

**Arizona State University**  
**School of Community Resources and Development**  
**Strategic Plan 2017-2021**

## **Introduction**

The School of Community Resources and Development (SCRD) emerged from the Department of Recreation Management and Tourism in 2005. One of four degree-granting units in the College of Public Service and Community Solutions at the Downtown Phoenix campus, the School is one of ASU's transdisciplinary schools encompassing faculty in several areas of study. Our foundation discipline is community development with four more specific areas of education and scholarship that rest on this foundation: community sports management, nonprofit leadership and management, parks and recreation management, and tourism development and management. The activities of the School faculty, staff and students exemplify the design imperatives of the New American University through our programs' unifying principle of contributing to healthy, resilient and sustainable communities. This plan articulates SCRD's vision, mission, and key tasks for achieving our mission.

SCRD is a comprehensive School with a full range of programs that serve not only our own majors but many students in a variety of programs at ASU. We currently offer four bachelor degrees, three master degrees, and a Ph.D.:

- B.S. in Tourism Development and Management (TDM)
- B.S. in Parks and Recreation Management (PRM)
- B.S. in Nonprofit Leadership and Management (NLM)
- B.S. in Community Sports Management (CSM)
- M.S. in Community Resources and Development (MS)
- Master of Nonprofit Leadership and Management (MNLN)
- Master of Advanced Study in Sustainable Tourism (MAS-ST)
- Ph.D. in Community Resources and Development (PhD)

The School also offers several minors and certificates including a national certification credential issued by an external body (CNP) and continues to strategically add new programs based on fit with our mission and goals when there is clear demand among students.

## Vision and Mission

The vision and mission of the School, developed by the faculty, flows directly from the charter of the University: ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves. Similarly, the School's mission is consistent with that of the College's philosophy, which is: Preparing the next generation of public service leaders and advancing teaching, research and creative problem-solving in complex urban environments—locally and globally. Through four schools and 18 research centers, faculty and students are working to solve society's most pressing challenges through social and economic change.

### *SCRD Vision Statement*

Healthy, resilient, and sustainable communities

### *SCRD Mission Statement*

To co-create transformative solutions that enhance the social, cultural, environmental, and economic well-being of communities.

### *SCRD Positioning Statement*

SCRD features a broad range of academic programs and diverse faculty expertise that contribute to healthy, resilient and sustainable communities. SCR D distinguishes itself by providing dynamic instruction, scholarship, and service that emphasize transdisciplinary, solutions-oriented approaches to sustainable community development. The School offers students and organizations opportunities to co-create mechanisms that positively impact the environmental, economic, political, and socio-cultural resources that characterize communities.

### *Definition of Community*

The concept of community is at the heart of SCR D. A community is a distinct and uniquely identifiable collection of individuals that can include groups of people sharing interests, locale, challenges and/or desires. It includes place-based as well as identity-based communities.

Our students, faculty and staff share a commitment to making communities better places to live, work, play and visit. We advocate a **multi-disciplinary approach** to the study of community. Taking this holistic approach is necessary if we are to truly impact and enhance community life. As such, we believe the following values should underlie the focus of the School and its activities:

- Livable Communities
- Healthy Communities
- Civically Engaged Communities
- Sustainable Communities
- Safe Communities
- Inclusive Communities
- Resilient Communities

## **Academic Program and Research Themes**

The school is organized around research, education, and promotion of sustainable community development in a complex, dynamic urban environment. The faculty has identified two broad themes that underlie our academic programs and research. These inter-related themes transcend disciplinary boundaries to guide transformative scholarship. Cross-cutting activities include leveraging resources, multi-sector approaches and partnerships, recognizing and nurturing leadership, participatory research, and collective impact.

### *Community and Economic Development for the Public Good*

Research and education in this theme focuses on understanding and promoting sustainable community and economic development solutions to promote well-being, happiness, enhanced quality of life, and social equity for all residents. Researchers investigate strategies to foster and maintain social, cultural, economic, and environmental values in a rapidly urbanizing region. Focus is placed on important community quality of life components, such as philanthropy, voluntary action, social entrepreneurship and innovation, arts and cultural resources, parks and open space, youth development, special events, recreation and sports, leisure, and tourism. Such focus includes attention to the leadership and management practices of public agencies, nonprofit organizations and business interests that are the ways in which citizens organize to enact their goals.

### *Sustainability*

Sustainability is a university-wide strategic initiative at ASU rather than the province of any single unit, and our School makes unique contributions to sustainability scholarship and education. This theme focuses on work that empowers communities to develop pathways for transformation to a sustainable future. Researchers explore fundamental social scientific questions about human-environment interactions. Research also examines the role of public, private, and nonprofit institutions in sustainable community development. Part of this work focuses on organizational capacity building via professional development and research-based support as a means of developing organizational forms that improve the human and community condition.

## Strategies to achieve our mission

SCRD has several goals and more specific objectives that address the College's design principles, as well as the School's vision and mission, while being consistent with the university's charter and design aspirations. Our fundamental intent is to serve as a catalyst for fusing disciplines by advocating and practicing a transdisciplinary approach in our education programs and scholarship with sustainable community development as the underlying foundation. SCR D faculty and students are committed to a solutions orientation that guides everything we do.

### *Research*

*Conduct use-inspired research that addresses our most pressing challenges.* We engage in scholarship that both advances the state of knowledge in our respective fields and offers solutions to community challenges.

To address this design principle we will strive to:

- Produce excellent and internationally recognized use-inspired research.
  - Be recognized by our peers as a School of the highest caliber with nationally recognized faculty doing excellent and highly regarded research.
  - Undertake use-inspired sustainability oriented research projects that impact the social, environmental, cultural and economic evolution of communities.
  - Undertake use-inspired community and economic development research projects that impact the public good.
  - Highlight the use-inspired nature of our research through a variety of communications outlets.
  - Increase our presence in some of our emerging areas of scholarship including community development and community sports.
  - Nominate faculty and students for research-related awards as appropriate.
  - Publish a minimum of 3 peer reviewed journal papers per tenure track faculty FTE per year on average.
  - Publish 25% of journal papers in top tier journals per year.
  - Present an average of at least one refereed conference paper per year per tenure track faculty member at national or internationally significant conferences.
  - Support faculty sabbatical requests that promise to contribute to a faculty member's professional development, include a significant project that cannot be completed in the course of a regular semester, and make a significant contribution to teaching, scholarship and/or service.
  - Each doctoral student will be an author on at least two submitted journal papers upon graduation.
  - Each doctoral student will have presented at least two conference papers upon graduation.
- Increase externally funded research projects.
  - Submit at least 16 proposals for external funding per year.
  - Have a funding success rate of 25% for external funding proposals.
  - Increase external funding to \$2.2 million annually attributed to SCR D faculty by FY 2021 (including Centers and School).
  - Increase faculty and student related research activities in all the School-affiliated Centers.

## *Academic Programs*

*Offer academic programs that prepare public service leaders to affect change.* SCRCD focuses on providing excellent undergraduate and graduate academic programs with a solutions orientation and a community development foundation. A hallmark of our programs is engaging students in community-based experiential learning. Our programs aim to prepare students to positively impact community well-being and quality of life.

To address this design principle we will strive to:

- Maintain, enhance and continue to develop our innovative and excellent undergraduate academic programs.
  - Develop and implement special event concentrations in TDM and CSM degrees by fall 2018.
  - Develop and implement a BS and a minor in Recreation Therapy by fall 2017.
  - Develop emphasis areas in Community Sports Management by fall 2018.
  - Take a leadership role in development of the new BS in Community Solutions, a college degree that will be administratively housed in SCRCD.
  - Collaborate with the New College offering a tourism management emphasis in the BA in Integrative Studies on the Gila River Indian Reservation.
  - Consider offering a fully online undergraduate degree.
  - Investigate and consider offering additional programs through ASU Online potentially to include: BIS tourism concentration, BIS nonprofit concentration, the BS Public Service and Public Policy (Nonprofit), the minors in nonprofit leadership and management and tourism development and management as ASU Online programs.
  - Expand the national Certified Nonprofit Professional (CNP) program offerings to graduate students, as part of SCRCD's long-standing Nonprofit Leadership Alliance Program, through both in-person and on-line offerings that complement the existing in-person undergraduate program.
  - Collaborate with Hainan University on the development of the Hainan University-Arizona State University International Tourism College (HAITC) which will offer the BS in TDM and the BS in PRM by fall 2017.
  - Consider disestablishing the minor but adding an emphasis, concentration and/or certificate in Youth Services Leadership.
  - Investigate additional study abroad opportunities.
  - Enhance and develop relationships with existing and new community partners who provide internship opportunities.
  - Continue to meet the curriculum standards of COPART and NACC and NLA
  - Develop curriculum guidelines for the BS in TDM by fall 2017.
  - Develop consistent course objectives and primary content for all courses by fall 2018.
  - Increase the percentage of graduating seniors who consistently report their experiences at ASU contributed 'very much' or 'quite a bit' to using computing and IT to 70% by 2020.
  - Increase the percentage of graduating seniors who consistently report their experiences at ASU contributed 'very much' or 'quite a bit' to writing clearly and effectively to 75% by 2020.

- Review overall curriculum and individual courses for consistency and quality on an ongoing basis to assure alignment with appropriate curricular guidelines
- Nominate faculty and students for teaching-related awards as appropriate.
- Contribute to college and university retention and enrollment goals.
  - By fall of 2018, undergraduate target enrollment across all programs includes:
    - an in-person headcount of 600
    - an in-person FTE of 800
    - a headcount of at least 340 at HAITC
    - an online FTE of 70
    - an increase in minor and certificate students, especially the CNP
  - By fall of 2021, undergraduate target enrollment across all programs includes:
    - an in-person headcount at the DPC of 650
    - an in-person FTE of 850
    - a headcount of 800 at HAITC
    - an online FTE of 100
    - an increase in minor and certificate students, especially the CNP
  - Reach and maintain a retention rate of 85% toward being consistent with ASU's overall goal by 2021.
  - Reach a six year graduation rate of 75% for students starting as freshmen consistent with ASU's overall goal by 2021.
  - Reach a four year graduation rate of 80% for transfer students consistent with ASU's overall goal by 2021.
  - Increase the number of annual degrees awarded to 200 by 2018 and to 220 by 2021.
  - Strengthen community college partnerships by increasing number of classroom visits and working with community college advisors.
  - Produce videos about each of our programs to post on our website and in online community college classes.
  - Work with the College staff to improve recruiting and marketing strategies, both external and internal.
- Enhance undergraduate student experiences during their time with SCRD.
  - Maintain the excellent academic advising of our students with a mean of 4.5 and over (5 point scale where 5 is high) on all items on our advising evaluation.
  - Increase the number of scholarships available to students by three by 2019.
  - Ensure all undergraduate students participate in at least two community engagement, service learning, or project-based learning activities in addition to CFE hours and internship.
  - Strengthen visibility and activity of student organizations and increase student club participation.
  - Nominate students for awards as appropriate.
  - Encourage student and faculty engagement with Barrett, the Honor's College.
  - Create a SCRD calendar of events for students.
  - Create and maintain a Facebook "featured internships" student page focused on one student from each major once a year.
  - Create individualized student success plans for students below the required 2.5 GPA.

- Maintain, enhance and continue to develop our innovative and excellent graduate academic programs.
  - Rename the MAS in Sustainable Tourism degree to the Master of Sustainable Tourism by Fall 2017.
  - Investigate the feasibility of offering an online degree in Park and Recreation Administration in partnership with the School of Public Affairs and the MPA degree.
  - Revisit the MAS curriculum for effectiveness in Spring 2017.
  - Develop a Museum Studies Concentration in the MNLM to implement by fall 2018.
  - Continue to meet the curriculum standards of NACC in both the MNLM and B.S. in NLM programs and seek accreditation in 2018.
  - Develop and launch an online post-graduate CNP credential program by Fall 2019 to complement the national alternative pathway to the CNP program offered by NLA
  
- Contribute to college and university retention and enrollment goals.
  - By fall of 2018, target graduate enrollment across all programs includes:
    - 15 in the MS
    - 50 in the MNLM
    - 60 in the Online MNLM
    - 50 in the Online MST
    - 25 In the PhD
  - By fall of 2021, target graduate enrollment across all programs includes:
    - 20 in the MS
    - 50 in the MNLM
    - 80 in the Online MNLM
    - 70 in the Online MST
    - 30 In the PhD
  - Increase the number of assistantships available to students via funded research and other revenue generating activities to 6 per year by 2019 and 10 per year by 2021.
  - Investigate the potential for engaging with the PLoS Alliance program.
  - Enhance and develop relationships with other appropriate universities as a pipeline for SCRD graduate programs.
  
- Enhance graduate student experiences during their time with SCRD:
  - Seek fellowships and other funding sources for students.
  - Submit qualified students for Graduate Education fellowships every semester when appropriate.
  - Nominate students for awards as appropriate.
  - Strengthen visibility and activity of graduate student organizations and increase graduate student club participation.
  - Continue to support the monthly graduate student seminar.
  - Investigate ideas to improve graduate student space.
  - Support appropriate relevant student associations that enhance the student learning and student development experiences (e.g., NLASA, AFP Collegiate Chapter).

*Forge robust community partnerships to enable shared action on common challenges.* SCRD faculty, staff and students, along with our associated centers, collaborate with community and professional partners both in scholarship and education to build healthy, resilient and sustainable communities. Our desire is

to engage in meaningful and noteworthy community partnerships and activities facilitating faculty and student engagement locally to globally.

To address this design principle we will strive to:

- Enhance community embeddedness.
  - Continue and expand student engagement with communities via solutions oriented class projects and service learning.
  - Continue and expand faculty engagement with communities via use-inspired research and technical assistance using our professional expertise.
  - Maintain and expand formal relationships with practitioners for networking and program support.
  - Continue to cultivate and maintain relationships with practitioners, agencies and organizations as a strategy toward linking students to the job market.
  - Improve alumni relations by having at least one alumni event every year.
  - Develop a School alumni advisory committee that meets at least twice a year.
  - Develop an alumni Facebook page.
  - Develop connection with alumni via LinkedIn.
  - Develop an advisory committee for the Center for Sustainable Tourism and the TDM program that meets at least twice a year.
  - Ensure the PRM/CSM advisory committee meets at least twice a year.
  - Continue the already established activities of the ASU Lodestar Center and its Leadership Council/NLM advisory committee and consider growing the Council to a national-scale Board.
  - Continue the already established activities of the OLLI advisory committee.

*Lead university service and policy initiatives to harness ASU potential to achieve local and global impact.* SCRCD and its associated centers, in collaboration with the College and other Schools, supports and leads a variety of service and policy leadership initiatives locally to globally.

To address this design principle we will strive to:

- Continue and expand our leadership roles in major School, College and University initiatives, programs and committees.
  - Continue our leadership role in the nonprofit and philanthropic sector locally, nationally and globally through the ASU Lodestar Center for Philanthropy and Nonprofit Innovation.
  - Continue and further develop our leadership role locally to globally in the Senior Friendly Universities initiative and Lifelong Learning through the Osher Lifelong Learning Institute.
  - Further develop our leadership role locally to globally in sustainable tourism through the Center for Sustainable Tourism.
  - Continue and further develop our leadership role locally to globally in water and other natural resource policy initiatives through the Decision Center for a Desert City.
  - Continue our leadership role as a primary contributor to the Mandela Washington Fellows Program.
  - Continue our leadership role as a primary contributor to the Young Southeast Asian Leaders Program.
  - Increase faculty and student involvement with the new Global Sports Institute.
  - Increase faculty and student involvement with the Global Institute for Sustainability.

- Increase faculty and student involvement with the Center for Biodiversity Outcomes.
  - Work with College development staff on initiatives and other opportunities.
- Engage in meaningful and noteworthy service activities in the university, profession and community.
  - Continue our leadership roles in local government organizations.
  - Continue our leadership roles in professional organizations.
  - Continue our leadership roles in nonprofit and community-based organizations.
  - Nominate faculty and students for service-related awards as appropriate.