faculty. This is shown by the number of graduate students that collaborate with RPT faculty on research and the strong support by faculty for the graduate program.
- In the current fiscal climate it is tempting to furlough programs with small enrollments or push aggressively for on-line courses. Neither of these options is necessary for SFSU. Minor adjustments in recruiting and course sequencing will increase the number of students who enroll in the program as well as the retention and graduation rates of admitted graduate students. This will increase program enrollment in a manner that meets campus guidelines without compromising the undergraduate programs or reducing the ability of faculty members to support campus priorities and secure external resources.

Overview of the Department of Recreation, Parks and Tourism

The Department of Recreation, Parks and Tourism (RPT) at San Francisco State University, established in 1964, was one of the first academic programs in California. The first class of graduate students received degrees in 1951. For more than sixty years the RPT department has provided important leadership to California, the nation, and the international community. Grounded in the multicultural milieu of San Francisco, the department offers distinctive and contemporary undergraduate and graduate programs to provide entry-level to executive talent to many public, private, and non-profit organizations, agencies, and firms that provide recreation and leisure experiences for millions.

The department has significant strengths in teaching, research, and service. The department’s self-study specifically responds to the recommendations made during the last program review. Many of the concerns raised in the previous review have been addressed by the recent hiring of new faculty, restructuring of the degree program, and the development of new courses. The current program is aligned with the mission of the college and the university. Leadership is excellent from the faculty level up through the CHHS chain of command to the Dean. Enrollment is limited and the department is operating effectively with limited budgetary resources. The department has strong links to the San Francisco community with many positive interactions. Faculty members view the graduate program as a key facilitator in meeting a critically important need for the San Francisco region’s professional workforce. The department has operated under several difficult constraints (i.e., administrative time) and the program has faced obstacles but overall, the external reviewers find the department to be a productive and successful academic unit, with the potential for far more success. As
resources permit, the university should commit to additional faculty positions, and additional office and research lab space as the next step to advancing the program’s reputation.

**Distinctive Strengths**

By focusing the graduate program on collaborative leadership, the department can maintain its legacy of service to publicly financed parks and recreation at the local, regional, state, or national level while also serving the growing demand for leaders who understand the requirements of sustainable operations within the non-profit sector and for-profit sectors. The three service delivery systems (e.g., public, private, non-profit) are represented in the three sectors of recreation, parks, and tourism. This system and sector approach is propelled by the campus priorities of social justice, civic engagement, and internationalization and focused by the theory and practice of collaborative leadership.

The six tenure/tenure-track faculty members are diverse, professionally engaged, and accomplished. They utilize their strengths in a complementary fashion to generate positive outcomes comparable to a faculty twice their size. Through the skillful and focused use of teaching, research and service the “team” maintains a strong presence on campus and in the community. They are well regarded nationally in the academy, as well as within the agencies and associations that implement professional practice. At least half the faculty members maintain an international presence through research or service. This well managed presence draws students and external resources to SFSU completing the cycle of effectiveness for the undergraduate and graduate program.

The faculty of the department of Recreation, Parks, and Tourism has crafted a leadership legacy to be celebrated, emulated, and sustained. In the face of significant budget challenges the department revised its graduate curriculum after the Fifth Cycle. Despite the current economic conditions the department is also contributing to the campus priorities and the national agenda. With its emphasis on collaborative leadership the department is contributing to the global imperative for people to work together to improve quality of life in communities, achieve social justices, preserve parks, open space, and the environment for the benefit of a diversity of people and regions. With minor changes to recruiting and retention, this program will continue to develop forward-thinking leaders who embrace collaboration and change as forces for good.

Overall, the department has a strong and high quality program that is unique in the state. A summary of the distinctive strengths held by the department is provided below:

- **Departmental Atmosphere**
  - Discussions with faculty and students indicate that the department has a very professional and collegial atmosphere. The department culture is one of inclusiveness and collegiality. Mutual admiration is also present between the students and the faculty. Faculty, feel that current students are academically prepared and motivated, and students feel that the faculty is experienced and rigorous but compassionate.
  - Though the department has a distinct division between junior and senior faculty, the junior faculty members said they feel like valued members and are supported by the Chair and their colleagues when they provide meaningful input into the department’s decision-making process.

- **Community Engagement**
  - There is significant involvement with the community in both lay and professional realms. Faculty and students are engaged in research and professional activities that benefit the San Francisco region and as well as the state and nationally.
• Program Curriculum Enhancements
  o The department is aggressive in its approach to teaching and has been forward looking. The graduate faculty members have recently revised the structure and content of the curriculum, including creating a new culminating experience and requiring students to take a research methods course. These changes have considerably strengthened the quality of the program.
  o The department has recruited faculty members who are well balanced in providing theory and practical approaches in the department’s curriculum.

• Research productivity
  o The department is active in research and has received extramural funding. The faculty’s publication rate is very solid. Given the high teaching loads, inadequate space, and budgetary restraints, the research productivity is exemplary.

• Campus Support
  o The department has solid support through the Dean’s office and the upper Administration. Other units on campus, both in their home college and outside, have interacted well with the department through collaborative research, teaching and community engagement efforts.

Reviewers’ Comments on the Department’s Contributions to the SFSU Priorities

Publicly supported parks and recreation emerged during the progressive era (1890 – 1920) in response to the social justice and civic engagement needs of a growing nation. Publicly supported parks and recreation flourished mid-century (1940s – 1980s) as the United States emerged as a world power. The emergence of a large middle class with the time, resources, and desire to travel led to increased domestic and international travel. In California and the western U.S. much of the region’s attractiveness as a tourism destination is linked to the parks and public spaces that enrich the lives of visitors and residents. Today, as the population grows larger, older, and more diverse the need for collaborative leaders and managers is greater than ever before. The Department of Recreation, Parks and Tourism advances SFSU priorities of social justice, civic engagement and internationalization in myriad ways. Social justice, civic engagement and international themes permeate the undergraduate and graduate curricula. Public park and recreation infrastructure, particularly that of Golden Gate Park (municipal), the California State Park system, and the National Park Service, are essential parts of the historic and contemporary internationalization and traveler attraction of San Francisco, the Bay Area and the western United States. An illustrative, but far from exhaustive, description of some of these contributions are summarized in an excerpt from the department’s website. It is essential to recognize that these contributions routinely include graduate students and most would not be possible without the added capacity provided by the graduate program.

• Children’s Right to Play: RPT faculty have been extensively involved in the design and passage of the California Children’s Outdoor Bill of Rights, an effort supported by Governor Schwarzenegger and California State Parks. This is an initiative to ensure all children in the state have the opportunity to: Discover California's Past; Splash in the water; Play in a safe place; Camp under the stars; Explore nature; Learn to swim; Play on a team; Follow a trail; Catch a fish; and Celebrate their heritage. Many RPT classes infuse these concepts into their curriculum and provide examples of how this is done.

• Low Cost Community Programs: The RPT Department is home to several programs that offer high quality, low-cost, recreation programming to Bay Area youth. Access is enhanced through provision of needs-based scholarships.
  • Ft. Miley Adventure Challenge Course. Serves over 5,000 school children each year with leadership training.
• **RPT Summer Youth Sailing and Kayaking Camps.** Nearly 500 youth, over half on scholarship, participated in 2010

• **Support for Community Based Organizations: Nonprofit organizations are playing a more important role in providing community services to those residents with financial and access constraints.** The RPT department has been a leader in advocating for these organizations and training their staff. We are the lead department for the Youth and Human Services Nonprofit Administration Certificate program at SFSU. Here students learn about the latest needs, programs and practices that CBO’s should be providing, and the certificate requires students to volunteer 250 hours with a local nonprofit. In addition, we offer RPT 470 Care Break, where students identify, design and then implement projects over the spring break, for nonprofit community organizations.

• **Responsible Tourism:** RPT faculty and students are keenly aware of the positive but also the potential negative impacts of travel and tourism on the host community and the globe. We have organized and sponsored seminars titled “Carbon Offsets For Travelers; Effective CO2 Reduction or Just Guilt Relief,” and “Roadmate: Celebrating and Encouraging Driving and Cycling Awareness.” Several classes, RPT 605 Ecotourism Principles and Practices and RPT 540 Startup and Sustainable Operation of Recreation, Event and Tourism Enterprises, primarily focus on responsible tourism concepts and applications.

• **Prescribe the Parks:** Lower income communities are more likely to be impacted by chronic diseases than are higher income communities. Chronic diseases can often be more effectively prevented through increased physical activity, educational activities and health promoting program in public parks and recreation areas, rather than costly treatment of symptoms later. RPT faculty and students are working with the National Park Service to strengthen the connection between health care systems and public lands and enhance accessible to healthy recreation activities. An exciting new pilot program Park Health Walk, which includes extensive evaluative research by faculty and graduate students, was proposed by RPT faculty and includes partnerships with the National Park Service, Golden Gate National Parks Conservancy, Safeway grocery stores and the National Parks Hospitality Association is designed to improve employee health and at the same time increase visitation to national parks.

• **Global Mobility:** RPT has had and long and strong history of promoting and offering recreational programs for persons with disabilities. Our RPT 410 Foundations of Therapeutic and Inclusive Recreation class raises awareness of equitable access to recreation, parks and tourism facilities and programs and trains our students in the most modern models and approaches. Faculty are partnering with the SF State Disability Programs and Resource Center and the SF State Campus Recreation Department to provide kayaking programs with special adaptive recreation elements for disabled students on campus. We also foster the inclusion of persons of all ability levels into recreation, parks and tourism programs on and off campus. For example, our summer youth sailing and kayaking camps offer camps and scholarships for kids with various disabilities.

• **Global Harmony:** Visiting scholars from China, South Korea, Taiwan and Spain have been sponsored by the RPT Department to help not only internationalize our classes, but discuss issues of equity and social justice from their country’s perspective. Many of our students have resided outside the USA and enrich our classroom dialogue. We identify and promote the ideal that tourism can be the global peace industry.

**Reviewers’ Comments on the Fifth Cycle (2003-2004)**

**Program Review Recommendations**

The Fifth Cycle Program Review was completed in 2004. The ambitious graduate program curricular revision outlined in the Fifth Cycle Review has been accomplished and only minor refinements will enable this program to continue to provide value to the region and the profession well into the future. A brief summary of progress since the Fifth Cycle Review is summarized in three key areas: program, faculty, and program support.
**Program.** The graduate faculty members have created a contemporary and vibrant graduate program designed to inspire and support collaborative leadership in parks, recreation and tourism. **All Fifth Cycle recommendations regarding the academic program have been met or exceeded, with one exception.**

Focusing on collaborative leadership leverages SFSU’s legacy in publicly supported parks and recreation in an international destination city in new and important ways. For example, as tax support for “the commons” changes, partnerships with the private and non-profit sectors increase in importance. The 1970s model of full tax support for parks and recreation as an essential social service is a fast-fading memory. New, collaborative approaches that blend public, private, non-profit, and educational assets in an effective and efficient manner are necessary to preserve the public estate and provide access to the benefits of a parks and recreation to an increasingly diverse society. An excellent example of this is the RPT Department’s proposed Park Health Walk program which would be a partnership between SFSU, the National Park Service, Golden Gate National Parks Conservancy and two major corporations designed to both increase public health and also visitation to national parks by non-traditional users.

The PRT graduate program combined the professional trends with the Fifth Cycle External Review recommendations to craft a new vision for the graduate program and revise the curriculum to integrate the vision with clearer linkages to outcomes. The newly formed departmental advisory committee helped to inform the curricular revision as new courses and a new professional service oriented culminating experience were developed. These curricular changes have included the addition of new courses, reorganization of current course content, an addition of increased service learning components, and the development of a structured assessment of graduate students learning outcomes through a culminating experience. In addition, graduate faculty members have revised their advising process to accommodate the increased student interest in the program. Advising, mentoring, research and professional involvement opportunities were embedded in the program to complement the service learning/civic engagement and social justice themes already in place. The successful recruitment of an international faculty member, several visiting international scholars, more international graduate students, and several faculty experiences in international settings have further strengthened the department’s support to the third campus priority.

These changes have helped the department to recruit a more diverse pool of graduate students with more U.S. students from racially and ethnically diverse backgrounds as well as a strong infusion of international graduate students. Refinements to the graduate curriculum undertaken in 2010 (e.g., increasing the role and scope of RPT 700) and the hiring of four new faculty members have the PRT department poised for greater success in the coming years.

In regard to the recommendations presented in the Fifth Cycle Review, the program has completed the following:

- Revised and solidified the M.S. degree mission statement (Fall 2005)
- Revised the core curriculum (Fall 2005)
- Improved the Cohort Model by placing all incoming student in RPT 700 (Spring 2010)
- Instituted a 3 course rotation (Fall 2005)
- Re-designed the Culminating Experience to have several options (Spring 2009)
- Formed an Advisory Council (Fall 2004)
- Developed a mentoring system for students (Fall 2005)
- Increased student-faculty research collaboration (Ongoing)
- Initiated student progress strategic steps (Fall 2004)
- Expanded leadership opportunities (Ongoing)
- Expanded professional development networking opportunities (Ongoing)
• Increased number and diversity of applicants
• Created a shared work space for graduate students (Fall 2005)

The department has been unable to meet only one of the Fifth Cycle Recommendations related to the program:
• Consider a peer-mentoring program for graduate students.
  o The department attempted this, but was unable to meet this objective due to lack of interest among the students. We recommend that RPT continue to find alternative avenues to increase the interaction between newly admitted and senior graduate students. Additional options may include graduate student retreats and semester socials (on and off campus) that can improve the graduate student experience.

Faculty. The graduate faculty in RPT must be commended for the incredible work that has been accomplished based on the recommendations presented in the Fifth Cycle Review. All Fifth Cycle recommendations regarding faculty have been exceeded. The following recommendations have been met:
• Increased number of tenure/tenure track faculty (Fall 2010)
• Hired faculty with expertise in collaborative leadership and at-risk populations (Fall 2009)
• Hired faculty with expertise in administration/outdoor and adventure education (Fall 2005)

The graduate faculty in the Department of Recreation, Parks and Tourism is excellent and diverse. Four successful faculty recruitments in the past five years have reflected the department’s commitment to increasing faculty diversity. Presently, the tenure/tenure-track faculty is evenly split between women and men, and progress has been made toward increasing the percentages of women and professors from racially and ethnically diverse backgrounds. For example, three of the four most recent hires are female, two are from racially diverse backgrounds, and one is from outside the U.S. The faculty has wide disciplinary expertise as well diverse perspectives in terms of scholarship and pedagogy. Though more diverse than at any point in the department’s 60-year history, the faculty remain united in their support of the teacher-scholar model, the role of applied research in a comprehensive university, and the importance of the graduate program to the future vitality of the department.

Program Support. Many Fifth Cycle recommendations for program support have been accomplished. A departmental advisory committee has been formed and meets bi-annually. More than $500,000 in external support has been secured to support partners’ applied research needs and graduate students have been hired and/or involved in the research projects in meaningful ways. Space for graduate students to study and collaborate has been secured and the graduate website has been revised to include more information for potential and enrolled students.

The RPT program since the Fifth cycle has been able to accomplish many things with very limited financial and human resource support. The following recommendations have been met:
• Ongoing exploration of shared faculty resources with other CHHS programs
• Ongoing exploration of course partnership offerings with other CHHS programs
• Ongoing departmental website enhancement
• Expanded efforts to secure external funding including new “institute” status for PLI (the Pacific Leadership Institute).

The only unmet recommendations from the Fifth Cycle are those requiring a campus commitment of resources. Due to budgetary constraints the department has been unable to meet the following recommendations from the Fifth Cycle:
• Release time for graduate coordinator.
• Graduate teaching assistants for staff support
• Support for faculty workload for supervising thesis research

Overall, the RPT department has made many strides in developing, revising, and implementing the Fifth Cycle Recommendations. To this date only a few recommendation have not been met and each of these was due to external circumstances beyond their immediate control.

External Reviewers’ Responses to Issues/Questions Identified in the Initial Meeting with SFSU Administrators

Curriculum-Related

• Utility of E-Portfolios. E-portfolios can serve as an all encompassing culminating assessment of student outcomes as well as a form of program evaluation. An e-portfolio is a tool to present an authentic measure of practical and theoretical knowledge acquired by students throughout the program. The e-portfolio can be used to collect and categorize archival documents (e.g., tests, course papers, pictures) to: 1) assess students learning outcomes, similar to a culminating experience, and 2) serve as a self-reflection of the students’ professional development. The portfolio can serve as a sampling of the breath and depth of the graduate students’ experiences, attitudes, achievements and abilities while in the M.S. program by connecting portfolio contents to specific competencies. The development of an e-portfolio program in PRT can assist in the collaboration between student-faculty and the social and professional networking among the students. E-portfolios are a very dynamic platform that is currently being utilized by several programs within SFSU and CHHS (see Health Education).

E-portfolios can add great value to the PRT graduate program. Well-designed e-portfolios can be utilized for outcomes assessments, program graduates’ job searches and personal career advancement. Perhaps as importantly for the PRT program at this point in its development, well-designed e-portfolios can help graduate students in the professional track (e.g., four or five year plan) to remain motivated and engaged in the program. Our only caution to the PRT graduate faculty is to avoid over complicating the e-portfolio process. Seek feedback from current graduate students and the advisory committee as well as SFSU campus professionals and design an e-portfolio system that is easy to implement and maintain. PRT 700 is a logical place for students to begin their portfolios and other key milestone courses (e.g., 801 and 880) can incorporate e-portfolio updates into the course assignments and assessment protocols.

• Assessment of Graduate Culminating Experience. The PRT program is strong but there are opportunities to strengthen the assessment of the graduate culminating experience. Our recommendation is to incorporate these assessments into the existing processes rather than creating new ones. For example, exit interviews with graduate students provide an opportunity to review key strengths and areas of improvement for the culminating experience. If the e-portfolio is implemented as part of the PRT program a self-assessment and committee assessment of the culminating experience could be incorporated into the e-portfolio process. In the self-report and in meetings with RPT faculty, appropriate learning goals in relation to the development of the culminating experience were described. The RPT faculty also identified which components of the culminating experience are meant to achieve each goal. At this time, however, RPT needs to assess whether the goals are being met in a comprehensive manner. The mock comprehensive exam currently included in RPT 880 can provide an excellent opportunity to conduct this assessment. Similarly, minor adjustments can increase the value of the comprehensive examination, the most common culminating experience selected by the SFSU graduate student in RPT. Currently, the results of the comprehensive exam are reviewed by the graduate coordinator and the graduate advisor and only students not passing the exam have a post-exam consultation (as they prepare for the re-test).
meetings should be held with all students regardless of status to provide ongoing assessment. In addition, the use of an e-portfolio may provide students with documentation of their individual learning goals and RPT faculty with an assessment of their students’ experiences. In addition, an individual meeting with the graduate advisor before exiting the program is recommended.

Administrative

• **Lack of Release Time for Graduate Coordinator.** The graduate program coordinator received .20 reassigned time through 2008 to assist with the advising and administration. At present, the department chairperson has incorporated coordination of the graduate program into the overall responsibilities for departmental administration (.20 administrative assigned time for both functions). Though undesirable, the department feels that it is the only option in the current fiscal situation. In addition, current graduate students were very supportive of the graduate program coordinator and understand the workload due to budgetary constraints. After careful deliberation, the department faculty concur that retaining the graduate program is essential, regardless of the release time for program coordination and thesis/project supervision. The graduate program “keeps the faculty going,” helps with faculty recruiting, and enhances the prospects of untenured faculty as they develop their scholarly portfolios. These reasons are particularly relevant since the department has recruited four accomplished and diverse tenure-track graduate faculty members since 2005. The reviewers, however, would like to recommend that HSS find additional ways to support this workload to decrease the dissatisfaction that may occur due to burnout of the coordinator.

• **Implications of RPT Name Change.** Students, faculty, the advisory committee, and the professional communities hiring program graduates have positively affirmed the departmental name change to Parks, Recreation and Tourism. The current review team as well as faculty and students perceive a great deal of synergy coming from the new name. The name change is consistent with professional practice throughout the state and nation. Further, current graduate students identified the opportunity to earn an advanced degree focused on collaborative leadership in parks, recreation and tourism as program strength and recruiting asset for SFSU. Consequently, no adverse action currently exists based on the name change.

• **Program Enrollment (Recruitment, Retention, Specialization Tracks).** Program enrollment is adequate to maintain the graduate program within university guidelines if the department focuses on: 1) increasing the number of admitted students who elect to pursue their graduate studies at SFSU, and 2) increasing the completion rate of students who begin the program. When the attrition rate is reduced, the department might then turn its attention to slightly increasing the number of students admitted to the program to further leverage the positive benefits and impacts of program graduates on the profession. The RPT program is very diverse and graduates gain employment in a wide range of settings. As enrollment increases the department should consider adding distinct tracks to the graduate program to reflect the diverse career goals of the students and to better assist those students seeking admission to PhD programs to pursue careers in academic settings.

• **Impact of GE Changes on RPT Program.** The RPT department chair provided the following summary of the anticipated impact of GE changes on the RPT program. “The recently approved new SFSU general education requirements may have a short term moderate impact on the Department of Recreation, Parks and Tourism, but over the longer term only a small impact. It is anticipated that there will be a small to moderate loss of enrollment in certain classes during the first year or two. But other GE classes will continue to be fully enrolled and enrollment even expanded. There will need to be adjustments in our scheduling of classes and new partnerships with other departments on campus. After about the second year the department should be fully integrated into the new GE program and overall the FTES contributed by GE should be comparable to what it was prior to the new GE program. We do not anticipate that changes in GE will impact the overall RPT budget as to adversely impact our graduate program in the long term (Tierney, email 11/4/10).”
Reviewers’ Comments on the Recommendations from the Sixth Cycle (2010-2011) Departmental Self-Study

Chapter 2: Profile of Program

- Increase number of graduate students accepted and enrolled into program 15%. This reflects a modest desired increase and is comparable with other universities with similar size departments.
- Utilize current faculty resources (e.g., connections at conferences, recruitment abilities, time to meet with prospective candidates) to increase student admissions to the program in an effort to maximize program capacity and utilize existing resources effectively.

External Reviewers’ Comments: These recommendations from the department’s self study are appropriate and will achieve the desired results. That noted, the reviewers believe that larger and more timely gains will come from increasing the number of admitted students who complete the graduate program in a timely manner. Consequently, most of our recommendations will focus on elements of the graduate program that occur after admission to the program. Our suggestions here are limited to strategies that might help achieve these goals in a time and cost-effective manner.

- Develop standard language about the availability and flexibility of the graduate program to include in department correspondence. This could be as brief as an invitation to learn more about the graduate program via the website or a paragraph about how the SFSU graduate program is designed for working professionals.
- Develop distinct marketing campaigns that focus on the traditional SF Bay area professionals seeking an applied graduate degree in comparison to those seeking a research-focused degree.
- Actively promote the availability of the graduate program when meeting with internship site supervisors. Promote the graduate program in official correspondence that moves between the campus and internship field placement sites.
- Actively promote the program through current partnerships in the SF Bay area. Program promotion through official community based meetings or RPT nights at local organizations and agencies as well as at local conferences and workshops are suggested as well.
- Invite eligible undergraduates to consider the graduate program as part of their professional development plans. Follow the letter with a personal contact from the student’s academic or internship advisor to encourage application and answer questions about the process.
- Seriously consider opportunities to promote the collaborative leadership emphasis of the graduate program to SFSU employees working in student services and activities. Every campus has a strong cadre of support staff looking for opportunities to enhance their career prospects and the new Applied Research Project (ARP) option for the capstone experience is well tailored to the needs of campus professionals.
- Heighten the visual appeal of the graduate program website by adding video career profiles of successful program graduates and high quality photographs of Bay Area work settings. Highlight the breadth and depth of the department’s advisory committee. Finally, reorganize the site to decrease the amount of text presented. Provide short overviews of information listed as text only on the website and provide downloadable documents (e.g., pdfs) with more detailed information. A web savvy undergraduate could accomplish this via independent study/fieldwork as a legacy project for the department.
Chapter 3: Admission Requirements

- Increase average class size 15% by 2012.
- Implement a writing sample (essay) requirement in fall 2010 for all new applicants. This initial writing sample will be used to assess English writing proficiency during the application process and before students are accepted into the program.

**External Reviewers’ Comments:** Both recommendations appear appropriate and the reviewers’ suggestions for chapter two apply here as well. It will be prudent to monitor the effectiveness of the writing sample as an additional assessment of English writing proficiency as the fall 2010 class moves through the graduate program.

Chapter 4: Program Requirements

- Continue to offer between 2-3 graduate courses per semester.
- Actively explore the use of Hybrid or HyFlex classes to increase enrollment in the graduate classes.
- Finishing their culminating experience is one of the factors that may hold students back from graduating. The following strategies will be explored by faculty, in addition to the orientations we now provide:
  - Start discussions about the elements of a Thesis or Applied Research Project (ARP) in the student’s first year in the program in RPT 700.
  - If a student is eligible and chooses to do a Thesis or ARP, faculty should strongly encourage student to complete a Thesis or ARP on the topic they selected and developed in our advanced research methods class – RPT 810.
- Develop a Graduate Progress Check Form (in addition to the existing /worksheet) and require students to review this annually at one of their advisor meetings.

**External Reviewers’ Comments:** In the reviewers’ judgment, this is the most promising area to focus time and resources. The program course offerings are sound and relevant. The curricular changes identified in the previous external program review have been made. The clear focus on collaborative leadership is appropriate for the complexities of the Bay Area. The program’s appeal, as measured by student admission and enrollment, is sufficient to meet campus guidelines without unduly straining the faculty members eligible to teach in the graduate program, supervise project/thesis research, and review comprehensive examinations.

The issue is not the program or the faculty or the number of potential students. Rather it appears to be the attrition rate at two key points in the graduate experience: 1) the time between acceptance into the graduate program and the beginning of the first semester, and 2) the attrition rate of students who begin the graduate program but fail to complete it in a timely manner.

Table 3.1 in the self-study summarizes recent application, acceptance, enrollment and completion statistics for the graduate program (RPT Graduate Program Review, 2010, p. 28). Between spring 2004 and spring 2009, 72 students met the admission requirements for the program and 48 actually enrolled. During the same period, 24 students completed degree requirements. The department can best increase program size by focusing its efforts on the number of accepted students who begin the program and by increasing the completion rate of students who begin the program. If “show up” or completion rate had increased by one student each semester, the number of program graduates during this time period would have been 35, well within campus guidelines for graduate programs.
In our judgment, the department should focus on better harvesting the existing applicant pool prior to investing significant time and resources into on-line (Hybrid or HyFlex) courses. That noted, technological advances are changing the face of higher education and we must adapt our methods to use it to our advantage in providing high quality instruction. Incorporating distance learning strategies and technologies is not optional for anyone in the department in the 21st century. While an online component might be advantageous for the program, several graduate students expressed concerns about the quality of the courses as opposed to tradition one-on-one interaction classes. In particular, they felt the nature and quality of interpersonal communications suffered when distance courses are utilized. However, many felt that this was dependent upon the learning goals of the individual student. The department should consider carefully whether on-line courses will meet the learning goals of the program and, if so, the impact it may have on current faculty loads.

At present, the three points where on-line coursework might be used to augment the graduate program are: 1) PRT 700 (co-offered through continuing education so potential students can explore the graduate program online or in a traditional classroom setting), 2) graduate fieldwork/special topics, and 3) the “continuation units” for students working on their culminating experiences. In addition, on-line coursework available through other CSU campuses should be explored and, if appropriate, made available to SFSU students via the intra-campus enrollment processes.

The following specific suggestions are being provided to guide RPT as they address the Program Requirements:

To Increase the “Show Up” Rate of Accepted Students:
• Increase the graduate applicant pool (see Chapter 2 recommendations)
• Develop a process for ongoing communication for the period of time between program acceptance and the beginning of the term. (Our interviews with current graduate students revealed that pre-admission communications were excellent but ceased abruptly after the letter of admission arrived. They reported feelings of “abandonment” until the beginning of their first term.)
• Explore possible part-time job placements for incoming graduate students with advisory committee members and/or other long-term department partners. (Lack of financial support for graduate students (i.e., assistantships or scholarships) negatively impacts the “show up” rate.)
• Carefully assess the desirability and feasibility of on-line coursework.

To Increase the Completion Rate of Enrolled Students:
• Develop a process for increased social and professional interaction between newly admitted students and faculty and peer-to-peer interaction during the first semester. (Student interviews indicated that students sometimes drop out after the initial Fall orientation semester due to conflicting information regarding program completion requirements and timelines.)
• Develop a clearly articulated “fast track” for full-time graduate students who must complete all degree requirements in two years. Identify appropriate course substitutions, if necessary, to ensure that full-time students can move through the program, including the culminating experience, in twenty-four months.
• Inform currently enrolled ABT/CE (all but thesis/culminating experience) graduate students of the new ARP option in an effort to re-engage these students toward degree completion.
• Revisit the interaction of the three-semester course rotation and the admission process for full-time graduate students. At minimum, only admit full-time students during the Fall terms when RPT 700 is offered if the existing three semester rotation is maintained. (As currently structured full-time students entering during certain semesters are at a distinct disadvantage on the three-semester pattern and students view it as detrimental to their progress.)
• Reduce the size of the core curriculum, if necessary, to provide more timely progress to degree completion and more frequent scheduling of core courses.

Chapter 6: Program Planning & Quality Improvement Process

• Review the final product of this 6th cycle review each semester during our faculty retreat in August of each fall semester.
• Explore offering paired courses that are partially designed with increased rigor/expectations for graduate students.

External Reviewers’ Comments: The RPT department has done tremendous work on improving the program and its quality. The program is sound and the recommendations from the Fifth Cycle have been accomplished. The PRT department’s refined mission focus on collaborative leadership is extremely well suited for the Bay Area and its robust opportunities in parks, recreation, and tourism. Specific action should still be taken in regard to student assessment in order to improve program planning and quality. These items are discussed in other sections of this report. Also, several of our recommendations in other areas (e.g., retention and assessment) will support program planning and continuous quality improvement. Finally, additional resources are still needed in regard to faculty assignment for supervision of thesis. With the implementation of the Advisory Board and the revision of the department’s mission and curriculum the department is poised to be one of the top in the nation focusing on leadership, social justice and urban lives.

Chapter 7: The Student Experience

Assessment of Student Learning

• The new 6th cycle review is providing guidelines from which to generate future recommendations beginning with an assessment of learning outcomes for each course and their link with the learning outcomes of the five identified subject areas.
• In addition to evaluating each learning outcome, a connection between the learning outcomes and the specific and measurable activities/assignments need to be evaluated.
• An electronic portfolio requirement will provide a warehouse for the data and provide students with an opportunity to systematically reflect and assess the interconnectedness between subject areas and their application to past, current, and potential issues within the recreation, parks, and tourism profession and discipline.

External Reviewers’ Comments: There are opportunities to strengthen the assessment of student learning by building on the assessment elements that are already in place in the graduate coursework. The department currently assesses graduate student learning via focus groups, exit surveys, and a culminating experience in the form of an applied research project, formal thesis, or a comprehensive exam. These and other course-linked assessments document the learning outcomes for each course and the program overall. In addition, students enrolled in RPT 880 are required to take a mock comprehensive exam that assesses their graduate learning experience.

E-portfolios and a more complete assessment of the culminating experience will help students to gain a stronger context for their graduate programs. In order to provide a more structured comprehensive assessment of student learning, the reviewers recommend the following for each type of the culminating experience:
• Implement a follow-up meeting with students who choose the Comprehensive Exam as their culminating experience. Currently, the graduate coordinator only meets with those students who did not pass the exam to inform them of this decision and debrief them. An assessment should be conducted with all students regardless of their exam outcomes and include both positive and negative feedback on their exam.

• Continue to use the post-defense thesis revision as the primary feedback mechanism for students pursuing this form of culminating experience.

• Develop a clear and consistent assessment process for the applied research project (ARP) as more students pursue this new culminating experience option.

Advising

• Develop a detailed checklist that is to be signed by both faculty advisor and student each semester and filed in the department. The checklist and signatures will assist in assuring accountability and understanding of the Department and University requirements.

• Be sure to have links from the RPT website to the Graduate Studies Office regarding deadlines, requirements, and resources. The more information and redundancy that can be provided, the higher the probability of ensuring accountability and understanding by the students. In addition, reiterate the information in the formal fall orientation for newly admitted students in the RPT 700 course.

• Provide an orientation for faculty on graduate advising, or require all full-time faculty members, including faculty who teach in the graduate program, to attend the graduate student orientation. Having faculty attend an orientation will assist in ensuring that a consistent message is given to all students, and attendance also allows graduate students an informal venue to meet and greet faculty, and learn their research areas/expertise.

• Although RPT 810 requires writing the first three chapters of a Thesis or Applied Research Project and RPT 880 requires taking a "mock" comprehensive exam, students are not required nor encouraged to reflect on the two types of experiences. A reflection exercise in RPT 880 may assist in the decision-making process for which culminating experience to pursue. This can also be accomplished through the implementation of the e-portfolio assessment.

• Require students to complete an electronic portfolio in RPT 700, update it annually and present a revised final version in RPT 880 during their last month of this course.

External Reviewers’ Comments: The RPT department needs to refine their advisement in a way that eliminates confusion and increases expectations of what is needed to complete the degree. The faculty orientation will assist in ensuring graduate students have an understanding of expectations, the flexibility that is offered in the program, distinction between requirements of students pursuing research in comparison to applied degree goals, and the differences in the selection of varying culminating experiences may have on program completion; these components were reported by students as areas that were not clearly understood. In addition, initiating the e-portfolio in PRT 700 and adding portfolio reviews to PRT 880 and a portfolio presentation (or defense) to the culminating experience will strengthen the student experience as well as serve as aids to advising. Developing a stronger feedback loop for the mock comprehensive exam in PRT 880 can also assist advisors and students in determining the most appropriate culminating experience.
Chapter 8: The Program and the Community

- Faculty will investigate methods to encourage or require students to attend a conference outside of SFSU campus with topics that address the University’s Strategic Plan, e.g. social justice, civic engagement and internationalization.
- Faculty will continue to engage students in co-curricular activities as a means of networking, socializing, and professional development.
- Faculty will invite international faculty from environmental studies, women studies, business, and other related disciplines to lecture in our classes on recreation, parks, and tourism issues occurring in their home countries.
- Faculty will explore ways for graduate students to be directly involved with International programs on campus (e.g., International Week) or other community projects that address international issues.
- The department faculty will work more closely with the Institute for Civic and Community Engagement (ICCE) on strategies that strengthen community relations (e.g., designating one of our graduate core classes as an official service-learning course.
- The department will continue to incorporate social justice and equity case studies as a viable pedagogy for enhanced learning experiences.

External Reviewers Comments: These recommendations are well aligned with the University’s strategic priorities and mutually beneficial to the university and the department. As they are incorporated into the graduate curriculum they will enrich the graduate student experience. Adding a recreation, parks and tourism context to the campus strategic priorities will increase the distinctiveness of the SFSU brand vis-à-vis these important strategic priorities. Pursuing social justice, civic engagement, and internationalization in the leisure realm is fitting for the international destination city that is also the home of California’s oldest graduate program in recreation and parks.

Chapter 9: The Faculty Experience

- Faculty will be encouraged to co-author journal articles, research reports, General Technical Reports, and other scholarly works together. This would support junior faculty, enhance camaraderie, and increase the spirit of interdepartmental collaboration.
- The department should continue to provide financial support to T/TT faculty for refereed/juried presentations at conferences.
- The department should continue to evenly spread out the assignment of advising new graduate students, and eventual culminating experience workload, to all T/TT faculty members.

External Reviewers Comments: These pragmatic recommendations will enable the PRT faculty to remain current as scholars despite the CSU’s demanding teaching load and the department’s commitment to support the SFSU general education program. As the tenure-track faculty are more fully integrated into the life of the department they will willingly assume more responsibility for graduate advising, instruction and supervision of the M.S. degree culminating experience.

Chapter 10: Resource Support for the Program

Internal Resources

- Continue to utilize the internal resources made available by the department, College and University and shared with the undergraduate program until such time that growth in the program mandates expanded resources dedicated to graduate education.
• Immediately provide additional significant faculty and office support to current Graduate Coordinator to help accomplish tasks in more timely manner and to reduce work overload of Coordinator.
• Change the current dual role of Department Chair and Graduate Coordinator being held by one person by giving the responsibility of Graduate Coordinator to another TT faculty by February 1, 2011.
• Continue to support the graduate program at a minimum level of .60 FTEF resources until such time as growth dictates its increase to additional faculty allocations.
• Seek additional General Fund support to pay for student assistants and office supplies instead of Reimbursed Release Time (RRT) funds. This should be done when SFSU funding is restored.
• Continue to replace key department office equipment and instructional support equipment (laptop computers, etc) on a regular basis, as has been done in the study period.
• Utilize current faculty resources to increase student admissions to the program in an effort to maximize program capacity and utilize existing resources effectively.
• Continue to actively explore the use of hybrid or HyFlex classes to increase enrollment in our graduate classes

External Reviewers Comments: These recommendations from the self-study are note-worthy but mainly serve to underscore the CSU-wide challenges of supporting graduate programs. The department is to be commended for its resourcefulness in sustaining its graduate program during recent years of severe budget cuts throughout the CSU and extremely severe budget and personnel cuts absorbed by the Parks and Recreation Department in the city/county of San Francisco. Further, the $500,000 in external support would have been far more difficult to secure and service in the absence of the graduate program. Consequently, the two recommendations about graduate program leadership—support for the Graduate Coordinator and splitting the chair/GC assignments by 2011—are the most essential.

External Resources

• Explore the potential of sharing faculty resources with other CHHS departments through the development of a college-wide graduate research methods course open to students in Gerontology, Health Education, Nursing and other graduate programs that may be interested within CHHS.
• Explore the potential of maximizing faculty and instructional resources by offering selected courses in partnership with other graduate programs in the northern CA area (CSU Sacramento, SJSU, Chico, CSU East Bay) through off-campus courses, distance learning or concurrent enrollment opportunities.

External Reviewers Comments: These recommendations are timely in light of funding constraints within the SFSU community and throughout the CSU system. Creative personnel-sharing arrangements within the CHHS departments or between the CSU system-wide graduate recreation programs may be the primary positive outcome of the protracted budget struggles of recent years. The Cal-SPRE meetings at Asilomar and during the annual CPRS conference will provide ongoing opportunities to explore collaborations.

External Reviewers’ Recommendations and Concluding Remarks

The graduate program is designed around the important and contemporary vision of collaborative leadership and it will serve San Francisco and the Bay Area well into the future. Since a major curricular revision was successfully accomplished after the Fifth Cycle, our primary recommendations deal with aspects of the graduate program that influence enrollment and completion rates.
External Reviewers’ Primary Recommendations

The department has a strong and high quality program that fills a unique and important professional niche. The graduate faculty in RPT must be commended for the incredible work that has been accomplished based on the recommendations presented in the Fifth Cycle Review. The graduate faculty members have created a contemporary and vibrant graduate program designed to inspire and support collaborative leadership in parks, recreation and tourism. Focusing on collaborative leadership leverages SFSU’s legacy in publicly supported parks and recreation in an international destination city in new and important ways. The role of RPT in the SF Bay area and the department’s emphasis on community engagement has allowed the program to gain a national and international reputation. Most of the Fifth Cycle recommendations have been successfully implemented. Consequently, our recommendations are few and focused on only the most essential areas:

1. Develop a selective and clearly focused recruiting strategy to increase program enrollment and completion by:
   - Reducing student attrition at two key points in the graduate experience: 1) the time between acceptance into the graduate program and the beginning of the first semester, and 2) the attrition rate of students who begin the graduate program but fail to complete it in a timely manner.
   - Considering a two-track system that serves the needs of professionals currently working full-time in the field, as well as those seeking graduate degrees in order to pursue terminal degrees.
   - Reducing the time necessary to complete the program for full-time students.
   - Implementing increased opportunities for social development among the graduate students and faculty (on and off campus).
2. Implement an e-portfolio system that can be utilized for multiple functions: student assessment of learning outcomes, program evaluation, student self-reflection, student retention, and professional development.
3. Strengthen the assessment of the culminating experience by developing internal controls and specific assessment strategies for each of the three options for culminating experiences (e.g., comprehensive exam, thesis, and applied research project).
4. Seek opportunities to highlight the RPT graduate program’s many contributions to the university priorities of social justice, civic engagement, and internationalization.

External Reviewers’ Secondary Recommendations, pending Resources

5. Determine a strategy to split the chair and graduate coordinator positions or provide assigned time to the Graduate Coordinator.
6. Determine a strategy to provide graduate faculty some form of support for the supervision requirements of the culminating experience (and possibly e-portfolio).
7. Develop a plan and rationale for an additional tenure/tenure track faculty line to support the undergraduate and graduate program.

External Reviewers’ Concluding Remarks

The graduate program in the Department of Parks, Recreation and Tourism at San Francisco State University supports the mission and strategic priorities of the university and department. The graduate faculty provides professional leadership locally as well as in national and international arenas. The curricular revisions recommended in the Fifth Cycle Program Review have created a contemporary and vibrant program with a clear mission on collaborative leadership for the 21st century in parks, recreation and tourism.
This Recreation graduate program builds on its 60-year leadership legacy and commitment to publicly supported parks and recreation for youth development, aging, community quality of life, and civil society. No other program in California approaches SFSU’s clear vision and commitment to these core values. This program is viable without an additional investment of university faculty and financial resources but it is deserving of both.

More attention to recruiting and retention accompanied by modest refinements to course sequencing will increase the completion rate of graduate students. A carefully implemented professional portfolio will reveal graduate program outcomes in personal and professional development realms. Judicious consideration of online coursework will enable more professionals to complete the program leveraging its benefits of its vision throughout the city and region.

Appendices

Appendix A: External Reviewers’ Recommendations in Grid Format

Appendix B: Brief Reviewer Biographies

Appendix C: Proposed Scheduling and Time-To-Degree For Recreation Graduate Degree (pending approval)
Appendix A: External Reviewers’ Recommendations in Grid Format

The graduate program is designed around the important and contemporary vision of collaborative leadership and it will serve San Francisco and the Bay Area well into the future. Since a major curricular revision was successfully accomplished after the Fifth Cycle, our primary recommendations deal with aspects of the graduate program that influence enrollment and completion rates. The entire recommendation appears in the body of the report with only a brief phrasing to connect the recommendation with the Self-Study and the External Review.

**Primary Recommendations**

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<tr>
<th>Brief summary of recommendation</th>
<th>Reference Pages</th>
<th>Date/ Responsible Party</th>
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<tr>
<td>1. Develop a selective and clearly focused recruiting strategy to increase program enrollment and completion.</td>
<td>SS Chapter 2 ER pages 9-13</td>
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<tr>
<td>2. Implement an e-portfolio system that can be utilized for multiple functions.</td>
<td>SS Chapter 7 ER pages 8, 13</td>
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<td>3. Strengthen the assessment of the culminating experience by developing internal controls and specific assessment strategies for each of the three options for culminating experiences.</td>
<td>SS Chapter 4 ER pages 8, 13</td>
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<td>4. Seek opportunities to highlight the RPT graduate program’s many contributions to the university priorities of social justice, civic engagement, and internationalization.</td>
<td>SS Chapter 8 ER pages 4-5, 15</td>
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**Secondary Recommendations (pending resources)**

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<th>Reference Pages</th>
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<tr>
<td>5. Determine a strategy to split the chair and graduate coordinator positions or provide assigned time to the Graduate Coordinator.</td>
<td>SS Chapter 10 ER pages 7, 9, 16</td>
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<td>6. Determine a strategy to provide graduate faculty some form of support for the supervision requirements of the culminating experience (and possibly e-portfolio).</td>
<td>SS Chapter 10 ER page 7</td>
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<td>7. Develop a plan and rationale for an additional tenure/tenure track faculty line to support the undergraduate and graduate program.</td>
<td>SS Chapter 10 ER page 2</td>
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Appendix B: Brief Reviewer Biographies

**Corliss Outley** (PhD, Texas A&M University) is an Assistant Professor in the Department of Recreation, Parks and Tourism Sciences at Texas A&M University. Dr. Outley was formerly a faculty member with the School of Kinesiology at the University of Minnesota, where she also served on the Youth Development Leadership Program faculty. Dr. Outley has done extensive research on inner-city play habits of children and youth with particular interest on positive youth development, ethnic identity, out-of-school time experiences, built and physical environmental influences, and social relationships (peers and parents). She involves youth in the design and implementation of her research via focus groups, community mapping, and documentary photography. As a community engagement scholar she has provided research-based training on urban youth of color with various organizations. Dr. Outley’s workshops have included: *Working with and Understanding African American Young Men, Understanding African American Young Females, The Use of Hip Hop in Curriculum, Cultural Competency and Youth Development, and Understanding Urban Youth of Color*. Her opportunities to work within the community have also been documented through a 2004 PBS DragonFly TV spotlight on “real scientists.” Dr. Outley is featured as an Urban Play Researcher, and was the only social scientist whose work was profiled. Outley earned her B.S. in Biology at Grambling State University, Louisiana, her M.S. in Forestry from Southern Illinois University-Carbondale and her Ph.D. in Recreation and Natural Resources Development from Texas A&M University.

**Emilyn Sheffield** (PhD, University of Southern California, 1982) is a Professor of Recreation and Parks Management at California State University, Chico where more than 500 students are preparing for careers in hospitality, parks, recreation and tourism. From CSU, Chico she coordinates a popular series of Service Learning and Leadership Field Schools at national parks, trails, and forests in California. Dr. Sheffield works with interdisciplinary teams on complex projects involving scenic byways, heritage tourism infrastructure, and visitor services throughout California and the western United States. These projects share the common goal of increasing support for parks and special places through branding, identity systems, strategic planning, or product development. Her applied research projects and high-energy presentations help natural resource agencies and their partners respond more effectively to changing demographic and lifestyle trends. The National Park Service, the Presidio Trust, the USDA Forest Service, the U.S. Fish and Wildlife Service, the Bureau of Land Management, the U.S. Army Corps of Engineers, California State Parks, the Golden Gate National Parks Conservancy, the Save the Redwoods League, and local parks and tourism organizations are recent project sponsors or partners. She is the Vice President of the Association of Partners for Public Lands and an executive board member of the California Roundtable for Recreation, Parks and Tourism. She co-chairs the National Park Promotion Council Research Committee.