DEPARTMENT OF RECREATIONAL SPORTS
ANNUAL REPORT
2012 - 2013
Community
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Dear OSU Community,

Each year as I look back over the past 12 months, I am increasingly impressed by the professionalism that is exhibited by our 400+ student employees and 30 staff in the delivery of programs and services to the university community. As is the case in any organization, the human resources – the people – are our most important asset. It is no accident that user feedback related to department performance is regularly underscored with high quality service to others. This effort is the underpinning of our endeavor to support the wellbeing of our health-conscious campus community, and it is the point of our greatest pride.

This past year we have embarked on a very significant and ambitious project – completing a Feasibility Study on the renovation and expansion of Dixon Recreation Center. The study was originated in response to increasing concerns by the campus community related to overcrowding. Substantial and sustained growth has created a demand that currently exceeds our capacity to accommodate activity and participation interests. When combined with campus projections of a 28,000 student population, the department’s ability to meet campus recreational needs will be severely compressed. The study identified ways to meet the program and facility needs on the existing site while addressing the many initiatives within our own Strategic Plan: promoting wellbeing, enhancing community, fostering student development, and enriching leadership opportunities. We are very excited about the possibilities of blending these initiatives into a facility design that will heighten our pledge to a healthy campus community. The following pages tell the accounts of our journey as we endeavor to grow and develop our service to the university community. We share stories about individual benefits of regular exercise and participation in our facilities and programs. Secondly, we illuminate our values, aspirations, opportunities, and challenges; and finally we provide highlights of how we enhance the student experience. Stories such as these reaffirm the value of our ongoing commitment to students and the meaning behind our work. I invite you to read further to learn about the Department of Recreational Sports and its impact on the campus community.

On behalf of the entire Department, I thank all of our OSU partners and collaborators for the many ways they foster success in Recreational Sports and more importantly, the way they contribute to our efforts in supporting students.

Thomas Kirch
Director, Recreational Sports
RECREATIONAL SPORTS MISSION STATEMENT

We inspire healthy living by providing quality recreational and educational opportunities for the OSU Community.
Our Foundation

VISION STATEMENT
Through staff passion, innovation, and steadfast commitment to creating dynamic learning experiences, the Department of Recreational Sports has established itself as an essential campus partner in student wellness, a healthy campus, and the success of students and campus alike. OSU Recreational Sports is recognized as a leader and source of best practices in the growing and evolving field of recreation.

TEAM 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.

GUIDING PRINCIPLES
We make a difference through opportunities. We are committed to supporting the OSU community by providing experiential learning, physical activity, and social connections that foster a fun and welcoming environment where individuals thrive.

We serve as educators. We create meaningful learning experiences through our collaborations, programs, services, facilities and employment, which support student success and enhance the student experience.

We believe each person has worth and dignity. We recognize, understand and encourage celebration of the human differences that surround us and ask you to participate in fostering this spirit. Expression of bigotry, hatred, prejudice or disrespect is inconsistent with the ideals of preserving human dignity and contradicts the values of healthful living and fair play promoted by Oregon State University and our staff.

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 and future needs. Recognizing students as a key resource, we are committed to involving them in decision making. Decisions will be based on being responsive, sustainable and consistent with our mission, guiding principles, values and vision.
Healthy Living

As our campus continues to grow, our programs and services are instrumental to enhancing and supporting a healthy community. While our signature contributions to a healthy campus are physical activity and social connectivity, our organization has a diverse set of offerings that contribute to multiple aspects of wellness.

Oregon State University is developing students who will provide leadership in their future communities – affecting policy and culture in the places they live. Developing a conscience and commitment for life balance, sustainability, and positive psychology has the potential to shape healthy communities beyond our campus and into the future. Recreational Sports plays an integral part in the OSU educational experience, and we are well-positioned to affect the wellness beliefs and behaviors of individuals and groups in the OSU community.

We will continue to collaborate with key campus partners to ensure campus wellness needs are being met for a healthy university community.

“We will deliver curriculum, events, and activities that contribute to the Healthy Campus Initiative by promoting physical activity and community building.”

“I do my job because I LOVE it. It is one thing in my day I can always look forward to. It matters because what we do here affects others and the quality of their day and ultimately their life. Health is not just exercise – it is quality of life, and RecSports is a great tool and influence for that greater purpose.”

- Samantha Houghton, Political Science, Student Fitness Staff

“Have fun with what you’re doing; you’ll go the extra mile unknowingly and it will benefit (your employer) and everyone around.”

- Kimi Dazzo, Psychology, Student Equipment Maintenance Staff
Recreational Sports posts feature stories to the web throughout the year, keeping students informed of changes in facilities and programming. In June of 2013, we featured the acquisition of new, accessible and versatile weight equipment.

Weight Room 1 in Dixon Recreation Center has gone largely unchanged over the last decade. However, a significant transition occurs this month, as the Department of Recreational Sports plans to welcome 28 brand new pieces of weight equipment into the building. It’s all part of Recreational Sports’ continued mission to create engaging environments for student growth and success.

The new equipment includes a variety of plate-loaded and FreeMotion equipment, as well as a 5-Stack Multi-Station that will create a more open, accessible, and functional environment in which students and members can work out. “There seems to be a real trend, especially in fitness training, from a weight and strength standpoint to more functional training,” said Exercise Equipment Maintenance Coordinator, Barry Evans. “(People are) wanting to use those supporting muscle groups. The equipment we’re getting is much better designed to not only do that, but also allow multiple exercises as opposed to sitting down and doing just one. With the Free-Motion equipment, there’s a lot more versatility.” Erika Hanselman-Green, Recreational Sports Fitness Coordinator agrees, “It will look cleaner. Aesthetically, it’s very pleasing. It will also be more biomechanically correct.”
We will extend a welcoming environment for a diverse population by regularly assessing our constituents to ensure the primary needs and interests of emerging populations are addressed.

Community

Recreational Sports facilities are a place of social gathering; and ensuring a welcoming and inclusive environment is key to attracting and engaging our diverse campus population in habits of physical activity that will follow them beyond graduation, into our larger society. The demographics of Beaver Nation continue to change, as does the face of wellness. In this time of growth and change, we will continue to ask questions and listen for interests to maximize access for aging students, international students, students from varied cultures and socioeconomic status, students who are veterans, students with disabilities, distance learners, people with sedentary lifestyles, and wellness partners. Expansion of our offerings will be grounded in these needs and interests.

“This job contributes to the Recreational Sports mission by preserving dignity, as all guests are treated equally and their concerns are taken seriously.”
- Christine Doran, Pharmacy, Student Aquatics Staff

“Through a variety of facilities, programming, and encouragement, Recreational Sports offers its participants many opportunities to have an experience that is personal, and unique. We can be different things to different people; and they can experience us as individuals or as groups. People are encouraged to step out of their comfort zone (or required to). It’s the best way to grow and for me, has always ended with a positive result.”
- Christina Birkett, Biology, Student Outreach Staff

987
challenge Course participants from local schools, other universities, businesses, and non-profits

1,881
participants in 40 different sport clubs

2,817
Facebook Fans/likes
This year, Recreational Sports started a collection of web stories that highlight individuals who influence our campus culture through personal choice and discipline. Rebecca Ott, a frequent user, was the first of our featured members.

You can’t help but smile when you are around Rebecca Ott, a Recreational Sports Member. Her energy is contagious; her commitment to bettering herself is inspiring; and her humble quest for health and wellness has brought her to become one of the most frequent users of Dixon Recreation Center.

“I didn’t grow up in a gym culture. I wasn’t an athlete. The last time I was in a locker room was in the fourth grade,” Ott said. “Just the concept of walking in the door, swiping your card, getting your towel and locker was intimidating to me. The personal shame of being in the locker room with these 19-year-old beauties was really difficult for me, and the insecurity of not knowing how to run the equipment or who you might run into while you’re all sweaty — these were all things I had to overcome.”

Having faced her fears and braved the facilities, Ott now speaks with a new perspective. “Recreational Sports is a place where no one cares if you’re gross or dirty. You can be as strong or as weak as you need to be. You can have a good day or a bad day.” “Mentally, it’s more about being in a supportive environment that has been so beneficial, with people who are likeminded.”

Ott recounts her fitness journey as a progression of choices. At first, “I was doing stuff on my own in Recreational Sports, but it wasn’t very intense.” In spring 2012, she signed up for the Recreational Sports May Shape Up program – an orientation to fitness practices in a supportive group environment. “That program took away a lot of the intimidation factor, introduced me to the format of classes, and got me used to the exercises... broke them down in a way that I could keep up with.” Feeling more confident and energized to continue on, Ott challenged herself by taking a weight training circuit class. “Ever since then, it’s been a fixture in my schedule. It’s my time!”

Ott is an accounting technician at Oregon State, and while she spends a large part of her day at a desk, she still finds time to be active and to balance her personal and professional interests. “You give us this huge pallet of classes, you give us an amazing facility – it rarely closes, is never broken down – how could I not take advantage of this and how could I not give it my best and all that I’ve got?”

117 hours facilities are open for activity in an academic week

27.1% student incidental fees returned to students via student payroll

82 student parents who used Our Little Village on-site day-care provider
Student Development

We will regularly identify and articulate the learning of our student employees, practicum/internships, and program participants in alignment with institutional learning goals, compare ourselves to best practices, and industry standards to guide our department development.

We are committed to promoting student success by facilitating and fostering their curricular engagement, educational achievement, and lifelong learning. We will be strategic in defining learning outcomes and developing transferable skills for our staff and participants that are aligned with the University’s Learning Goals for Graduates and employers interests. Our interactions will be grounded in developmental theory, and assessed to demonstrate our impact on the OSU graduate.

“(In) the two years that I worked for Rec Sports I became more focused with my classes because it made me more responsible and I was able to manage my time better. I have developed various skills that I have been able to transfer into my classes to make me a stronger student. Those skills have made me a stronger leader, which helped with my group projects and speeches.”

- Megan Allen, Marketing, Student Sports and Special Programs Staff

“I am constantly challenged by situations that arise within my workday, and have learned first-hand the importance of taking preventative measures and anticipating possible problems. My fellow co-workers have also challenged me to step up, work harder, and stay fit.”

- Meghann Fenn, Psychology and Human Development and Family Studies, Student Aquatics Staff

“The skills I have acquired in customer service, safety protocols, and confidentiality will help me succeed in the future.”

- Gabrielle Glaspey, Pre-Nursing, Student Recreation Services Desk Staff
The following unsolicited email was received by Tom Kirch, Director of the Department of Recreational Sports from a past student employee in March, 2013.

Dear Tom Kirch,

I am an alumni of Oregon State University and I personally wanted to express my gratitude to those that have positively contributed to my professional career. I wanted you, as the director of Recreational Sports, to know that my experience working at Dixon was without a doubt the best experience I have had and has made such a difference in my path to becoming a Physical Therapist. I graduated in 2011 and am currently attending A.T. Still University for my Doctorate in Physical Therapy. While I was attending OSU, I worked as a personal trainer at Dixon. When I went through the KIEP (Kinetic Integrations Exercise Professional) program and worked as a KI trainer I learned so much valuable information that I have been able to use in my graduate program. By participating in the KIEP program I feel that I am leaps and bounds ahead of my peers when it comes to practical examinations and therapeutic exercise. Guido (Van Ryssegem) and the KIEP program have prepared me well for the vigorous graduate curriculum and I am so thankful for the opportunity to have had this experience. Not only has the experience helped me academically, but working with Guido as a KI trainer has also helped me receive internships. I applied for an eight-week internship and when I submitted my resume, the PT e-mailed me back saying that she is very excited to work with me due to my history and experience working with Guido. I wanted to share this information with you because I know first hand how valuable this program is at OSU. This program is a very unique experience that OSU and Recreational Sports can offer to students. My brother (who also worked for Guido as a KIEP, and is now a practicing Physical Therapist) and I are great examples of alumni who have gained so much from the KIEP program. I hope you are very proud and excited to be an integral part of an organization that can offer such an amazing program and opportunity to the students at Oregon State.

Thank you,
Kathryn Collins
Leadership

Recognizing leadership as a combination of natural gifts and developed skills, Recreational Sports creates opportunities for reflection, exploration, and experience in responsible roles. Students serve as safety instructors, sports officials, trip leaders, challenge course facilitators, and lifeguards to name a few. In addition to regular employee coaching, Recreational Sports offers a voluntary Cadet Program within the department, exploring leadership models and case studies and helping participants to discover their own unique leadership style. Our Adventure Leadership Institute is open to all participants; it uses the outdoor learning environment to foster the development of self-identity and offers multiple opportunities to practice guiding and facilitation skills.

“By joining this community I feel so much more that my identity has aligned with a healthy and giving work life. Other college students who join organizations or clubs may never get the type of experience that I’ve managed to acquire through my work here at Rec Sports. I have an opportunity to define and develop my personal style and leadership in a way that can’t be taught in the classroom. A heightened sense of self is so important to be able to move forward and be a futuristic young professional. [I am] paying it forward.”

-Natalie West, Communications, Student Operations Staff
American Heart Association classes taught by student safety instructors with 1107 participants

34 certified lifeguards

1,370 times staff responded to reported injuries (with 110 calls for advanced care)

277 student employees supervising their peers

80 sport-club officers with budget responsibility

30 certificates issued to new ALI trip leaders or facilitators

132 intramural sports officials managing conflict

1,370 times staff responded to reported injuries (with 110 calls for advanced care)
Statement of Purpose
It is my intention to pursue a career in Higher Education Administration. I have several years of experience in instructing and mentoring undergraduate students at Oregon State University through the Adventure Leadership Institute (ALI). Because of that experience, I have discovered my passion and understanding for a field of work I never knew was possible. Educators and administrators in universities across the United States are striving to change what we consider “traditional education,” and to find new ways to provide students with learning opportunities in a variety of learning environments. My background in mentoring and instructing combined with my career goals show why I desire to work in higher education during this exciting time of innovation and change, and why the University of Texas is my next step.

Growing up, I always felt comfortable with journalistic writing. As an undergraduate majoring in Digital Communication Arts, I focused on adapting the way we use and depend on new media as technology changes. Paired with my writing minor, I focused on online journalism and social media. The skills I learned could be used in any field I pursue; however, something was missing. I had found my passion elsewhere—student leadership development through experiential education.

During my final term at Western Oregon University, I took a course through ALI titled “Introduction to Adventure Programs.” The course introduced students to the world of adventure programming and the value of the experience in learning. As the instructor taught topics such as the Experiential Learning Cycle, group development, situational leadership and other educational concepts, I was captivated by the information. We talked about how learning and experiencing need to go hand-in-hand. In order to illustrate these concepts, the class took a trip out to Smith Rock State Park, one of Oregon’s outdoor rock-climbing areas. We climbed, scrambled, hiked and rappelled our way through a three-day excursion, stopping after each activity to reflect on our experience and learn more theories and concepts. I realized how the natural setting provides a realistic classroom for students.

The ALI, which started in 2008, is a leadership certification program for students who wish to explore education and mentorship in an adventure setting. In the program, I have completed a series of courses, from theory classes such as Back Country Leadership and Group Dynamics and Facilitation, to completing my Wilderness First Responder certification and various climbing instructor courses. Combined with experience courses, I became qualified to lead trips for ALI and the Adventure Club, and to assist in teaching numerous classes. Through ALI, I was pushed to challenge the traditional education paradigm and redefine what higher education looks like.

Prior to my work in ALI, I worked for six years at Camp Harlow, a camp owned by First Baptist Church in Eugene, Oregon. I was part of the leadership staff, who oversaw the programming that kept camp running smoothly. Along with programming camp-wide activities and maintaining equipment, my team members and I started a program in which we mentor senior counselors who express interest in leadership positions. I’ve been working to bring that same attitude to what I do at OSU.

Since I entered the ALI program, I have received five different leadership certificates through my work as an adventure trip leader, Adventure Club Activities Coordinator, Challenge Course facilitator, teaching assistant, lead
instructor and Climbing Center Manager. In my current position, Climbing Center Manager and senior trip leader, I have been working on leaving a legacy and mentoring newer ALI students. I have been able to use my major to help me reach the people in ALI in new media, such as developing a social media program for the Adventure Club and helping the current coordinators maintain contact with its 200+ members. I have sought after every opportunity to learn how the program works from the inside out by working in all areas of ALI. I desire to continue to make programs like ALI possible. A Master’s degree will provide a platform to achieve this goal.

In November, I attended the Association of Outdoor Recreation and Education (AORE) Conference in Utah. My other supervisors at ALI encouraged me to go to AORE and look for internships or graduate assistantships. While I was there, my eyes were opened to all the possibilities around the country that my skills had to offer me. Pursuing a Master’s degree in Higher Education Administration would give me the knowledge and tools to achieve my goal—to work with students in a recreational program to develop leadership, inter- and intrapersonal communication skills, foster personal growth, and experience learning in a new way. Through my career, I want to continue to redefine higher education using Recreational Sports as a platform to help shape students’ lives, just as mine has been shaped over the last three years.

The University of Texas' Higher Education Administration Program (HEAP) seeks to prepare students to become leaders in the administration of colleges and universities, and to create leaders who can equip their students with the knowledge to work in the “ever-changing higher education environment.” I am applying to UT because my personal career goals align with those of the HEAP. I believe in equipping students with the knowledge to adapt to different learning environments. I believe in teaching my students to know that there is more to higher education than sitting in classrooms. I believe in helping students explore the world around them and to use the “natural” classroom to foster learning. I believe students should know there is a way to combine what you love with what you learn. I have applied for the graduate assistantship in Outdoor Recreation as well, similar to my work in ALI, which will give me an outlet to hands-on learning of my graduate studies. The assistantship will show me the administrative side of programming, as well as the trials of working in higher education.

Oregon has its own set of wonders, but I am excited to learn the new challenges of outdoor programming in a different climate and region of the United States.

Thank you for reviewing my statement. I look forward to the journey that the University of Texas will provide me in accomplishing my future goals in Higher Education.
Innovation & Legacy

We will be sustainable in our development of people, facilities, and practices by inviting ideas and input, and conscientiously leveraging our human, environmental and fiscal resources. We will creatively serve the needs and interests of the present without compromising the ability of future generations to meet their own needs.

The Department of Recreational Sports has a proud history at Oregon State University. The unique and personal contributions of fervent students, staff, and faculty have built a legacy of facilities, programs, and practices from which we all benefit. We celebrate accomplishments with lasting impact; and we embolden students, partners, and contractors to look beyond the moment, encouraging creativity and calculated risk today for the benefit of future generations.

“I feel like this job gave me more faith in the collective potential for caring about our community. It made me see that a lot of people are willing to put in an extra effort for the sake of community improvement. I’ve met people who could be great leaders, but don’t know their own ability, yet. I see great potential for people coming together and leaving a legacy. Recreational Sports is a place where we encourage leadership, and we help people to realize their potential for contribution. Leaving a legacy is not the goal, but it is a very real by-product of us realizing our own potential as leaders, and exercising that belief in ourselves.”

- Christina Birkett, Biology, Student Outreach Staff
This year, the Department of Recreational Sports was approved as an American Heart Association Safety Training Center. This approval recognizes an elevated level of professionalism and accuracy in training, and enables train-the-trainer courses, as well as stocking and distributing supplies. These allowances position us well to support the campus emergency/disaster plan; and increase capacity for community outreach.

Signs have been installed noting title, artist, and creation date for the 44 art pieces displayed throughout Recreational Sports facilities. Added to the art collection this year: Peloton – an artwork of recycled bicycle parts, Beliz Brother, 2013, McAlexander Fieldhouse. Work made possible by Oregon’s Percent for Art in Public Places administered by the Oregon Arts Commission.

The Adventure Leadership Institute (ALI) documented two assessment studies this year. The first study, led by David Schary, explored the impact the challenge course experience has on students and how challenge course programming can promote learning goals for graduates. The second study, led by Dr. Alexis Lewis explored possible applications of SHARP, an acronym and decision-making tool, based on the concepts of mindfulness and self-compassion. Both are summarized on video at: oregonstate.edu/recsports/adventure-leadership-institute

Fun & Play

We believe in the value and importance of play, and recognize laughter as healing and bonding. On a university campus, where stress is reportedly the number one barrier to academic success, play is a necessary and natural vehicle to obtain and retain balance, vitality, and sustainability.

"I love being out with participants and seeing how much they love the game and how they are having fun. It is an awesome experience teaching people the rules of the game so they can improve and it also enhances their experiences. It makes it memorable for them. We provide students a place to compete and stay active."

- Megan Allen, Sports and Special Programs, Marketing Major
Our Challenges and Opportunities

**CHALLENGES**
In our continued efforts to achieve excellence, we encounter challenges along the way that may require refocusing or altering our work. It is imperative we address these conditions and mitigate how they influence our ability to be successful in all that we do. By confronting these challenges we will become a more engaged and dynamic organization. Some of our most significant challenges and unmet needs are as follows:

**Sustained and Rapid Growth**
Increase in student population over the past five years has resulted in more than a 30% increase in usage. The new, renovated facilities – Student Legacy Park and McAlexander Fieldhouse – have not relieved the demand on other facilities. The good news is that more individuals are participating more frequently; however, our challenge in the near future is how to manage the space demands of a growing campus population with limited resources. When applying professional guidelines for indoor recreational space the department currently falls 22% short of recommended guidelines and when considering the institutional goal of a 28,000 student population, space deficiency will reach 36%. Specifically, unmet needs include sufficient amount of cardio and weight training equipment, multipurpose rooms for group exercise and other activity, and outdoor field space due to the loss of space to new construction. We will need to become more creative, find new partners, and leverage our existing assets with others.

**Needs of Changing Population**
The demographics of the campus and community are changing considerably. We are seeing changes in the age range of users, the enrollment of international students, and increasing numbers of students from culturally diverse backgrounds and socio-economic statuses. We also experience an increased number of people with disabilities, students with children, sedentary lifestyles, chronic disease, veterans, and distance learners. Finally, we know that today’s students have different expectations in the access of programs and services. Our traditional ways and means of serving the campus community will need to be examined with a better understanding of these demands. We will be challenged to identify new delivery models to meet these needs.

**Contributing to the Healthy Campus Initiative**
Wellness will remain a core foundational value for our department and the center of our mission. We are a critical member of the campus coalition that supports the Healthy Campus Initiative. While our organization has a diverse set of offerings, we are committed to leading the physical activities, stress management, and social aspects of wellness. We are challenged to define and diversify wellness for a broad audience and will need to continue to collaborate with and gain support from key partners to leverage resources and implement effective programs and services. Strides are being made in the coordination and organization of wellness programming and messaging across campus.
Multiple and varied stakeholders regularly work together on common messages, featured events, shared resources, and assessment efforts. However, full integration of a Healthy Campus Initiative demands leadership from the very highest level of campus administration. It is clearly evident that healthy behaviors and environments bring valued returns (fiscal, social, and physical); but choosing the healthy action for self or community in the moment is rarely convenient or desirable. This initiative needs a voice of authority that wields clear rewards for participation, and penalties for getting in the way.

Institutional and External Changes
There are a variety of internal and external conditions and factors that will challenge us in the near future. The unknown impacts of recent legislation will test our ability to effectively address risk management issues, the establishment of some form of a self-insurance program, and to manage institutional legal advising. Bonding of future capital projects will be more challenging for us and, at times, impede our ability to effectively address facility and space needs. Financial considerations related to fiscal management, reporting, the potential for ‘off-loading’ cost to units, and changes in policy and procedures have resulted in more institutional obstacles to overcome. Finally, the establishment of an independent governance board places institutional oversight into a new position with unknown consequences. Those hurdles include an increase in the cost of doing business and expanded timelines required to accomplish our work. All these factors could inhibit or obstruct our ability to manage facilities, programs, and services in our quest to serve the OSU community.

OPPORTUNITIES
Consistent with the struggles of the Division of Student Affairs we, too, have great opportunity to impact others in our journey towards meeting the vast needs of the Oregon State University community. Some of our most significant opportunities are as follows:

Campus Relationships
The time of greatest challenge provides the best opportunities to influence change. During these times, we are often more open to building partnerships and collaborating when resources can be effectively leveraged. We are already seeing this in the Healthy Campus Initiative. We will continue to seek ways in which we can contribute to the success of students, form lasting relationships, and support the efforts of others.

Campus Impact and Relevance
Our focus on physical activity, stress management, and building community places the department in a position to build our influence and relevance on campus. We touch as much of the campus population as anyone else; have very positive support from students, faculty/staff, and the administration; and are recognized as important contributors to the campus experience.

Department Expertise
The Department professional staff is an outstanding collection of leaders in their respective fields. OSU Recreational Sports is recognized as a national leader in a variety of best and even rare practices that others wish to emulate. From that base, our staff has and can increase its contribution to key elements of the campus, build partnerships, and enhance our relevance.
In three short years we will be celebrating 100 years of Recreational Sports programming and services to the OSU community. As one of the oldest programs in the country, we have a legacy of innovation, expertise, advancement, and contribution to the efforts of supporting the success of students. We aspire to broaden our scope, strengthen our impact, and enhance our contributions to student success through a comprehensive set of innovative programs, services, and experiences. To do so, we must stay attuned to our changing landscape, extend and grow our partnerships and collaborations, and effectively respond to our environment. To that end, we have crafted a vision of the future that will encompass a unique approach to the way in which campus recreation, health, and wellbeing merge to create a blended, integrated, approach to the care of the institution.

It is our aspiration to create a center of wellbeing that will incorporate the initiatives of Enhancing the Community, Promoting Wellness, Fostering Student Development, and Enriching Leadership Development with the development of a facility to address the space needs of the campus. Partners such as Counseling and Psychological Services and the Healthy Campus Initiative will form an epicenter for experimentation and innovation in addressing wellbeing. We will become a focal point of a ‘built environment’ where the health of students and staff can be enhanced, embraced, and can flourish. This approach may change the very means in which we deliver programs and services, how we assess and evaluate our efforts, and may even result in how we deploy our human and financial resources. If we truly believe in the health and wellbeing of the campus and if in fact it takes an entire campus to accomplish this undertaking, we will be looking toward our partners and collaborators for success. The results of this dream may be something we have not yet seen or experienced – what an exciting proposition. It is our hope we will pursue this exploration and journey so we can achieve this vision by our centennial - 2016.
**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 the department administration in the operation of facilities and the delivery of programs and services for Oregon State University. This body reviews 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 seven students appointed by student government, five faculty or staff selected by the Vice Provost of Student Affairs (to include representatives from Intercollegiate Athletics, College of Public Health and 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**

- Jared Haddock
- Hilary Hall
- Priscilla Macy
- Joyce Madriz
- Rakesh Phillips
- Natalie West
- Dan Cushing
- Joyce Madriz
- Rakesh Phillips
- Natalie West
- Dan Cushing

**FACULTY/STAFF**

- John Cheney
- Steve Lawton
- Karen Swanger
- Shannon Quihuiz
- Intercollegiate Athletics
- College of Business
- College of Public Health and Human Sciences
- Student Conduct & Mediation

**EX–OFFICIO**

- Thomas Kirch
- Recreational Sports
SPORT CLUBS COMMITTEE

The Sport Clubs Committee is the primary governing body for 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 is also responsible for evaluating requests for new club membership, responding to inquiries and issues concerning club activities, and making recommendations regarding club and individual member status when disciplinary or conduct issues arise.

The Sport Club Committee consists of five sport club student members elected by the Sport Club Association (which consists of one representative from each club), and three faculty or staff members appointed by the Vice Provost of Student Affairs. One staff member from the Competitive Sports and Special Events area serves as an ex-officio member to the Committee.

STUDENTS

- Sean Delohery: Disc Golf
- Isabella Hoffman: Exercise and Sports Science; Women’s Rugby
- Nicholle Miller: Sociology; Rifle
- Kody Smith: Chemical Engineering; Men’s Lacrosse
- Yumeng Zhao: Finance; Badminton

FACULTY/STAFF

- Jackie Carney: Intercollegiate Athletics
- Open Seat
- Open Seat

EX–OFFICIO

- Joe Schaffer: Recreational Sports
- Dave Fehring: Recreational Sports
Growth & Development
This publication will be made in accessible format upon request. Please call 541-737-7096.