

## **Curriculum Vita**

**ALAN N. WRIGHT**

### **CURRENT RANK**

Professor

Department of Recreation and Tourism Management

818-677-7601

[alan.wright@csun.edu](mailto:alan.wright@csun.edu)

### **SECTION I - PROFESSIONAL PREPARATION:**

**Summary:** A diversified academic background in multiple disciplines culminating with a Ph.D. in my field of outdoor education and recreation management. Extensive professional experience as a practitioner completes my educational preparation.

#### **A. Education**

##### **Doctor of Philosophy (1982)**

The Pennsylvania State University

University Park, Pennsylvania

Study area: Recreation Management and  
Human Development

GPA: 4.0

##### **Certificate of Advanced Studies (CAS)**

George Williams College

Downers Grove, Illinois

Study area: Outdoor Recreation Management

GPA: 4.0

##### **Masters of Divinity**

Northern Baptist Theological Seminary

Lombard, Illinois

Study area: Theology and Counseling

GPA: 3.7

## **Bachelor of Arts**

Gordon College

Wenham, Massachusetts

Study area: Liberal Studies and Biblical Studies

GPA: 3.4

## **B. Professional Experience**

### **Professor and Chair of Recreation and Tourism Management**

California State University Northridge (Chair 2010-present)

Department of Recreation and Tourism Management

Administrative responsibilities for the unit. Teaching and student advising. Committee work. Thesis committees. Research and publications.

### **Professor of Recreation and Tourism Management (2009-present)**

### **Vice President of Development and Leadership Institutes**

**Green Lake Conference Center**

**Professional Leave Project: (2004-2006)**

In the fall of 2004 I began a professional leave of absence from Northridge to work directly with a non-profit community organization with responsibilities in fund development & leadership development, in addition to work on writing projects. The centerpiece of the project was managing a 2 million dollar grant from the Lilly Endowment to train clergy and congregational teams in leadership and organizational transformation. Details of this project are listed later in the vita under professional contributions.

### **Associate Professor of Leisure Studies and Recreation (1996-2009)**

**Outdoor Recreation Coordinator (1996-2004; 2010-present)**

California State University Northridge

Department of Leisure Studies and Recreation

Administrative responsibilities for the outdoor recreation curriculum and related outdoor programs in the department. Teaching and student

advising. Committee work. Thesis committees. Research and publications.

**Assistant Professor of Leisure Studies and Recreation (1990-1996)  
Outdoor Recreation Coordinator**

California State University Northridge  
Department of Leisure Studies and Recreation

Administrative responsibilities for the outdoor recreation curriculum and related outdoor programs in the department. Teaching and student advising. Committee work. Thesis committees. Research and publications.

**Professional Experience Prior to Current Review Period (prior to 2008)**

**✚ Land Use Planning Consultant** Harrison, Hempe, & Davis, Inc.  
1990 - 1996 Camp Planning/Development Consultants

Associate consultant with the firm on project to project basis. Projects included long range land use plans for youth camp facilities, feasibility studies, and customer relations.

**✚ Executive Director** Canonicus Camp and Conference Center  
1983 - 1990 Exeter, Rhode Island

Canonicus is a non-profit agency providing programs and services to youth, families, and adults. Executive Director was responsible for all aspects of the center's operation. Major achievements included.

- Fund Raising: Increased annual contributions by eightfold during my tenure of leadership. Directed a capital campaign to a successful conclusion of \$1.1 million. Initiated planned giving program.
- Property Development: Supervised the development of a comprehensive long range land use plan for the facility. Served in the developer role working with architects and engineers for design and construction of five new buildings, activity centers, new water system, new roads, & utilities.

Negotiated with government agencies for permits and certificates.

- Operations Management: Supervised all budgets in the capital development (1.5 M) as well as the operational budget. Operational funds tripled in six years. Increased youth program attendance by 160% (430 to 1150 campers) and family use by 130% (3000 to 7000 user days) through quality program development and creative marketing strategies.

<b>+</b> <b>Instructor</b> 1980-1982	The Pennsylvania State University Recreation, Park and Tourism Management Department
---	--

<b>+</b> <b>Senior Instructor</b> 1977-1982 Seasonal	Adventure Program Organizations  Served as Senior Instructor for a variety of outdoor organizations including Outward Bound. Many of these courses worked with youth-at-risk.
--	---

## **SECTION II: TEACHING EFFECTIVENESS**

**Summary:** Teaching effectiveness in the classroom documented by positive student evaluations (means scores of 4.5 out of 5) and positive peer reviews. Evaluations combined with a commitment to student learning both in and beyond the class room demonstrate teaching competence.

### **A. Classes Taught**

Have taught a wide variety of classes in RTM department (16) during period of review covering both area of specialization, general core of the department, and GE and service classes to the university. Greatest amount of teaching time spent with multicultural education (RTM 310), environmental/outdoor education (RTM 151, 251, 351), leadership development (RTM 302), marketing (RTM 303), and management (RTM 304, 444, 550, 620).

RTM 620 Organizational Theory in Recreational Sport Admin  
RTM 550 Marketing for Tourism and Rec Management  
RTM 452/L Outdoor Leadership  
RTM 444 Nonprofit Management and Fund Development (3)  
RTM 310 Adventure Recreation & Human Relations (3)  
RTM 304 Entrepreneurial Ventures in Recreation  
and Human Services (3)  
RTM 303 Promotion & Marketing of Recreation Programs (3)  
RTM 302 Dynamics of Leadership in Recreation  
and Human Services (3)  
RTM 300 Community and Youth Development (3)  
RTM 351 Practices of Outdoor Education (3)  
RTM 251 Recreation and the Natural Environment (3)  
RTM 151 Intro to Backcountry & Outdoor Education (1)  
RTM 151 A Backpacking (2)  
RTM 151 B Rock climbing and Mountaineering (2)  
RTM 151 C Winter Mountaineering (2)  
RTM 151 D Quiet Water (2)  
RTM 151 F Wilderness Survival (2)  
RTM 151 G Challenge/Ropes Courses (2)  
RTM 151 H Caving (2)

## **B. Student Evaluations of Teaching**

Consistently high student evaluations of teacher effectiveness are reported. Mean quantitative scores of 4.5 on 1-5 scale. Cumulative scores are reflected in attached graph.

## **C. Faculty Evaluations of Teaching**

Consistently positive evaluations of teacher effectiveness by colleagues are reported. Copies of peer evaluations are included in the PAF.

## **D. New Technologies & Experimental Teaching Methods:**

Consistently increased knowledge and expertise in application of new technologies to the educational process. Work in this area has included the following:

- ✚ Attended CSUN workshops sponsored by the university for application of technology to the classroom setting: Moodle Basics 2009; Web design and WebCT in 1999; new software applications of Elluminate and Softchalk in Spring 2007.
- ✚ Developed RTM 151 and RTM 251 into Online class formats in 2002 and 2006 respectively.

**E. Teaching Effectiveness Prior to Period of Current Review**  
(prior to 2004)

- ✚ Multiple professional development training programs and projects.

**SECTION III: SERVICE TO THE UNIVERSITY AND COMMUNITY**

**Summary:** University service is more broadly defined than service in the faculty committee structure at various levels of the campus. Though service on committees is noted for the period of review the much greater level of service has been in development and management of several key projects. The key projects were highly consistent with university goals and initiatives expressed at the university and college level. Organizational alignment between service project goals and university goals is noted below.

**A. Recreation and Tourism Management Department Projects during Period of Review:**

- ✚ Challenge Ropes Course: A new high ropes course was installed on the CSUN campus in 2004. The state of the art facility is valued at \$65,000 and was installed by Dr. Wright and student assistants for a direct cost of \$18,000. The course continues to be used for curricular and co-curricular instruction and replaced the course Dr. Wright built in 1991. A universal design upgrade to the high ropes course was installed in 2010 with a \$28,000 grant from Campus Quality Fee program.
- ✚ AEE Accreditation: The RTM outdoor program pursued accreditation by the Association for Experiential Education in

the 2003-04 academic year. The self study was authored by Dr. Wright with input from part-time outdoor faculty in 2003 and the on-site accreditation visit was conducted in 2004. The review was overwhelmingly positive by the AEE accreditation team.

The 100 page self-study document is available for review as well as the approximately 100 pages of additional appendices related to safety manuals, faculty vita, forms, and curriculum syllabi. The review team's summary of strengths of the CSUN outdoor program is on file along with the corrective action report for those 9 standards that were unmet out of the total of 266 standards assessed.

## **B. College of Health and Human Development Committees**

### **HHD Curriculum Committee**

Committee assignment for Fall 2007 – present.

Professional leave of absence 2004-2006 precluded college committee work.

## **C. University Committees**

Professional leave of absence 2004-2006 precluded university committee work.

## **D. Special Projects Serving University and External Communities**

### **Adventure Learning Center**

*This major project aligned with university goals in external community service and increasing resources as well as addressing college goals of creating a learning-centered environment and focus on student's professional preparation.*

The *Adventure Learning Center* began in 1996 and was designed to create service learning opportunities for students while serving various agencies with direct programs in leadership, teamwork, and

personal growth through adventure education. From 1996-2004, the center provided

- over 2600 hours of service learning experiences for students
- served over 75 community organizations
- generated over \$200,000 in revenue
- served 14,000 participants
- and created a tertiary impact of over 70,000 annually through the train-the-leaders concept.

The center provided direct services to many non-profit and corporate clients and also trained agencies to create internal adventure education centers. Major projects have included installing the first ropes course for LA City Recreation and Parks Department and first adventure learning center in LA Unified School District. The Patrick Henry Middle School (LAUSD) became a model program for middle school PE with their adventure learning center.

The center also generated funds to purchase a \$30,000 mobile climbing wall as a laboratory resource for curricular and co-curricular instruction. A summary report of this major project is attached in the PIF. News articles in the LA Times, Daily News, and Northridge publication are provided as examples of community public relations.

### **Community Service Leave 2004-2006**

In the fall of 2004 I began a professional leave of absence from Northridge to work directly with a non-profit organization with responsibilities in fund development & leadership development, in addition to work on writing projects.

*The leave was designed to enrich my professional emphasis areas as well as serve the external community. Outcomes and duties are summarized quickly below.*

- ✚ Supervised the fund development department of Green Lake Conference Center. Green Lake is a small religious non-profit organization providing educational programs in leadership development and youth development. Responsibilities included donor relationships, annual and capital giving, planned giving, data

management, staff supervision, and special event fundraising. *This work was consistent with my teaching RTM 444 Nonprofit Management and RTM 302 Leadership.*

- In 2004 gifts at the center totaled \$2.2 million for both annual and capital giving. The annual fund showed an increase in 2005 of 120% based mostly on a key new donor gift of \$500,000.
  - In 2005 initiated a project with marketing and guest services to integrate new customer information with the donor database system. New procedures resulted in significant ability to capture new donor prospects.
  - Research on the current donor profile of the organization became the basis of the newly generated strategic plan for the development department.
- ✚ The conference center was awarded a 2 million dollar grant as part of the Sustaining Pastoral Excellence initiative by the Lilly Endowment. The ecumenical leadership project was named the Center for Excellence in Congregational Leadership (CECL). As project manager supervised the 2 million dollar grant budget and program design and delivery. The grant opportunity was the primary reason for the professional leave. Additional detail on the Lilly project is listed under contributions to the field of study.
- ✚ Supervised two other leadership development initiatives in addition to the Lilly grant.
- Worked with a team to create a new *Coaching Center* for Green Lake Conference Center providing training in coaching methodology for leadership development and team development. Worked specifically with Jane Creswell as the lead coach/consultant for initiating the center. Jane is a former executive with IBM and founder of the IBM Coaches Network, a group of 200+ coaches over 8 continents. The coaching curriculum is certified as meeting educational requirements leading to Coaching Certification by the International Coaching

Federation which is the leading professional organization in the coaching field.

- An *Institute for Camp and Conference Ministries* had been developed previously at the center by a team of colleagues in 2000. The Institute focuses on organizational change and leadership excellence and I continued to serve as the team leader in 2004-05. This project is discussed at greater length in the professional contributions section.

### **Service Projects Prior to Period of Review (prior 2004)**

#### **Department Curriculum Development**

- ✚ Redeveloped Outdoor Recreation curriculum in 1996 and moved through curriculum approval process.
- ✚ Chairperson of Department Curriculum Committee 1994-1997. Committee dissolved to act as committee of the whole faculty 1997-2004. Active member as committee of the whole from 1997 to Spring 2004.
- ✚ Curriculum Reorganization: Served as facilitator for curriculum revision process from Spring 1999- Spring 2000. Assisted faculty with team development.

#### **Department Web Page**

Worked to establish and then upgrade initial department web page. Served as webmaster from 1999-2003.

#### **Department Personnel Committee**

Chair person of personnel committee 1996-1997.

#### **Outdoor Club Adviser**

An outdoor club was started as part of the Student Union programs. I served as adviser from 1995 -1997.

## **Outdoor Coordinator**

As outdoor coordinator for the department from 1990-2004 reviewed all off-campus trip programs for compliance with our safety management program and worked to recruit and train part time instructors and student assistants for safe operation of curricular and co-curricular programs.

## **HHD College Committees**

### **HHD Awards Committee**

Committee assignment Fall 1994 - Spring 1997.

### **HHD Technology Committee**

Committee assignment Fall 2000 – Spring 2001.

## **University Committees**

### **New Student Orientation Program – Wilderness Connections**

Developed new initiative for incoming students at the University called ‘Wilderness Connections’ in Fall 2001 and 2002. *Program was designed to foster student success and retention at the university in alignment with university goals.*

Program was promoted in collaboration with EOP staff across campus and with assistance from Undergraduate Studies to enlist incoming students. Dr. Wright coordinated all these efforts and designed and supervised the wilderness program in the High Sierra.

### **Faculty Senate**

Two year term as Senator. Fall 1998 - Spring 2000.

### **Scholarship Selection Committee**

Committee assignment. Fall 1994 - Spring 1997.

## **SECTION IV - CONTRIBUTIONS TO THE FIELD OF RECREATION AND TOURISM MANAGEMENT**

**Summary:** The contributions to the field demonstrate both a clear history and on-going plan for publications (15 publications with 8 refereed articles/equivalents) at CSUN.

Beyond a publication count, the department and the university should reflect a broad view of scholarship and contributions to the field of study. The argument supporting this broad view is based on Ernest L. Boyer's seminal work, *Scholarship Reconsidered: Priorities of the Professoriate (1990)* where he delineates the scholarship of *discovery*; the scholarship of *integration*; the scholarship of *application*; and the scholarship of *teaching*

In addition to the original research and *scholarship of discovery & integration* reflected in the publication list, part of my scholarship has focused on the *scholarship of teaching* as represented on the collection and analysis of teaching outcomes for one class in particular: Human Relations and Adventure Recreation (RTM 310). Details are provided in Section IV-C.

The *scholarship of application* represents a major part of my professional contribution and is discussed in Section IV-D with evidence submitted on two major projects. Dr. Wright's direct involvement in training and consulting in the field is also broad evidence of his strength as one who integrates theory with practice and then develops partnerships and teaching opportunities with agencies in the field. The extensive list of presentations and consultations follows after the publications section.

Dr. Wright's full record of scholarship is characterized by pioneering work including examples in:

- New approaches in the discipline.
  - The theory paper on application of adventure education methods to multicultural education was the first published in this area of the discipline (Wright, 1994).
  - The work in specific self-concept (versus global self-concept) to assess outdoor education impact (Wright 1978, Wright 1996) was the first in the literature and continues to be cited in the field.

- The scholarship of application represented by the Camp Institute is viewed by industry executives as unique and a representation of a creative response to the critical needs of the camping industry.
- The scholarship of application represented in the Lilly project is a pioneering project in its curriculum design and documented outcomes in leadership development and organizational change strategies.
- The book project linking team effectiveness to team member spiritual values demonstrates pioneering work in the team development.

The final point of summary of my scholarship is to recognize the diverse nature of the subject matter as well as the consistency of certain threads of research. *The general umbrella of my work is asking the question of the programmatic impact of experiential education on individuals and groups* (from experiential designs that use outdoor climbing adventures to coaching methods). Within that umbrella there are studies that tie directly to individual impacts (e.g. personal self-confidence, leadership effectiveness), team outcomes (e.g. book manuscript), and organizational impacts (e.g. design of transformation programs). These research areas tie consistently to classes that I've taught in the department and are reflected in the spreadsheet attachment.

### **Scholarship Evidence:**

#### **A. Publications in Preparation (Scholarship of Discovery & Integration)**

*Building Bridges: an experiential approach to increase multi-cultural understanding.* Manuscript in preparation.

Learning Outcomes from an Adventure-based Multicultural Education Program.

Abstract accepted and poster session presented for Coalition for Education in the Outdoors, Indiana University, January 2010.

This study used a computerized text analysis of student essays to assess learning outcomes from a university class in multicultural education. Results show positive outcomes in self-confidence, group

experience, diversity awareness, and prejudice reduction. (Refereed presentation. Full article for journal publication in preparation)

## **B. Publications (Scholarship of Discovery & Integration)**

*Spiritual Dimensions of Team* was published by Chalice Press and released in August 2010. The book provides a model for teams to become self-directed high performance teams. The work explores functional dimensions of team and how human values and spirituality impact functional dimensions. Refereed publication.

"Prejudice Reduction through Shared Adventure: Qualitative Outcome Assessment of Multicultural Education Class". *Journal of Experiential Education*, v32 n2 p137-154 2009. The study is a qualitative empirical study based on content analysis of five years of student reported impact from the RTM 310 multicultural education class. Refereed publication.

Publications prior to period of review:

"Jubilee: the great adjustment: Trends and issues for camp & conference centers" *Baptist Leader*, Spring 1998, 20-21. *Non-refereed – invitation by editor.*

"Camps and conference centers can help the local church experience jubilee" *Baptist Leader*, Summer 1998, 21. *Non-refereed – invitation by editor.*

"The Permanency of a Specific Self Concept: The Long Term Effects of a Positive Experience of the Self." *Coalition for Education in the Outdoors Third Biennial Research Symposium*. ed. Leo McAvoy. Cortland, NY: Coalition for Education in the Outdoors, 1996. *Refereed publication.*

"Will there be Land for the Next Generation of Camp and Conference Centers" *Journal of Christian Camping*. April 1996.

"Multicultural Education through Shared Adventure" in *Coalition for Education in the Outdoors Second Biennial Outdoors Research*

*Symposium.* ed. Leo McAvoy. Cortland, NY: Coalition for Education in the Outdoors, 1994. *Refereed publication.*

"Impact Surfaces for Low Components in Challenge Courses" in *Proceedings from the 1993 Association For Challenge Course Technology Symposium.* Ed. Mike Fischesser. Jonas Ridge, NC: Alpine Towers, Inc., 1993

"Planned Giving Programs: The New Frontier for Leisure Service Organizations." *Journal of Physical Education, Recreation, and Dance.* October 1991, 62 (8), 35-39. *Refereed publication.*

"Strategies for Teaching Problem-Solving Skills to Troubled Youth" in *Wilderness Challenge: Outdoor Alternatives for Youth in Need,* eds. Douglass P. Teschner and John J. Wolter. Hadlyme, CT: Institute of Experiential Studies, 1984.

*Youth Development through Outdoor Adventure Programs.* Chicago: Fund for Advancement of Camping, 1983. *Refereed publication.*

"Therapeutic Potential of the Outward Bound Process: An Evaluation of a Treatment Program for Juvenile Delinquents. *Therapeutic Recreation Journal.* 1983, 17(2), 33-42. *Refereed publication.*

"The Effect of High Adventure Activities on Adolescent Self-Concept: A Comparison of Situationally Specific Self-Concept Measurements with Global Self-Concept Measurements." *Resources in Education,* 1983, 18 (4), ED 224-791. Paper presented at the National Convention of American Camping Association (1982). *Challenge Course Instructor's Manual.* State College, PA: The Pennsylvania State University, 1981.

## **Play Structure Designs and Marketing**

- A. Patent Application – Spin Soccer (2011):** A patent for a new game and supporting apparatus was submitted in January 2011. The utility patent is pending and represents an innovative design with a high potential for market success. Production launch is planned for 2013.

- B.** Design and development of new play structures is considered an *equivalent of a refereed journal* in the RTM scholarship policies. A climbing tower was designed and then favorably reviewed by peers and accepted for distribution by a corporation. Signature R/M of Ames Iowa accepted the *Climb High Tower* for marketing and distribution and favorable reviews were completed in 1993.

#### **D. Scholarship of Teaching**

The RTM 310 Adventure Recreation and Human Relations class has become a field of investigation to assess whether adventure education methods impact student views related to personal identity and cultural diversity. The qualitative research project has identified positive outcomes in several areas as it examined 134 students representing various class sections over a five year period.

Outcomes include: positive outcomes in personal identity, group experience, diversity awareness, and prejudice reduction. Students also indicated transfer-of-learning to non-classroom contexts. The assessment reported statistically significant relationships between diversity outcomes and specific experiential learning events and is published in the *Journal of Experiential Education*.

#### **E. Scholarship of Application**

The scholarship of application asks the question "*How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?*" (Boyer 1990, p. 21). Boyer suggests that for service activities to be seen as scholarship they should be related to one's field of knowledge and be characterized by rigor and accountability.

My scholarship of application is represented by over 120 consultations with my industry groups and over 30 presentations at professional conferences during the period of review and they are summarized in Section IV-E-3 of the vita.

One can not take the time to assess outcomes for all classes taught, one can not take the time to assess all the demonstrations of scholarship of

application. Two major projects in my scholarship of application are the Institute for Camp and Conference Ministries and the Lilly grant project called, CECL. Both are described here and the documented evidence of excellence and measurable outcomes is available upon request. Consultations and presentations are the third indicator of a strong scholarship of application.

### **1. Lilly Project: Center for Excellence in Congregational Leadership**

The Lilly Endowment funded a major national initiative entitled Sustaining Pastoral Excellence. The Green Lake Conference Center was awarded a 2 million dollar grant from that competition. The grant represented an ecumenical partnership between five Christian denominations in the upper Midwest with the goals of increasing leadership effectiveness in congregations and to create healthier congregations. The Center for Excellence in Congregational Leadership (CECL) was the funded project. Dr. Wright served as the Director of the program and was responsible for curriculum design, training event planning, staff training, conference coordination, marketing, and budget management.

The following three sources validate the success of this scholarship of application in program design and delivery.

1. The CECL project hired an external project evaluator, Dr. Tom Watkins, Ph.D. who is the director of evaluation for St. Paul Minnesota Public Schools. Program outcome examples include:
  - Clergy leadership from cohort 1 indicated a 36% drop in “likelihood of burn-out” from pre to post testing.
  - The Natural Church Development scale (a standardized measure of church organizational health) showed significant increases on goal oriented ministry, holistic small groups, functional structures, and community outreach.
  - Leader’s view of the congregational leadership team “bringing about change” saw an improvement of 38% from pre to post.
  
2. Dr. Wright worked with Dr. Lori Carrell, Professor of Communication at University Wisconsin, Oshkosh to design a major training component on communication effectiveness for clergy. The important role of leadership communication in organizational change initiatives is well

documented. This part of the CECL curriculum focused on public communication through preaching. Dr. Carrell has published her findings in a trade journal and a refereed communication journal.

3. The Lilly Endowment showed its support for the evaluation of the project by providing the project with a rare continuation grant in 2007 for 1 million dollars.

## **2. Institute for Camp and Conference Ministry - Leadership in Professional Group**

The Institute program launched in January 2000 after a year of planning and promotion in 1999. Dr. Wright served as the team leader and created the Institute along with a group of four colleagues. The Institute was organized based on the crisis facing agencies in the organized camp movement. The design was based on key issues and values facing this group of organizations as well as learning principles gathered from the organizational change literature. Examples included action based learning, a guiding coalition (team), vision casting, accountability.

Individual camp organizations were recruited to attend the Institute. Participating organizations, sample training conference programs, and support material are included in the PIF.

The Team delivered 27 training conferences across the country from 2000-2006 and invited presenters who were national experts in their topics including a special 2 hour dialogue seminar at the Harvard Business School with leadership expert Dr. John Kotter in September of 2000. Dr. Kotter's work on leading organizational change was a foundational model for the Institute's design.

Dr. Wright contributed frequently to the conferences as a presenter as reflected in lists of professional presentations.

Documentation of the pioneering nature of this work and its positive outcomes come from several directions.

- Outcome measures included positive changes in fund development, visionary planning, board governance, program development, marketing, staff training, and operations.

**3. Presentations and Consultations** are further support of serving the profession and a demonstration of the scholarship of application.

**Summary:** The lists of presentation to the profession are divided into two groups; those workshops or papers presented at a professional conference or symposia and a summary of those training events or consultations done for specific organizations in the field.

Professional conference presentations now number over 50 with 30 occurring during this full period of review.

Professional consultations or training events now number over 150 with over 120 during this full period of review.

Both types of work show a very high level of involvement in the professional field and a pattern of breadth and diversity related to my discipline and areas of teaching at Northridge.

The presentations at conferences are listed in chronological order and are separated by a sub-heading to indicate which occurred during the current period of review. Consultations are reported by category following the list of conference presentation.

The presentations and consultations cover a range of topics but the bulk of them can be grouped into three areas of primary professional emphasis which all support areas of research and teaching:

- Issues in adventure education and outdoor education such as self-concept, safety management and inspections, facilitator training, marketing, hospitality, property development and land use.
- Development of organizational leadership and teams including leadership training, team development, creativity, coaching, strategic planning, and board governance.
- Multicultural education through the use of adventure.

The presentation list also includes conference coordinator/convener roles for the CECL Lilly Grant described earlier in the vita.

### **Presentations at Professional Conferences for Period of Review**

Each presentation in this list was by invitation unless otherwise noted in the citation.

January 11-13, 2008. Coalition for Education in the Outdoors. Bradford Woods, IN.

Research Area Moderator for Presentations.

January 14, 2007. Institute for Camp and Conference Ministries, Exeter, RI.

Presentation: *The Six Hats Thinking System to Create Technology Applications for Youth Camp Programs. A full day seminar*

October 23-25, 2006. The Coaching Center, Green Lake, WI.

Presentation: *Foundations of Leadership Coaching. Multi-day seminar to use coaching methodology for leadership development.*

January 13, 2006. Institute for Camp and Conference Ministries. Green Lake, WI.

Presentation: *Dimensions of Program Design*  
Presentation: *The Power of Teams*

October 24-26, 2005. The Coaching Center. Green Lake, WI.

Presentation: *Foundations of Coaching*

October 26-28, 2005. The Coaching Center. Green Lake, WI.

Presentation: *Coaching Teams. Multi-day seminar on using coaching methodology for maximizing team performance. Team taught seminar with Jane Creswell, founder of coaching network at IBM.*

September 12-16, 2005. Center for Excellence in Congregational Leadership. Green Lake, WI.

Conference Convener: *Conference Coordinator for Leading Congregational Change through Teams, Cohort II.*

September 6-11, 2005. Center for Excellence in Congregational Leadership. Green Lake, WI.  
Conference Convener: *Conference Coordinator for Leading through Preaching, Cohort I.*

August 15-17, 2005. The Coaching Center. Green Lake, WI.  
Presentation: *Foundations of Coaching.*

June 7-12, 2005. Center for Excellence in Congregational Leadership. Green Lake, WI.  
Conference Convener: *Conference Coordinator for Organizational Change Models and Ministry Family Balance, Cohort II.*

May 16-21, 2005. Center for Excellence in Congregational Leadership. Green Lake, WI.  
Conference Convener: *Conference Coordinator for Leading Change: from Vision to Implementation, Cohort I.*

September 9-12, 2004. Center for Excellence in Congregational Leadership. Green Lake, WI.  
Conference Convener: *Conference Coordinator for Leading through Integrity, Cohort II.*

February 20-21, 2004. SAGES: Society for Advancement of Gastrointestinal Endoscopic Surgeons. Dana Point, CA.  
Presentation: *The Six Thinking Hats for Strategic Planning.*

#### **Presentations at Professional Conferences Prior to 2004**

Available upon request.

#### **Consultations in the Professional Setting during Period of Review**

In addition to presentations at professional conferences, Dr. Wright has made a large number of consultations and/or presentations for specific organizations in their context during his academic career - over 150 consults of which over 120 have been in this review period. The involvement with my professional field demonstrates an ongoing commitment to practitioners

and informs my teaching in the classroom. Rather than provide the full list by date the following summary represents this work in the professional setting.

*Workshops for Training Group Leaders to use Adventure Learning:* Forty-two training events of 3-4 days each have been held at sites around the country from 1990-2009 with 30 of those in the 1996-2009 period. *The RTM 151G class duplicates most of the material in these workshops.*

*Site Specific Consultations for Safety Inspections:* As a leader in outdoor safety and technologies for challenge courses, there have been over 75 Challenge-Ropes Course Safety Inspections at various sites around the country. *The RTM 151G class and parts of the RTM 351 class are tied directly to this work.*

*Team Building Workshops/Consultations:* Training teachers and leaders in the use of adventure learning involves some introduction to team building activities. In addition to this general work, over 25 team effectiveness trainings or team coaching consultations have been conducted for specific organizations. *Many of these were done as part of the Adventure Learning Center at CSUN. This work has direct relationship to both the RTM 310 Adventure Recreation class and the RTM 302 Leadership class.*

*Nonprofit Board Development:* Board governance is a critically important area for non-profit organizations. *Training and coaching in this area (12 sessions) have a direct tie to the RTM 444 class in Non-Profit Management.*

*Customer Service Training:* One of the newer areas of professional development has been consultation for recreation agencies who are part of the hospitality industry. Three training events have been conducted in training employees in customer service.

*Long Range Site Development Planning* is a natural extension of outdoor programs. Work has been done for five camp organizations in development of long range land use plans. Three of those have been done during this period of review.

*Executive Coaching Sessions* are an outgrowth of recent training received in using a coaching methodology for leadership development. In addition to leading workshops, new opportunities for individual coaching conversations (28) have been developed in the last five years. These coaching hours will lead to advanced certification with ICF (International Coaching Federation).

*Strategic Planning Consultations* have been held for four organizations during the period of review.

*International Consultations* have created a way to work on campus goals to adjust teaching and curriculum to a global context.

In July of 2002 Dr. Wright was invited to visit and review a religious youth camp program initiated in the Republic of Georgia.

In January of 2007 I visited Koidaikanal International School with Dr. Don Doran, Executive Director for Atlanta Outward Bound to review plans for the school to develop an experiential education program that would integrate service learning, leadership development, and multicultural education into their middle school curriculum by creating a freshman year program at a new outdoor property in the Palni Hills of southern India.

## **F. Grant Proposals Submitted prior to Period of Review**

✚ Funding proposals information available upon request.

✚ Summary for 2000-2012:

- Internal Funding for special projects – \$21,000
- External Funding with community partners – \$1,175,000

## **G. Professional Organizations and/or Certifications**

*American Baptist Camp Directors Association*: Member, 1978-current

This group represents 50 independent but denominationally related faith based camp and conference centers across the United States. The group is managed by a steering committee/ planning team for professional development of members.

Member of the planning team for 1991-1995.

Team leader of planning team from 1996-current.

Active leadership as a presenter at national and regional conferences in the following years: 1984, 86, 92, 93, 94, 95, 96, 97, 99, 00, 01, 02, 06, 07, 2010, 11, 12.

*American Camp Association:* Member, 1982- current

Professional group for diversity of youth camps in the U.S. including agency camps, religious camps, and private independent camps.

Active as a member and leadership as a presenter at national, regional, and sectional meetings in the following years: 1982, 92, 99, 04, 05, 06.

Member, ACA National Committee on Research 1983-85

*Association of Experiential Education:* Member, 1984-current

Intermittent membership in early 90's; re-involvement through accreditation of CSUN outdoor program 2003-2007.

AEE is a professional experiential education group with its roots in adventure education.

Occasional presenter at national conference: 1986, 92.

*Association for Challenge Course Technologies:* Member, 1991-current

ACCT is the professional group for builders and trainers for challenge courses in the U.S. Controls installation and training standards for the ropes course industry.

A charter member in 1991. Leadership as a presenter at national conferences: 1993, 98, 99, 03.

*Board Source:* Member, 2002-current.

Board Source is the primary professional group for non-profit executives in matters of board governance. Member.

*Christian Camp and Conference Association:* Member, 1978-current.

CCCA is largest professional youth camp organization for exclusively faith based camps. Part of an international federation of professional camp associations.

Occasional presenter at national conferences: 1990.

Member of National Executives group from 1996-current which is a once a year meeting to talk about industry trends. In 2006 invited to a special summit meeting with this group and other industry leaders.

*Emergency Medical Technician:* 1998-2006; 2011-present.

*Association of Fund Raising Professionals (AFP):* Member, current.

Intermittent membership since 90's. AFP is the largest association of fund raising professionals serving all parts of the non-profit sector.

*International Coach Federation:* Member, current.

Primary professional group for the emerging field of personal and business coaching.

*Outdoor Skills Certifications:* As a leader and supervisor of outdoor education programs have held numerous technical skill certifications related to outdoor recreation sports.