You need to be aware of what others are doing, applaud their efforts, acknowledge their successes, and encourage them in their pursuits. When we all help one another, everybody wins.

-Jim Stovall

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>From Our Director</td>
</tr>
<tr>
<td>4</td>
<td>Community: Building Better Connections</td>
</tr>
<tr>
<td>6</td>
<td>Our Foundations</td>
</tr>
<tr>
<td>8</td>
<td>Power Up</td>
</tr>
<tr>
<td>10</td>
<td>Community Close-up: Teresa Hall</td>
</tr>
<tr>
<td>12-15</td>
<td>Accomplishments &amp; Success</td>
</tr>
<tr>
<td>16</td>
<td>Community Close-up: Macall Marshall</td>
</tr>
<tr>
<td>18</td>
<td>Outreach &amp; Engagement</td>
</tr>
<tr>
<td>20</td>
<td>Community Close-up: Sam Edwards</td>
</tr>
<tr>
<td>22</td>
<td>Research Evaluation</td>
</tr>
<tr>
<td>24-27</td>
<td>Challenges</td>
</tr>
<tr>
<td>28</td>
<td>Community Close-up: Erica Ramsing</td>
</tr>
<tr>
<td>30</td>
<td>Goals for 2010-2011</td>
</tr>
<tr>
<td>32</td>
<td>Community Close-up: Holly Darnell</td>
</tr>
<tr>
<td>34</td>
<td>Governance</td>
</tr>
<tr>
<td></td>
<td>- Board of Recreational Sports</td>
</tr>
<tr>
<td></td>
<td>- Sport Club Committee</td>
</tr>
<tr>
<td>36</td>
<td>Community Close-up: John Leathers</td>
</tr>
</tbody>
</table>
Today, more than ever, our staff recognizes the opportunity to play an expanded role in the positive student experience. We must continually strive to be adaptable and broaden our skills in order to meet new needs. Our ability to respond to the changing needs of our campus community and students will ensure that we continue to have a significant role in the education and success of those who pass through the gates of the institution, the doors of our facilities, and encounter the positive mentoring of our staff. In that effort, it is important for us to review our Foundations [Mission, Vision, Guiding Principles, Values] that ground our work and provide focus and direction. In addition, it is critical to recognize the approach to our work and what conditions and tenets we utilize. As a department we believe:

• We have the talent, capacity, and passion to be successful
• There is a high expectation for individuals to effectively collaborate, partner, support, and work with each other to a common purpose
• Structure does not limit our ability to communicate, create, and support, nor should it become a barrier for interaction, collaboration, and partnering
• We design towards excellence, not towards perceived limitations. In our work, we will consider responsibilities rather than ‘jobs’
• We will design for long term sustainability rather than a short term gain
• We will determine our success through outcomes that are based on qualitative and quantitative methods
• We will have a sustained effort towards excellence - a “business as usual” approach, if not excellent, is unacceptable
• Resources, whether abundant or limited, will not be considered a barrier or limitation towards reaching excellence

This approach allows our vision to extend beyond the immediate and essential into a realm of possibilities that cause us to be ever-evolving, while anticipating the needs of the community. The following pages tell the stories of the university community members’ experiences with the Department of Recreational Sports. You will find individual stories about the health benefits of regular participation in the use of facilities and engagement in programs and services. Second, there will be the sharing of our values, direction, and focus of our work, and finally we will provide the highlights of how we enhance the student experience. It is stories such as these that reaffirm the ongoing commitment to students and the meaningful contributions of the Department of Recreational Sports.

The person who tries to live alone will not succeed as a human being. His heart withers if it does not answer another heart.

-Pearl S. Buck
Whether participants are learning to navigate rapids on an Adventure Learning Institute trip, sweating as they dance in synchronization in a hip hop class, forming a new intramural team, belaying a friend as they climb the rock wall, or just meeting up with friends in the atrium, they are participating in activities that support their development of community. Trainers, lifeguards, clinicians, and safety staff are available to support the health of community members to enable them to participate more fully in all that the college experience has to offer. And, of course, regular programming offers opportunities to try something new and have a common experience with others.

Participants help develop this community as well. As they invite friends to join them in activity, as they work to be healthy and active, and as they submit new and exciting ideas, they are feeding energy into their community. This exchange of energy creates a vital environment where energy and community support build upon each other. As you read, you’ll find examples of ways the Department of Recreational Sports is building foundations for this community and you’ll see how participants have connected with those foundations. Community relies on individuals to make connections, but creating the welcoming space and opportunities to connect is where the Department of Recreational Sports finds its niche.
Our Foundations

Mission Statement:

Supporting Student Success
We strengthen the University by providing quality recreational and educational opportunities that foster healthy living.

Guiding Principles:

We make a positive difference
We are committed to providing recreational and educational experiences to the University community that support a well-rounded education and healthy lifestyle. We create and foster a safe, fun, and welcoming environment for individuals to participate and thrive.

We serve as educators.
We are committed to learning as an integral component of our work. We create developmental experiences through our employment, programs, services, and in collaboration with the campus community.

We believe each person has worth and dignity
We recognize, understand, and encourage celebration of the human differences that surround us and ask our users to participate in fostering this spirit. Expression of bigotry, hatred, prejudices, or disrespect is inconsistent with the educational mission of the University and contradicts the values of healthy living and fair play. We value and recognize that each individual can make a unique contribution.

We serve as stewards of our resources
We are committed to using our financial, human, and physical resources in a responsible manner in meeting current needs and addressing future growth. We make decisions that are sustainable and consistent with our mission, guiding principles, and vision. Student engagement in decision-making is important to our responsiveness and shared vision for the future.

Vision Statement:

With passion, innovation, and a steadfast commitment to excellence, the Department of Recreational Sports is a centerpiece of Oregon State University and student success. Our endeavor is to provide superior facilities, programs, and services that are essential to the strength and development of the community we serve. We encourage a responsive environment where our staff strives to be leaders in a growing and evolving field. The Department of Recreational Sports is dedicated to promoting lifelong recreational pursuits by providing dynamic experiences, which encourage healthy and creative learning.

Our Values:

Our culture is one of teamwork, mutual respect, accountability, and pursuit of a common vision. We encourage learning, strive for excellence, work collaboratively, and seek balance between our personal and professional lives. We celebrate our differences and successes and act with integrity. We are committed to shared responsibility in providing a welcoming, safe, and fun environment that is a centerpiece of campus life where social and physical interactions can flourish.
Power Up

Power Up began as a spark in the imagination of University Advancement and burst into a multidepartment effort to create a collaborative and holistic long-term health and wellness program. Over 19 weeks, participants tracked their healthy behaviors such as physical activity, sleep, nutrition, seatbelt and helmet use, and taking time for balance. Each participant also set his or her own goal to pursue, making the challenge unique to each participant. Individuals could participate on their own or with a team. Two teams were featured though the Power Up blog so the OSU community could track their progress, cheer them on, and gain inspiration. Additionally, the Power Up planning committee planned events and educational programs in conjunction with participating departments. Power Up Challengers and the OSU community were invited to events and presentations on sleep, stress, cooking, mindfulness and more.

Power Up both relied on and created community. The planning committee had representatives from no fewer than 8 departments: Student Health Services, Counseling and Psychological Services, the Department of Recreational Sports, University Housing and Dining Services, the Associated Students of Oregon State University, University Marketing, Student Life, and the College of Health and Human Sciences. Together the planning committee members were able to show health and wellness as more than a visit to the doctor or weight loss and exercise. Power Up emphasized all areas of wellness, from emotional to social to physical.

Naturally, teams formed their own communities. Perhaps the most exciting communities formed on and between the featured teams. Members of each featured team met with each other, and met together with counselors from Counseling and Psychological Services to discuss the challenges and successes they were experiencing. To kick the challenge off, members of both featured teams participated in an indoor experiential education opportunity. They laughed and celebrated as they threw balls in patterns they had to remember, shouted the names of their opponent as the tarp dropped between them to reveal their counterpart, and problem solved as one big team to work through challenges. In the end, the group concluded that the Power Up experience would not simply be about two teams pitted against each other and the community within those individual teams, instead it would be about the two teams supporting each other in a journey that was important for each of them.

The last experience the teams had together was again with Mark Belson, the Experiential Education guru at the Department of Recreational Sports. This time the group headed out to the high ropes course. Again, they reported having an amazing time trying things they never thought they would, whether it was trying the zip line, jumping from the tiny top of a log to a trapeze dangling in midair, or trusting their belay partners as they traversed a narrow cable high above the ground. The group bonded through their support of one another and emphasized once again that this journey was about supporting each other, regardless of their team.

Nineteen weeks later participants applauded the success of others. Some participants met their original goals, and some reevaluated their goals to set and realize other more realistic or rewarding goals. One featured participant met his goal of sleeping 7 hours a night on most nights for the 19 weeks. Another was able to run with her dog in agility trials without fatigue after her recovery from cancer. Still another climbed all the way to the top of the library without being winded. One learned to embrace her team and that she could impact the future of her health by dedicating herself to the effort. Together they created a dynamic group, all working on different challenges and all working toward the same goal of health and wellness. We applaud the Power Up Challengers!
For Teresa Hall, the Power Up Challenge was just what the doctor ordered. Teresa was diagnosed last summer with ovarian cancer; this timely challenge provided her with motivation and assistance to regain the muscle strength and well-being which was lost during her treatments. The first ever Power Up Challenge dared participants to set goals, track their health habits via blog, and attend informational seminars on campus. Two teams of participants were awarded points for progress, and effort in various areas of healthy living, including fitness, nutrition and emotional well being. Technology was integrated into the challenge via the blog that participants used. Teresa found debriefing via blog to be a helpful way to track progress and figure out what worked best for her.

The Challenge ran two terms, which, for Teresa, was an ideal amount of time. “Everyone knows they should be exercising and eating right, but not everyone has the tools to make it a reality. The long-term format of the Challenge gave me the time to relearn healthy habits,” something that Teresa had been looking for to reclaim her health after beating cancer. The all-encompassing design of Power Up gave Teresa the knowledge to utilize all the healthy living opportunities that Oregon State has to offer.

Teresa noted how relaxation strategies she learned from the CAPS Mind Spa assisted her in dealing with the stress of doctor’s visits, and recognized her teammates for their own progress during the challenge.

Teresa wrote at the end of the Challenge, “having the support of this group of people as we shared our struggles and triumphs was a pleasure and something that I shall truly treasure.”

In the beginning of the Challenge, both teams participated in a condensed version of Dixon’s Challenge Course. At the end of Power Up, the teams collaborated in the full version of the death defying Course. “The smaller to larger transition of the courses we used were a great metaphor for the Power Up Challenge: face your fears by starting small.”
Accomplishments and Successes

Our successes are the result of the work of our talented student employees and professional staff. This team of over 350 individuals emphasizes excellent customer service and program delivery, focuses on contributing to the campus emphasis on student success, and responds to student need. Our Strategic Goals of Leadership and Learning, Health and Community, coupled with Stewardship and Sustainability, provide a framework for our efforts and maintain a direction that continues to support student success.

Accomplishments and Successes

• The department provided the leadership to launch a major campus-wide behavior change-based wellness program, Power Up. While the program did not reach a high quantity of participants, those it touched experienced profound impacts (see featured story). One participant’s statement: “I’ve been reflecting about this journey and the things that I have learned and feel that it is only the beginning. I want to continue working out and eating healthy. I like the way that I feel. And it is not just physically, but mentally as well. I feel stronger and more comfortable with where I’m at. I am happy. The balance that has been part of this challenge has been so helpful in gaining that feeling. I know that I need to take care of myself and not just in a physical sense. I could list all the specific changes that I have experienced, but I believe that the inches and pounds are a secondary bonus of the challenge. The strength and flexibility that I feel are so much more important.”

• Planning of the Outdoor Recreation Complex and McAlexander Fieldhouse Renovation Projects has been completed. An extensive process was used to reach out and include the many stakeholders and other partners on campus to ensure design would meet the needs of the campus community. Construction has commenced with anticipated completion dates prior to the end of fall term 2010.

• The department experienced a second consecutive year with substantial increases in activity levels with Dixon entries up 8% [two-year total of 22%], limited access up 7%, Fitness Programs up 21%, and Intra mural Sports Team Entries up 6.5%. Our success was demonstrated in our ability to effectively respond to this growth and retain our high level of practices and delivery of service.

• The new Federal Virginia Graeme Baker Act [requiring all public pools and pool drain covers regulations] presented a major challenge for the department. With little local or state direction, the department provided leadership in the State of Oregon for researching and finding solutions for compliance. Stevens Natatorium became the first public pool to be properly outfitted with approved drains/cover and became a model and resource for others in their efforts for compliance.

• The Power Up Challenge was most successful in the collaboration that it inspired. Representatives from Student Health Service, Counseling and Psychological Services, University Housing and Dining, the College of Health and Human Sciences, University Advancement, University Marketing, ASOSU, and Student Life worked together to create a cohesive whole and succeeded in working effectively together and conveying a holistic picture of health and wellness that demonstrated connectivity between each department’s specific purpose. We are hopeful this model of partnering will be a basis for future initiatives.
Accomplishments and Successes

Student Engagement

- The Adventure Leadership Institute (ALI) completed its first full year of implementation. This collaborative program with the College of Health & Human Sciences provides a unique experiential learning opportunity through adventure skill development, program delivery, and intentional reflection. This new model for adventure programming is considered as a best and rare practice. This year, ALI delivered 41 different Physical Activity Courses (PAC) and Exercise and Sport Science (EXSS) offerings, a total of 963 academic credit hours to 742 students, and issued 24 Certificates of Adventure Leadership.

- Participation in the Pac 10 Fitness Challenge increased to 570 and resulted in OSU receiving awards for most improved number of participants and most improved minutes logged.

- Learning opportunities continue to grow in clinical settings and programs for credit practicum and internships. This year 38 students worked with athletic training, experiential education, fitness, facility operations, marketing, competitive sports, business, and administration. Designing these opportunities has been a focus of the department and more opportunities develop as we find ways to support student academic learning pursuits.

- After Dark continues to be a successful collaboration (Rec Sports, University Housing and Dining Services (UHDS), Students Events and Activities Council (SEAC)) that provides alternative opportunities to students on Friday evenings. The most successful After Dark event this year was our collaboration with the Residence Hall Association to co-host their annual Casino Night. Well over 500 people turned out for the casino style games, live music, food, and a hypnotist.

- The department designed and delivered an orientation/team building experiential education program for the College of Engineering and their 850 new students as part of their First Year Experience. In addition, the department delivered “Engineering Adventures” (formerly FOOTSTEPS), an outing serving 80 engineering students during CONNECT Week.

- The Kinetic Integrations Exercise Professionals (KIEP) Program, offered through Athletic Training Services, has continued to expand. This advanced level of personal training allows OSU students to prepare and practice skills needed in the professional settings of personal training, strength and conditioning, physical therapy and athletic training. This unique program, designed and developed by Guido Van Ryssegem, ATC, is becoming nationally recognized model for full injury recovery. Twenty students successfully completed the class with students representing the following academic programs: pre-physical therapy, athletic training; and nutrition and exercise science and three international students representing Japan and South Korea.

- The “I in Team” program is a great example of a significant collaborative effort between the Center for Leadership Development and the Challenge Course program. This program supports OSU students in the classroom setting who are working together as group project teams and is designed to help them align their communication, problem solving, and teamwork skills to maximize these academic experiences. This collaborative programming effort provided approximately 24 “I in Team” sessions serving over 800 OSU students from several colleges across the OSU campus.
Participating in athletics isn’t a newly formed habit for Macall. From a young age, Macall participated in basketball, softball and cross country through her school in Gold Beach, Oregon. Upon deciding to enroll at Oregon State, staying active in sports was a high priority. Intramural Sports has been a vital tool to Macall’s social and academic success here at OSU.

“Intramural Sports have definitely added to my overall OSU experience. The opportunity to join my friends and meet people on different sport teams is one of the reasons I’ve stayed enrolled at Oregon State.” Macall notes a time during her sophomore year when she felt somewhat lost academically, and remembers some of the friendships that were forged or strengthened on her Intramural teams really helped her find an identity on the Oregon State Campus. “I really got to know my coworkers on the Athletics Marketing Team after playing Intramural basketball with them. They definitely became a support group for me, and eventually I found that marketing was the degree I needed to be pursuing.”

Additionally, Macall appreciates that Intramural Sports is a great way to collaborate with friends, despite increasingly busy schedules. A team name “The Night Hawks” has continued with Macall and her friends through multiple sports and multiple seasons. These students use Intramural Sports to stay in touch. “The Night Hawks softball team was sometimes the only way my friends could get all of our schedules to line up and spend time together.”

This year Macall suffered an Intramural softball injury which sent her to the hospital. “A foul ball left me with an awful black eye for over a week, but the support staff from Dixon and all my friends made it a memorable experience, definitely not something that will keep me off the fields next year.”

Macall Marstall
Our partnership with the Corvallis High School Work Experience Program has continued, and this year we hosted 3 students in Facilities Operations. The Work Experience Program supports students with a variety of learning, social and physical challenges, and matches them with work experiences and environments that are appropriate for their interests, skills and abilities. Recreational Sports gives them this valuable work experience in a nurturing and supportive environment.

We designed and delivered an Outdoor School curriculum to the Corvallis School District and over 450 middle school students during a three week period. This program matched students with environment activities and a service learning project in conjunction with the Challenge Course. Based on their assessment and evaluation, the 509TH District hopes to expand this program offering to all middle school students in the future.

The annual Philomath Middle School, “Bullies to Buddies” bullying prevention program served in excess of 125 students. This program designed by Experiential Education staff has become very successful in addressing youth behavior.

We continued our partnership with the Benton County Health Department, supporting the Reconnecting Youth curriculum serving “At-Risk” youth from several high schools within Benton County.

The Challenge Course partnership with the Willamette Valley Leadership Conference provided team building & leadership development for students from (8) high schools throughout the Willamette Valley.

The department collaborated with community organizations to provide program and space resources: American Red Cross, Benton County Sheriff’s Office, Boy Scout, Boy and Girls Club, CEVA, City of Adair Village, Community Services Consortium, Corvallis Library, Corvallis Little League, Corvallis Soccer League, Life Community Church, Linn Benton Pop Warner, Mid Valley Soccer Club, North Albany Community Church, Northwest Hills Community Church, Silk Town Derby Dames, Suburban College Ministry, Willamette Volleyball Club, Valley Toddlers, Valley Vikings, and Young Life. These are just some of the examples of our outreach and engagement impacting and supporting others in the community.

Recreational Sports is one of the largest American Red Cross Authorized Providers in the state for quantity and diversity of classes offered. We issued over 1,700 certifications to more than 1,300 participants this year. To do so, we have trained more than 25 students to deliver these programs.

The approval of McAlexander Field House and Outdoor Recreation Complex through the Corvallis Historic Resources Commission (HRC) was very successful. This approval highlighted the work of RecSports staff, Campus Planning, and architects in understanding the mission and vision of both projects and how they are integral to health and growth of campus. The process of building in the newly identified OSU Historic District and presenting to the HRC was a fairly new and unfamiliar process. The time, effort, planning and attention to detail was crucial in projects being approved as submitted.

Through membership on the University Risk Advisory Board, we actively participated in the development of relevant university related risk topics such as system wide volunteer management, international travel and health insurance, and risk assessment reduction strategies for the university.

As a campus community resource for space and planning expertise, we served over 200 unique groups by providing access via rentals to facilities and resources and made over 10,000 facility reservations with over 31,000 hours of utilization. This initiative is becoming a major undertaking by the department as the growing needs of clubs, organizations, departments and other units are competing for the availability of appropriate space on campus.

The Student Affairs (SA) Communications Group completed environmental reviews of SA Deparments and began analysis in partnership with the SA Leadership Team to initiate work to better tell the collective SA story. Testing on some unified SA themes/messages has begun.
Most students can claim that their college experience is a “busy” one, but Sam Edwards takes busy to the next level. Currently, she is working at the Dixon Outdoor Recreation Center in addition to the RecSports Challenge Course, while striving to achieve certification in both the Facilitator and Trip Leader tracks through the Adventure Leadership Institute (ALI). In her down time, Sam takes classes and teaches hip-hop dance. She recognizes the impact of being involved in the RecSports Department on a regular basis, stating “it’s made me more of a people person, and allows me to meet new students on a regular basis who share my interests.”

Her training to be a Wilderness First Aid Responder as well as a white water rafting guide has brought her “a feeling of being much more ready and relaxed in wilderness situations,” and has given her “the knowledge about what you need to be prepared and successful on a trip.” Sam recognizes that these skills have also enhanced her education as well, while endowing her stress management skills. This kind of experience is useful as an Oregon native, and will undoubtedly be valuable in her future endeavors.

“Going through ALI has made me more involved in my education at OSU,” she reports. “I didn’t know what I wanted to do; [ALI] actually kept me in school, since I was planning on taking a break.” Sam believes that her classes and training within RecSports and ALI are the “best classes” on campus, because they challenge her and allow the opportunity to be physically active as well.

“There are not many classes that let you flip a raft for practice,” Sam says, “and no other syllabus includes play time with your friends while learning, but that’s exactly what happens with the ALI.”

“A community is like a ship; everyone ought to be prepared to take the helm.”

-Henrik Ibsen
Research and Evaluation

The Department of Recreational Sports recognizes its responsibilities to the OSU community as being good stewards of resources, growing student life skills, and promoting healthy behaviors across campus. Toward that end, assessment and evaluation inform decision making for continual improvement.

Multiple meetings in 2009-10 about “what matters most” exposed a common set of metrics for all programs and services in the department. The resultant data collection supplies content to this year’s annual report and those to follow.

Stewardship and Sustainability

As the department renovates its facilities, multiple focus groups of students, faculty, and staff have informed the way new space can best be used to serve the varied interests of campus.

Recreational Sports customers provide feedback in various forums, all of which receive personal and prompt response about feasibility and action. The department maintains two suggestion boxes (one on site and one electronic), a Member Advisory Council, and a weekly e-newsletter that all invite input. In addition, bi-annual electronic surveys measure satisfaction and importance related to facilities, equipment, and service.

Leadership and Learning

The department provides curriculum in three primary areas – program delivery, student employment, and informal, free-choice learning. These teachings areas are complemented with a Program Area planning group, the Student Employment Committee, and the Outreach planning group, respectively. Regular communication between these groups, along with an alignment of assessment planning with annual Leadership Team planning, continues to increase meaning in our measurements and improve internal continuity. With the unveiling of a new BaccCore on campus, the department has begun to evaluate its own learning outcomes to ensure alignment and a meaningful contribution to the student academic experience.

Measurement of learning varies from program to program. Some use checklists for demonstrated skills, some use student presentations, and others use written summaries. Some are still formalizing learning outcomes that describe the curriculum they have been delivering for years. A common evaluation with open-ended questions about satisfaction and learning is used by all.

When working with practicum and intern students, program areas document expectations in a contract and hold regular meetings to assess progress. These students provide a summary presentation of their learning to an open forum of administrative staff.

A Student Employment Committee has identified three character skills that were taught throughout the department this year – conflict management, safety, and customer service. The department implemented rubrics to measure staff learning in each of these areas. Training was delivered in early fall and students used the rubrics to consult with colleagues and self-evaluate. Benchmark data was recorded this year.

**Ninety-three percent of graduating operations staff self-reported they have grown in competencies that include conflict management, customer service, and leadership as a result of their employment at Recreational Sports.**

Healthy Community

The department reorganized this year, merging marketing, membership, and wellness into Outreach services. Outreach works in collaboration with other wellness providers on campus to provide messaging that encourages physical activity and other healthy behaviors. Staff continues to study the methods of free choice learning and to construct the measurement tools that might unveil the impact of this messaging on students, faculty, and staff.
Challenges

As we continue our journey for self-improvement, it is important to recognize what we need to address for the future. This will provide focus, assist us in prioritizing our work, guides us in determining effective strategies, and help us take advantage of opportunities that lay before us.

Enrollment and Retention

- The department is beginning a process to review recent and upcoming decisions in the OSU Strategic Map, BaccCore requirements, Student Affairs Strategic Plan, Healthy Campus Initiative, and purpose and goals for the Health/Wellness Cluster to ensure our alignment with the institution. This may become a challenge if we need to refocus our efforts or substantially adjust the approach to our work.
- The substantial increase in enrollment over the past two years has challenged staff to provide the individual attention to student needs and to provide the programming opportunities desired. Space, equipment, access, financial resources, and staff time will be impacted and the anticipated enrollment growth for 2010-11 will require us to find more effective and efficient ways of delivering programs and services to the university community.
- Early involvement with new students as they arrive to campus is an important factor in their persistence towards a degree. As facilities fill up and program opportunities become limited with high demand, we will need to find new strategies to welcome and engage these students.

Student Learning, Leadership and Development

- In light of the new student organizations structure, policy and processes, we will be challenged to effectively establish an Outing Club - essential to providing practical field experiences for ALI students, and expanded adventure programming to the campus. This is a new way of doing business that will require a different approach to club structure and support.
- As a department that manages a variety of spaces, we are experiencing increase requests and demand on facilities for unusual and unique all-campus activity and events. We are challenged to provide the necessary expertise to support these student needs.
- The rapid growth of the ALI has out-paced our ability to effectively deliver the program. We have concluded from inquiries by interested or perspective students that additional resources will be needed in the future.

"Reason shows me that if my happiness is desirable and good, the equal happiness of any other person must be equally desirable."

-Henry Sidgwick
Facilities and Infrastructure

Several building projects have been sited on existing sports fields used by the department. Coupled with the anticipated growth of the campus to more than 30,000 students, the department will need to identify a location that can accommodate the loss of this space in order to meet the needs of the campus in the future. It is important for us to engage those in Facilities Services, Campus Planning, and others in a process to identify one contiguous location that could be developed over time. The most pressing issue is the construction of the new track facility on the South Intramural Fields slated for as early as summer 2011.

Similarly to above, the anticipated growth of the campus will challenge us in determining how to structure the department to meet future needs. We are already experiencing the challenge of delivering programs and services to a greater number of users without increased resources or appropriate infrastructure. The growth of 22% of entries into Dixon Recreation Center has had an impact in almost every area of the department: operations, maintenance, custodial, space allocation, capital improvements, business functions, utilities, programs, and personnel. Most importantly, the impacts on human resources are substantial and we will be challenged this coming year to find resolution to this issue.

Facilities and Infrastructure (Continued)

Due to the economic conditions, we are experiencing a withdrawal of some of our partners and others on campus in our efforts to collaborate on initiatives. Division and university-wide initiatives that require a broad approach by many, are being impacted. We will need to find solutions to the reduced human capital available to us if we are to continue to address the campus needs.

We are already experiencing an increase in inquiries on access to the two new facilities - Outdoor Recreation Complex & McAlester Fieldhouse. We will be challenged to balance the campus and community needs while generating the needed resources for effective management of these spaces.

Transitioning to the new Business Center, in concert with changing professional roles, facility and program expansion, and increasing enrollment, offers some unique challenges to the entire organization.

Coupled with the Business Center transition [loss of two personnel], the department is instituting a number of business and technology-related activities into the unit: on-line registration, improved accuracy of user entry, student employment processes, electronic recordkeeping, maintenance management tracking program, and asset management. We are challenged to find the human resources to effectively implement these changes due to fewer personnel.

"Just as there must be balance in what a community produces, so there must also be balance in what the community consumes."

- John Kenneth Galbraith
Erica Ramsing

Erica Ramsing is a graduate student at Oregon State. Before she entered her professional program, she was well versed in the services that Dixon had to offer. As an undergrad, Erica utilized Recreational Sports as a vital, holistic tool for managing stress. "Dixon Recreation Center was my "safe zone". I used it as a place to work through stress in the weight room, relax in the pool, and build new friendships and my own confidence in the climbing center."

Upon entering her master’s program, a friend recommended that Erica become a member of the Triathlon Club at Oregon State. It turns out that joining the club has been crucial to Erica’s success as a grad student. "No matter how badly I wanted to be done with my schoolwork, I couldn’t stand the thought of resigning from triathlon club treasurer. My involvement gave me the incentive to stick it out through the tough spots in school."

Sport clubs can offer another degree of learning for students; providing a hands-on learning approach is crucial for the many different ways that students absorb information. The Triathlon Club has presented Erica with real life experience for the skills she’s gained in the classroom during her graduate and undergrad degrees. "During my time as a triathlon club officer I have developed valuable money management, budgeting, event planning, and organization skills. My self-confidence has increased and I am more comfortable with public speaking. The applied experience in communications, marketing, management, and of course exercise and nutrition has rounded out my education and provided a much broader knowledge base than I could have gained from my graduate degree alone."

Don’t ask what the world needs. Ask what makes you come alive, and go do it. Because what the world needs is people who have come alive.

-Howard Thurman
Goals for 2010-2011

As we complete our annual review, and in light of campus changes and enrollment growth, we have identified a set of goals that will move the department forward in meeting the high demands of the campus community.

• Complete the construction of the Outdoor Recreation Complex and McAlexander Fieldhouse Projects and open the new facilities with an effective management and operational plan. Complete Business and Marketing Plan to maximize revenue generation

• Prepare department for a full Strategic Planning Process to address the rapid changing conditions of the university

• Find strategies to address the growth in student enrollment and high demands on facilities, programs and services

• In an effort to fully utilize existing facilities, complete feasibility studies and, if warranted, complete program space improvements

• Complete Solar Energy Project for reduction of steam consumption in Stevens Natatorium with a gift of $350,000 from Student Sustainability resources

• Complete review of the new Baccalaureate Learning Outcomes and if warranted, incorporate into the department learning outcomes and goals

• In concert with Campus Planning, identify long term needs and develop a strategic plan for the acquisition of outdoor sports field space

• Upon the transition to the new Business Center, identify infrastructure needs in financial activity, technology, human resources and other business functions
Holly Darnell

As a dietetics major, Holly Darnell knows how important it is to take care of one’s body. After starting school at Oregon State her freshman year, she looked into ways of doing just that. Her search quickly led her to Dixon Recreation Center. “There are so many different activities, whether it’s taking a class, swimming, or playing basketball. Dixon has provided a fun place for me to go that gives me a break from my academic life on campus.”

“Now that Holly is entering her junior year, she realizes her involvement with RecSports has done more than keep her active. “Dixon has provided me with a place on campus where I can go to find an upbeat atmosphere.” Holly’s friends know she will always be up for a trip to the gym. “By going to workout, I have developed friends who want to workout with me. Exercising has become something I get to do with people. I’ve gained workout buddies and closer relationships to people because we have a common interest.”

She has learned how important exercise is to her. “It’s become a habit in my day to help me feel better.” She believes life at school contains more than just academic activities. RecSports has been a great resource to help Holly enhance her experiences at Oregon State. “When I take time to focus on me, I perform better in all the other aspects of my life.”

“One of Holly’s favorite ways to participate through RecSports, is to take a Fitness class. Attending classes has taught her new ways to exercise and different techniques. She uses what she has learned in classes to improve her own workouts. “I’ve learned how fun exercise can be. I try to bring people to the classes and help them enjoy exercise as well. Other times, I will be working out with someone and say, ‘Oh, I just learned a new move in a fitness class. I’ll show you how.’ She also uses fitness classes to provide motivation for an intense workout. “Classes provide a different kind of workout. If I don’t want to push myself, I can go to a class that day and still get a great workout.”

“The greatest good you can do for another is not just to share your riches, but to reveal to him his own.”

- Benjamin Disraeli
John Leathers finds confidence, friendship, and motivation on a daily basis in the “luxury” of Dixon Recreation Center. “It’s common knowledge around the Pac-10 that Dixon is one of the nicest facilities and I definitely agree. It’s the nicest gym I’ve ever worked out at. It has everything you could want in a gym; you can rock climb, swim, and play ping pong. There’s a hot tub, basketball courts, volleyball courts, weights, a full indoor track, cardio machines, rowing machines, places you can come and sit to do your homework, and a TV to watch big games with others.”

“As highly as John speaks of the facility itself, he is more appreciative of what Dixon offers on a social level. “Being around people who constantly work hard motivates me. It gives me an incentive to work harder myself and opportunity to meet new people. You will see someone in class and not say anything to them; when you see them again at the gym you immediately have a common bond that allows you to feel comfortable saying hi to them.” John takes full advantage of Dixon’s social atmosphere; playing basketball almost daily and participating in intramural sports each year. He recognizes that these opportunities give him and his friends “a chance to get together, get a good workout, and meet new people.”

“Using Dixon Recreation Center regularly to create a healthy lifestyle, John acknowledges the significance of his workouts beyond the gym: “Coming and working out and interacting with everyone achieving goals gives you confidence to go work hard in other areas and meet new people. I would attribute a lot of my confidence and positive disposition toward life to my time at Dixon. I love it here. I really do.”
**Board of Recreational Sports**

The Board of Recreational Sports is the primary governing body for all aspects of the student fee funded Department of Recreational Sports. The Board is responsible for making recommendations to department administration in the operations of facilities and the delivery of programs and services for the Oregon State University campus. This body reviews operation and use policy, the development and implementation of new programs and services, makes recommendations for requests of student funding, monitors the financial activity, and participates in long range strategic planning.

The Board is comprised of six to seven students appointed by student government, five faculty or staff selected by the Vice president of Student Affairs (to include representatives from Intercollegiate Athletics, College of Health & Human Sciences, and Student Affairs along with two at large members) and an ex-officio member from the department of Recreational Sports. The Board’s guidance and council has been critical in the development of facilities and the implementation of new programs and services.

**Students**

Dustin Ebel  
Josh Makepeace, Co-Chair  
Emily Miletich, Co-Chair  
Kevin Schock  
Andy Taylor

**Faculty/Staff**

John Cheney  
Jeff McCubbin  
Allison Davis-White Eyes  
Steve Lawton  
Helene Serewis

**Ex-Officio**

Tom Kirch

**Students**

Pamela Johnson  
Dan Arnold  
Megan Jurasek  
Brandt Vance  
Timmy Perston

**Faculty/Staff**

Kathy Proffitt  
Cari Song

**Ex-Officio**

Joey Jenkins

**Sport Clubs Committee**

The Sport Clubs Committee is the primary governing body of the Sport Clubs Program. The Committee is responsible for establishing and reviewing policies related to the operation of the program, evaluating, and reviewing budget requests, allocating individual club dollars and allocating money to clubs from the national travel fund account. The Committee also is responsible for evaluating and reviewing requests for new club membership, responding to questions and issues concerning sport clubs, and making recommendations regarding club and individual member status when disciplinary or conduct issues arise.

The Sport Clubs Committee consists of five elected sport club student members elected by the Sport Club Association, (which consists of one representative from each sport club), and three faculty or staff members appointed by the Vice Provost of Student Affairs. The Sport Club Coordinator and the Director of Recreational Sports will serve as ex-officio members to the committee.

**Students**

Triathlon  
Racquetball  
Equestrian Drill  
Men’s Lacrosse  
Men’s Ultimate Disc

**Faculty/Staff**

Intercollegiate Athletics  
Intercollegiate Athletics

**Ex-Officio**

Recreational Sports (Sport Club Committee Chair)