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# Leisure Notes

## *Greetings from the Chair*



*Dr. Sharon Todd*

It's been a busy few years in the Recreation, Parks and Leisure Studies (RPLS) Department! Here are just some of the highlights:

**Enrollment jumped 40% over the last five years**, and in the last four years alone, graduate student counts increased an astounding 78%. The upward trend is continuing Fall 2016, with our total enrollment at 244 students, including 163 undergraduates and 81 graduate students. A majority of undergraduates (54%) are pursuing Therapeutic Recreation degrees, 25% Outdoor Recreation, 12% Recreation Management, and 9% Recreation. The on-campus Master's program concentrations are fairly evenly distributed among Management (28%), Environmental and Outdoor Education (40%), and Therapeutic Recreation (32%).

**Our new Therapeutic Recreation Online Graduate Certificate Program is a resounding success.** First offered Fall 2015, this online program is designed to meet the therapeutic recreation academic requirements that a candidate needs to sit for the national certification exam administered by NCTRC. Actual enrollment exceeded proposed enrollment, and assessment results exceeded target measures for all student learning outcomes. See details on page 4.

**The RPLS Department welcomed two new faculty members.** We exchanged sad goodbyes with Dr. Brooke Burk in summer 2014 as she left SUNY Cortland to be near family in the Midwest. Dr. Andrew Purrington filled a visiting line a couple months later, and he was subsequently hired as assistant professor of recreation management Fall 2015. This fall, Susan Barnett joined the faculty as assistant professor of therapeutic recreation. Meet Andrew and Susan on page 15.

**Faculty and students collaborated on research studies on a variety of topics.** Besides class projects associated with core research classes, students were involved in other research with faculty and on their own. Last year a total of 26 undergraduate students and 8 graduate students accounted for 12 presentations/publications. In addition, 11 graduate students were involved in Master's projects and theses. See page 18 for highlights of one such project. And page 14 for another faculty project.

**The IRRC continued to impact inclusive recreation around the world.** Under the leadership of Dr. Lynn Anderson, the Inclusive Recreation Resource Center (IRRC) continued to grow throughout the past academic year as a resource to help ALL people play wherever they choose. Now in its tenth year, the IRRC has developed several partnerships and tools to put that mission into practice. See page 16 for more details.

**RPLS Department offered unparalleled opportunities for applied learning.** Last year RPLS students logged nearly 8,000 hours of civic engagement. When internships were included, students spent more than 34,000 hours serving their communities. In addition, a total of 46 different students earned 34 **honors and awards** throughout the year (see pages 12-13 for highlighted department awards).

**See additional stories of interest**, including updates on Raquette Lake (page 6), Adirondack Trail Blazers and the Student Life Center (page 7), and Annual Recreation Conference reports (pages 2-3). Several alumni also contributed stories you'll be sure to enjoy (pages 8-10). On a sad note, Dr. Bartholomew and two students, Robert Mead and Jack Jakubek '16, recently passed away (pages 8 & 11).

**Please stay in touch!** Three new social media accounts have been launched for the RPLS Department. Stay up-to-date on department events by following and liking us on the following:

[Facebook @CortlandRPLS](#)

[Twitter @CortlandRPLS](#)

[Instagram @SUNYCortlandRPLS](#)



## We are green!

*This issue of the Alumni Newsletter will not be sent as a print version. We have strived to create a format that is dynamic, accessible, and usable for all our readers while reducing our environmental impact. If you do need a print copy, please contact the RPLS Office to request one ([rpls@cortland.edu](mailto:rpls@cortland.edu)).*



## The 66<sup>th</sup> Annual Cortland Recreation Conference: “Route 66: Destination Recreation”

The Special Events Planning class has been working hard and is looking forward to the best conference yet.

The dates for the conference are  
**November 3<sup>rd</sup> and 4<sup>th</sup>, 2016.**

What a great opportunity to return to Cortland for a visit while networking and learning more about opportunities and ideas in Recreation!

The theme of this year's conference is "Route 66: Destination Recreation." We challenge you to think about recreation from various perspectives, ranging from the variety of career opportunities within the field to the plethora of activities one might pursue, all of which are bound to take every individual to unique and interesting places. The possibilities are endless, and it is up to each person to decide where recreation will take them.

As part of the conference, we will be holding an exhibition lounge/internship fair on Thursday, November 3<sup>rd</sup>. In addition, there will be a professional round table discussion where students and professionals can engage in an exciting conversation discussing current events and issues in recreation. The registration rate for the conference is \$60 for students, \$125 for professionals, and \$110 for Alumni. Registration will also be accepted at the door both days.



This year's Metcalf Endowment Keynote Speaker is John de Graaf. Co-founder and president of Take Back Your Time and co-founder of The Happiness Initiative, Mr. de Graaf will give the keynote address titled "National Parks and Route 66: Why We Need Time to Play" from 1:00 to 2:15 p.m. on Friday, November 4, in Corey Union Function Room. Mr. de Graaf is a documentary filmmaker (more than 15 national PBS specials), author (*Affluenza*, *What's the Economy for, Anyway?*), former university instructor and activist for more leisure time in America. He fondly remembers his days as a hitchhiker on Route 66 and his youthful experiences as a backpacker and climber in Yosemite National Park. His latest film, *The Great Vacation Squeeze*, aired on PBS stations in Spring, 2016. He lives in Seattle, Washington.

We will be having a social on Thursday, November 3, at Stone Lounge from 5-8 pm. The alumni from class years 1991 and 1966 will be honored for their 25th and 50th anniversary graduating from SUNY Cortland. As part of our registration, you have the opportunity to attend a pre-conference session by the Inclusive Recreation Resource Center on Wednesday, November 2.

You can visit our website, [www.cortland.edu/reconf/](http://www.cortland.edu/reconf/) for more information, including the conference brochure, schedule, registration forms, and other important information. We urge you to take advantage of our online registration service. We are also on Facebook at "Annual Cortland Recreation Conference."



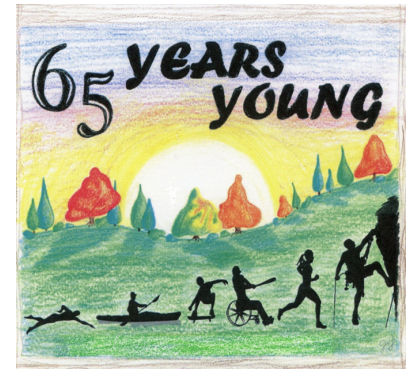
Come join us for an exciting journey through recreation at this year's 66th Annual Cortland Recreation Conference to embrace networking and professional development opportunities. ) See you in November!

66<sup>th</sup> Annual Cortland Recreation Conference  
“Route 66: Destination Recreation”  
November 3 and 4, 2016

Phone: (607) 753-4904  
Email: [reconf@cortland.edu](mailto:reconf@cortland.edu)  
Website Link: [www.cortland.edu/](http://www.cortland.edu/)

**2015 REPORT**  
**The 65<sup>th</sup> Annual**  
**Cortland Recreation Conference:**

**“65 Years Young: Cultivating a Lifetime of Leisure”**



The 65th Annual Cortland Recreation Conference (“65 Years Young: Cultivating a Lifetime of Leisure”) held November 12-13, 2015, was successfully planned, implemented, and evaluated by 7 undergraduate students and 2 graduate students in the spring and by 6 undergraduate students and 1 graduate student in the fall class. The theme was a creative way to highlight the 65 years of the conference while focusing on the role that recreation plays in every stage of life. In all, 52 presentations/sessions were offered to the 303 professional and student attendees, and 22 exhibitors had tables for the internship/exhibit fair.

The Metcalf Endowment Keynote Speaker was Dr. Gary Ellis, Texas A&M University. His research focuses on “situating” recreation experiences, as well as youth development and quality management of recreation organizations. His presentation, titled “Experience; The Quintessential Product of the Park, Recreation, and Tourism Industries: A View from the Microscope” was co-sponsored by the Metcalf Foundation, the Campus Artist and Lecture Series, and the Department of Recreation, Parks and Leisure Studies.

**2014 REPORT**

**The 64<sup>th</sup> Annual**

**Cortland Recreation Conference:**

**“Dive into Recreation”**

The 64<sup>th</sup> Annual Cortland Recreation Conference (“Dive into Recreation”) held November 6-7, 2014, was planned, implemented, and evaluated by 11 students in the spring class and 8 students in the fall class.

Over 275 professionals and students attended the conference, including 75 alumni. A total of 42 educational sessions and research sessions were offered by 52 presenters (24 of those were alumni), and 19 exhibitors sponsored tables for the internship/exhibit fair.

The Metcalf Endowment Keynote Speaker was Dr. Valeria Freysinger, Miami University, Ohio. Her research interests include gendered experiences of leisure across adulthood; leisure as a context for and practice of aging; and leisure, aging, and social (in)equity. Her lecture titled “Acting Our Age: Re-imagining Recreation and Leisure Across the Life Course” was co-sponsored by the Metcalf Foundation, the Campus Artist and Lecture Series, and the Department of Recreation, Parks and Leisure Studies.



**RPLS Department Mission**

Through learning, teaching, scholarship, and service, we promote the value of play, leisure, recreation, and parks for individuals, society, and the environment, inspiring and preparing students to become engaged citizens and effective professionals.

**Values**

- Freedom
- Inclusion
- Respect
- Integrity
- Growth
- Goodness
- Joy!



**Vision**

We make a difference in the world.  
 Our alumni continue to be outstanding leaders in the field of parks, recreation and leisure services. We have bright, passionate, and diverse students who think critically and are motivated to join our alumni ranks and contribute to the field and to their communities. We are a model at the national, state, and local level for excellence in teaching, research, and service in the recreation, parks and leisure studies field, and we are leaders in effecting positive social change and sustainable living. We are essential to the future of the profession and the mission of the college.



# The Online Therapeutic Recreation Graduate Certificate

By Dr. Lynn Anderson, CTRS, CPRP

Began Fall  
2015!

In Fall 2015, the Recreation, Parks and Leisure Studies Department launched its first totally online academic program: the Therapeutic Recreation Online Graduate Certificate! This 18-credit graduate certificate program will help many students and professionals seeking national certification in the therapeutic recreation profession as well as improve the quality of the profession as a whole, as more practitioners will be able to seek the Certified Therapeutic Recreation Specialist (CTRS) credential.

## What is a graduate certificate?

A graduate certificate is a program composed of graduate-level courses; it is a credential issued by an accredited higher education institution in recognition of the completion of a curriculum other than one leading to a degree. All courses taken are listed on a college transcript, and the certificate is posted to a college transcript, like a degree. Certificates are common in many fields where advanced qualifications are needed.

## Why a graduate certificate in therapeutic recreation? Why online?

The online graduate certificate program in therapeutic recreation at SUNY Cortland fulfills the varying needs of a large group of entering and practicing professionals in therapeutic recreation, especially those who need academic courses to meet sitting requirements for the national certification exam or those who need continuing education. The online platform makes the graduate certificate available to a wide group of people, regardless of geographic location.

## What does it take to complete the Online Graduate Certificate in Therapeutic Recreation?

The Therapeutic Recreation Online Graduate Certificate is available only to those with a bachelor's degree or higher (in any field). It consists of 18 graduate credits:

- REC 603 – Historical, Philosophical and Theoretical Perspectives of Recreation and Leisure (3 credits)
- REC 604 – Foundations of Therapeutic Recreation (3 credits)
- REC 530 – TR Process I: Assessment (3 credits)
- REC 533 – TR Process II: Planning, Implementation and Evaluation (3 credits)
- REC 535 – TR Interventions (3 credits)
- REC 538 – Design and Administration of TR Services (3 credits)

The Therapeutic Recreation Online Graduate Certificate meets the academic requirements for therapeutic recreation content courses for national certification with the National Council for Therapeutic Recreation Certification (NCTRC). The curriculum map of the Online TR Graduate Certificate shows the alignment of coursework with the NCTRC 2014 National Job Analysis (see Figure 1). The graduate certificate can be completed in two semesters (9 credits per semester) or spread out over time. Professionals could take just one or a few courses to maintain certification, and not the entire certificate program.

REC 603	REC 604	REC 530	REC 533	REC 535	REC 538
<i>Historical, Philosophical and Theoretical Perspectives of Recreation &amp; Leisure</i>	<i>Foundations of Therapeutic Recreation</i>	<i>Therapeutic Recreation Process I: Assessment</i>	<i>Therapeutic Recreation Process II: Planning, Implementation and Evaluation</i>	<i>Therapeutic Recreation Interventions</i>	<i>Design and Administration of Therapeutic Recreation Services</i>
<b>From the NCTRC Exam Content Outline 2014</b>					
<b>Foundational Knowledge: 20% of exam</b>		<b>Assessment Process, Documentation, Implementation: 63% of exam</b>			<b>Administration and Advancement of TR/RT Service: 17% of exam</b>
<ul style="list-style-type: none"> <li>• Theories and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Theories and concepts</li> <li>• Practice guidelines</li> <li>• Diagnostic groupings</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment selection and implementation</li> <li>• Assessment domains</li> <li>• Documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation</li> <li>• Documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation</li> <li>• Facilitation</li> </ul>	<ul style="list-style-type: none"> <li>• TR service delivery</li> <li>• Administrative tasks</li> <li>• Advancement of TR/RT</li> <li>• Professionalism</li> </ul>

**Figure 1. Curriculum Map of the Online TR Graduate Certificate in Relation to the NCTRC Job**

### What were some of the highlights of the first year of the Therapeutic Recreation Online Graduate Certificate program?



- **Enrollment.** Actual enrollment for the Certificate of Advanced Study in Therapeutic Recreation exceeded proposed enrollment, with 15 full-time and 11 part-time graduate students taking classes. The students were from 12 states, 2 countries, and in 4 time zones. Twenty M.S. students from campus also took from one to five classes in the online graduate certificate program.

- **Curriculum.** Seven classes were offered online this year, including the six courses in the program plus one elective during winter session. A variety of teaching and learning approaches were used in the online classes, from live webinars to discussions, 10-minute talks, group work, wikis, projects, applied learning, youtube video production, and more. One of the highlights was the guest speakers—including eight alumni—with national and international reputations, textbook authors, researchers, and journal editors using a webinar platform, Skype for Business.

- **Outcomes.** Of the full-time graduate students, 14 of 15 graduated at the end of the academic year (93.3% completion rate). The remaining full-time student will graduate at the end of Fall 2016. Assessment results exceeded target measures for all student learning outcomes, and satisfaction measures were extraordinarily high. Here are some of the testimonials shared by the students:

- ◇ *The TR Online Graduate Certificate program is truly an amazing experience! I was so lost after my undergrad, not knowing what direction I should take and after a series of events, I was led to this program. It has prepared me for my future and has enabled me to do my current job better. I honestly don't know where I would be if I hadn't have been led to this program.*
- ◇ *I was unsure if I could balance this program with working full time, but it turned out to be a really positive experience. The TR program has been a huge asset in helping me develop and reach my goals!*
- ◇ *This online graduate certificate program helped me to be able to go back to school and work a full time job at the same time. I really enjoyed meeting others from all over the country with diverse experiences in health care, recreation and more. This made for lively discussions with varying viewpoints on TR practices. I highly recommend this program to anyone looking to take the next step in or start a TR career.*
- ◇ *I was skeptical about going back to school, let alone taking an online class. To be honest, I don't regret the decision one bit and can't wait for the next class to begin. Being around others who were taking online classes, I thought it was just reading boring books and materials, but with webinars, videos and interactive PowerPoints, it's so much more. I felt like I was physically in the classroom with a teacher in front of me.*

#### What's Next?

At this point, the TR Online Graduate Certificate Program has full enrollment in its second year. Because of high demand, the RPLS Department has submitted a proposal to SUNY System to offer the full M.S. in therapeutic recreation online. Ten of the graduate students in the first year of the TR Online Graduate Certificate intend to complete the full M.S. once it is approved, with many more inquiries in the pipeline. It has been exciting to bring these new students into the fold at SUNY Cortland and add to the breadth of our alumni base.

#### Who should you contact for more information?

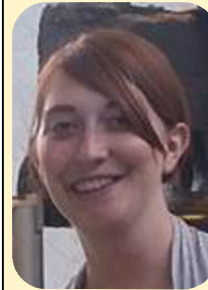
You can learn more at this website: <http://www2.cortland.edu/graduate-programs/therapeutic-recreation-certificate/index.dot>.

If you are interested in the Therapeutic Recreation Online Graduate Certificate, or if you know of anyone interested, email Dr. Lynn Anderson, CTRS, CPRP, Distinguished Service Professor at [lynn.anderson@cortland.edu](mailto:lynn.anderson@cortland.edu)

#### Meet two members of the inaugural class!

Allison Almekinder and Timika Mason attended full-time in the online program. Their stories capture how well this program will meet the needs of the profession and individual people pursuing advancement in the profession.

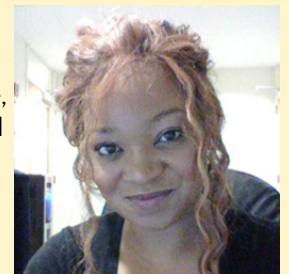
##### Allison Almekinder



When I was a senior in high school, my aunt was going to rehabilitation after being hospitalized for [an] aneurysm for four months. I would often visit her during her session to provide support and encouragement. Watching a recreational therapist help my aunt get back to her upbeat self and help get her active in the community again inspired me to pursue this type of career. For the past year, I have been working at Strong Memorial Hospital as an activity director. During my time there, I have experienced the positive impact that getting people involved in their hobbies can help with their recovery process. It is my goal that by attending this program, I will be able to continue to positively impact my patients' lives.

A major part of my interest in recreation therapy stems from my love of the arts and recreation, a desire to help others heal, and a love for my grandmother - because she lives with Alzheimer's disease, and I have seen the impact that music and recreational therapy has on her and her co-residents. Where most are inclined to just sit by themselves in their apartments, recreation not only gets them to come out of a physical space, it gets them to come out emotionally, socially, and spiritually. I believe in this therapy. I believe in the power to heal and give people a better quality of life, and I believe you can have fun while doing that.

##### Timika Mason





# Raquette Lake Update

By Rob Rubendall, Director of the William H. Parks Family Center for Environmental and Outdoor Education

1965 marks an important year in the history of outdoor education at SUNY Cortland, when two properties critical to teaching came into the possession of the College. Celebrations this past summer honored the founding of programs at Antlers on Raquette Lake and Hoxie Gorge in Cortlandville.

As the campus began a major building expansion in the early 1960s, open space behind Old Main previously used for science and recreational field study was lost. Four concerned faculty members: Eugene Waldbauer, John Gustafson, George McDermott, and Charles Wilson, submitted a proposal to the Faculty Student Association (FSA; now Auxiliary Service Corp. or ASC) to purchase nearby property that could replace this lost resource. The proposal was accepted, and a committee that consisted of the first three professors mentioned above and Harlan Gold Metcalf, professor of recreation education, began the search.



From left to right: Eugene Waldbauer, John Gustafson, and George McDermott

After months of studying maps and locating the perfect parcel just 10 miles from campus, an offer was made to three farmers to purchase 169 total acres for just over \$7,600. The most important parcel was owned by an elderly gentleman by the name of Clarence A. Robertson. Before he was able to sign the title over to the FSA, Clarence became very ill and went to live in Dryden with a friend, without leaving word of how to find him. McDermott used his detective skills to track him down and literally held the papers on his deathbed for his signature.



Over the years, the farm buildings were taken down, and native species of plants, trees, insects and animals have returned to the land. Tens of thousands of students have used Hoxie Gorge to develop field techniques, study ecology and conduct research. Over \$1 million in grants have been written and received by the College directly related to work there.

On July 11, a celebration of the 50<sup>th</sup> anniversary and a dedication of a new arboretum in honor of the three surviving founders: Gustafson, McDermott and Waldbauer were held at the Hoxie Gorge

trailhead. A bur oak was designated the Klotz Oak, in honor of the second Hoxie Gorge administrator, Larry Klotz, distinguished service professor of biological sciences, who retired in May 2015.



Since the founding of Huntington Memorial Camp in 1948, the College sought a shoreline property it could use to access the camp by water or ice road in the winter. The previous embarkation site was one of two private marinas that had limited parking and poor proximity for groups traveling to Long Point. In 1965, the camp director, George Fuge '49, learned that a waterfront parcel that originally served the Antlers Hotel was for sale. He asked the owner, Donald Langham, not to list it until he could discuss purchasing it with the College. Again, FSA was asked to provide the funding, and the Antler Casino, Cedars, and Terrace Cottages were acquired. The Main Lodge parcel was added a year later.

Antlers began as a fashionable resort in 1886, containing a hotel, numerous small cabins, tent platforms, a dining room, and casino (recreation) building. At that time, there were no roads or railroads in the immediate area, so all guests arrived from Blue Mountain Lake via steamboat down the Marion River. Boats landed at the main dock, and guests chose accommodations on the hill above, some staying for the entire season, others for short vacations.

With the acquisition of Antlers to the Raquette Lake Outdoor Education Center, Cortland increased its summer capacity to 120 beds and provided ideal year-round access to Camp Huntington. As student population grew in the '70s and '80s, multiple summer sessions in physical education, recreation and biology held at Antlers could not be accommodated at Camp Huntington alone.

Today, programs are conducted for these departments, orientation advisors, the Honors Program, Hearts of Gold Reunion, high school science camps, and more. In addition, over 100 alumni and their families relax on the shores of Raquette Lake each summer, sharing their experiences as students with future generations. On August 22, the College celebrated the past 50 years with a ceremony including food, music, tours, speeches, and memorabilia.



The joint effort between SUNY Cortland's William H. Parks Family Center for Environmental and Outdoor Education (CEOE); the Recreation, Parks and Leisure Studies Department; and Recreational Sports' Outdoor Pursuits to offer a transitional wilderness experience for incoming first-year and transfer students at SUNY Cortland continues to grow.

The incoming students, along with a small group of their peers, spend a week traversing the Adirondacks challenging themselves while creating bonds that will stand the test of time.

New to the program in August 2015 was the addition of transfer students. Prior to this, groups consisted of first-year students only. The two groups are different in terms of expectations for the trip. Transfer students already have college experience, and are looking more specifically at what Cortland will be like versus first-year students who do not have previous college experience.

The program utilizes many of our majors as trip leaders or upper-class students who can speak to what the College has to offer, sharing "what it is really like" from a current student's perspective. An unforeseen outcome of the ATB program has been an increase in the number of students who become aware of recreation-related majors and career opportunities. That awareness has resulted in several students changing their major to one offered by our department and/or adding the environmental and outdoor education minor.

The conceptual vision of the ATB program has always included its eventual move to Outdoor Pursuits. With the opening of the Student Life Center, the transition of responsibilities began in 2015 and was completed in 2016. Jason Harcum, Assistant Director of Recreational Sports, Outdoor Pursuits, now oversees the ATB program.

"The program could not have run smoother or been better received by the first-year and transfer students," shared Rob Rubendall, Director of CEOE this past August. "Hats off to ... Jason Harcum and [graduate assistant] Chris Bode for excellent planning, organization and execution of the program. ... [The program] truly now has wings of its own!"

*By Julian Wright, Director, Recreational Sports*

In order to better fulfill our mission and to significantly improve the quality of life for all students, faculty, and staff, we have built a new \$51.2 million Student Life Center at SUNY Cortland. This new facility is managed by the Recreational Sports Department and has a vast array of physical recreation components as well as a variety of social recreation spaces. These components include:



- ◆ Climbing Wall (vertical climbing, 42 feet high)
- ◆ Bouldering Wall (horizontal climbing)
- ◆ Recreational Pool (lap swimming, resistance walk, hot tub)
- ◆ Multi-Activity Court (volleyball, basketball, soccer, floor hockey)
- ◆ Suspended Jogging Track (3 lanes, 1/5 mile around)
- ◆ Group Exercise Room (kickboxing, Zumba, Pilates and the like)
- ◆ Outdoor Pursuits Center (outing trip program and equipment rental)
- ◆ Variety of social casual spaces (seven throughout the facility)
- ◆ Two Golf Simulator Stations (play any golf course in the country)
- ◆ Three-court Gym (basketball, volleyball, badminton courts)
- ◆ Circuit/Free Weight Area (selectorized and plate-loaded circuits, racks, dumbbells)
- ◆ Cardio Fitness Area (ellipticals, treadmills, steppers, bikes)
- ◆ Meeting Room
- ◆ Large Food Service (great variety of healthy options)
- ◆ Mind/Body Room (yoga, meditation)
- ◆ Men's/Women's Locker Rooms
- ◆ Large Game Room (billiards, foosball, air hockey, dome hockey and gaming stations)



The Student Life Center, which opened on February 16, 2015, is operated on an "open recreation" concept, which means it is always available for our students' recreational use. The hours of operation are from 6 a.m. to 12 a.m., weekdays and from 7 a.m. – 12 a.m., weekends. By providing high-quality, consistent recreational services and a place for students to "hang out" and socialize, the Student Life Center is an excellent alternative to the downtown scene. It is also an invaluable resource in recruiting new students and is significantly enhancing the quality of life for our students and faculty/staff.

## Adirondack Trail Blazer Students

### Participation by year:

2013	8 students
2014	28 students
2015	38 students (29 first-year and 9 transfer students)
2016	39 students (30 first-year and 9 transfer students)

### Majors:

adolescent education, athletic training, biology, criminology, communications, exercise science, childhood education, economics, English, geology, history, physical education, political science, psychology, speech, language and hearing disorders, sports management, recreation, TESL, undeclared



## DR. WARREN M. BARTHOLOMEW: IN MEMORIAM

*By Jack Fass '77*



On November 22, 2015, Dr. Warren M. Bartholomew (Dr. Bart) passed away at the age of 97. Dr. Bartholomew was Professor and Chair of the Recreation, Parks and Leisure Studies Department for many years. He was also the recipient of the Distinguished Service Award from the New York State Recreation and Park Society in 1981.

Dr. Bart always put students first. He was a mentor to numerous students (including me) and always made time for them regardless of circumstances. An example of this occurred in the late 1970s when Mark McDonald, who was a physical education major, took one of Dr. Bart's classes. Mark was struggling with some issues at the time and Dr. Bart offered his support and guidance. Dr. Bart continued advising Mark until he graduated, even though he was not a recreation major.

Dr. Bart was a true professional in every sense of the word. He always dressed appropriately, was on time, and was prepared for every class. He was kind but expected you to do your best. He carried himself with a certain grace that I remember to this day. He was the ideal role model for the recreation professional.

The conference session at the 66th Annual Cortland Recreation Conference entitled, "What it means to be a Recreation Professional" is dedicated to Dr. Bart's memory. Dr. Harlan "Gold" Metcalf, founder of the Department, said, "Stay consistently in the presence of the best in the sphere in which you seek attainment, and make an honest response." The students of Dr. Bartholomew did just that.

## What Can Be Learned from Fly Casting Class?

*By Distinguished Alumna Ellen O'Sullivan, '70*

What could be better than standing in a highly visible spot on campus during the noon rush hour as the student body passes by to the then "cool" dining spot than to be standing with a fairly small group of fellow recreation majors learning to fly cast? As the 12 or so of us stood with fly rods in hand, we were bombarded by all sorts of comments from our fellow students passing by to lunch. The answer to that question would be "standing in a highly visible spot **all alone** at the lunch hour" learning to fly cast.

Being the not fully matured sophomore that I was, I elected to miss a few classes to also go to the "cool" dining spot, thus avoiding the ongoing comments faced by recreation majors at that time and of course, securing sustenance for the rest of the day. Naturally, as the semester was drawing to a close, I realized the danger of failing fly casting that I had created for myself. Imagine failing a class in fly casting. What would my parents say? How would I explain that on a transcript?

I did the next best thing and went to see Dr. Metcalf, a most treasured department chair and faculty member who taught the course, and I gave him the usual undergraduate excuses for missing the class. Dr. Metcalf just smiled and told me he would be delighted to spend extra time with me so I could learn to fly cast and subsequently pass the course.

That, of course, is the answer to the question "what could be better than standing with a small group of fellow students while learning to fly cast?" There I now was standing in that highly visible campus location during the lunch hour parade of students passing by, but now I was the only one who was forced to hear the comments made by



other students about recreation majors.

Dr. Metcalf was a kind and wise person, and he knew exactly what he was doing when he provided me with the opportunity to learn fly casting – one of his favorite and many leisure pursuits, by the way. Dr. Metcalf taught me that living the life of a recreation professional would always require the courage of your passion and conviction, and you would need to stand your ground.

And stand my professional ground, I did. As residents would stand up at the New England town meetings in the community I was first employed at and ask derogatory questions for cutting the budget by eliminating some ridiculous expenditure for parks and recreation. In endless curriculum meetings for the department in which I taught, where I was often ridiculed by the philosophy department or the biology department for why such a major even existed on the campus.

And when facing the ongoing questions of what to tell the person sitting next to me on the plane when they inquired as to what I did for a living. I always answered "professor" and, naturally, they followed up by asking what kind of professor. I was always tempted to tell them biogenetic engineering or some other complex subject area, but I did not. I had learned that part of the mission of a park and recreation professional was to educate the unlearned among us as to the value of parks and recreation for individuals, communities, and society overall.

Fly casting class taught me the critical role we must play in standing our ground about our professional passion. That was always the secret of the Recreation Education Department (as it was then called) at SUNY Cortland...the faculty. Following and being supported by Dr. Metcalf, who is one in twelve million, Jack McPhee and Marcia Carlson made sure we were the well-grounded professionals of our field.

*Ellen O'Sullivan, Ph.D. '70 was a camper, camp counselor, community recreation director, and college professor who continues to address the values and benefits of play, recreation, and leisure to the wider world.*



## Harlan Gold Metcalf: The Founder of the Recreation, Parks and Leisure Studies Department in Retrospect

By *Distinguished Alumnus Joe Halper '52*

The lasting effects that Gold Metcalf has had over the past 65 years on recreation as a profession are monumental. His personal values of fairness, respect for both human and environmental considerations and integrity have provided the foundation of the recreation education program at the College as well as in the countless communities served by its graduates. The belief he espoused as to the importance to a healthy society for people of all ages and conditions to have the opportunities and skills to engage in the worthy use of their leisure continues to be the philosophical bed rock of the recreation movement as a profession.

His vision of the future as a rationale for the creation of the recreation and leisure studies program was that the increase of automation in the work place and in the home would be accompanied by a corresponding increase of leisure and the need to provide for that outcome by providing a cadre of professionals to deal with this phenomenon. The outcome did not materialize quite as he envisioned; the leisure benefits were limited to a small portion of the population, with the majority having to spend a greater portion of their time engaged in work activities to maintain their current life styles. These circumstances have increased stress levels on people that are reflected in a cost to society by increased mental and physical health issues.

Having the privilege of enjoying a close relationship with Dr. Metcalf as a mentor and being a member of the first class of three recreation major students, I had the opportunity of observing his “teach by example” approach. I will share a couple of anecdotes to give you an insight into his qualities as an educator.

During the McCarthy era when academics were in fear of being branded as communists or communist sympathizers, potentially being publicly shunned and facing an end to a career, Gold Metcalf courageously made it a practice of publicly supporting colleagues at other universities who were caught up in the “witch-hunt mentality” with financial and moral support. The lesson he taught was that it was more important to do what you believed is morally correct than being politically correct at the moment.

Gold had a fine singing voice and was known to use it at any available occasion. He was approached by his church to participate in a minstrel show where the participant performed in black face. He felt that this was demeaning to the black population. Instead of berating the members as being insensitive, he replied that he loved to sing but could not participate, waiting to be asked why. When asked, he shared his concern. Remember this was 65 years ago during a period when black face was generally acceptable. The church reconsidered, changing the format of the event. Gold’s lesson: you need to first gain the interest of the other party to be listened to in order to be able to effect the change you desire.

The Metcalfs’ only son Jim had Down’s syndrome and a disease that affected his coordination at birth. Gold devoted his doctoral study to adaptive recreational activities, the beginning of what we now call therapeutic recreation. The lesson to be had is that at times the tragedies in life are the stimulus that lead to creative solutions. In this instance, the seed for the development of an important recognized branch of the recreation profession was planted.

Many of the students in a variety of majors have or will experience a session at the College’s Environmental and Outdoor Education Center at Raquette Lake. The facility was gifted to the College by Archer Huntington as a result of a relationship cultivated by Dr. Metcalf based on a mutual interest in birds. The lesson, as explained by Gold Metcalf, is that to achieve a desired result with another individual, a relationship has to be established based on personal interests and trust, not necessarily the subject of the desired result.

As a New York City kid raised in an urban setting, the Raquette Lake experience was pivotal to my gaining an understanding of the natural world which has guided my personal and professional decisions and opened up the wonders of the recreational opportunities it provided to me. In my career I have often asked myself how Gold would have approached a difficult situation and have found the wisdom he provided as a great touchstone for life. He was a great teacher and role model for our profession. I am grateful for having him as my mentor. I am sure you are appreciative of his legacy to you as a professional in this field.



*Joe and some of his family enjoying Raquette Lake*

*Joe Halper '52 spent his career in municipal recreation. He has served as the Director of Recreation and Human Services in the City of Long Beach, CA, Chief Deputy Director & Director for Los Angeles County Department of Parks & Recreation, and Commissioner of New York City Department of Recreation among others.*



## Ramblings from Red Hill: Seton Watch

By Snapper Petta '76, Director of Outdoor Programs, SUNY Oneonta

*Editor's Note: A much loved staff member of SUNY Cortland's Outdoor Education Practicum (OEP) for the past 40 years, Snapper generously offered to share this essay based on his time working with us at Raquette Lake.*

Christmas, or perhaps Hanukah... Halloween...an anxiously awaited birthday... all are special days in the life of a child. Each spring I, too, have a date to look forward to. It's the day I sit quietly on a low ridge in the woods just off of Raquette Lake. Ostensibly my job is to catch wayward students as they navigate an orienteering course. Keeping them from wandering into a confusing morass of boggy wetness is my "professional" goal, but actually I have a secret personal agenda. This will be the day for my annual *Seton Watch*.



Named for Ernest Thompson Seton, an early 20<sup>th</sup> century naturalist, this activity of intentional sitting while quietly observing the surroundings allows a person to experience what one small location in nature has to offer. In my case, this spot is found near a lichen-encrusted boulder. Set in amongst a mixture of pines, balsam fir, emerging maples and decaying beeches, the small elevation allows for breezes blowing in off the lake to surround me as they stir. By returning year after year, an intimacy has developed between me and this space; one that allows for quiet reflection, familiarity, and discovery.



Arriving by midmorning, I spend a few moments cleaning up winter's debris. Typically my first task is to pitch a tarp against the projected rains. Then, nestled under the protective nylon, I silently watch for whatever is waiting to reveal itself. It takes a few minutes before I'm really relaxed, attuned to the site and open to what it

wants to present. Seen out of the corner of my eye, subtle movement gives away the presence of a chickadee as it flits from perch to perch. In the distance, what sounds like a small steam engine pinpoints the location of a male ruffed grouse as he fans his tail, drumming against a log in its ancient courting ritual, calling for a mate.



Around midday, an almost silent drizzle announces itself, settling lightly on the tarp. As the rain picks up in intensity, all animal life tucks itself in for the duration of this storm. Secret hiding places become known as I watch chipmunks dive for cover while red squirrels scamper upward, disappearing under the protection of overhanging spruce limbs. Soon all I hear is the thumping of raindrops. My visibility into the woods is clouded by moisture and the day cools sharply. Zipping my vest to trap body warmth, I settle in to enjoy lunch, accompanied by the weather's syncopation overhead.



Eventually the rain subsides. With the view no longer obscured, all attention is drawn again to my surroundings. Suddenly an aural outburst booms out behind me. What can only be described as a forceful inside-out sneeze signals that a deer has discovered my hiding spot. Slowly I rise, looking directly at the doe. Eyes locked on each other, we watch for a sign indicating there is no danger to be feared from either quarter. Momentarily her ears twitch; she nervously snorts again. Seconds later the doe bounds off into the woods, white

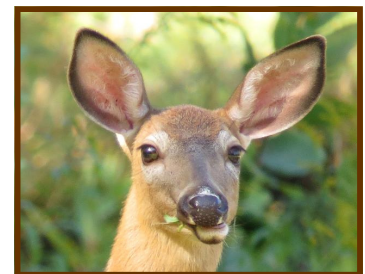
tailing waving like a surrender flag to our encounter. Almost as quickly as it began, our time together is over, leaving me with an indelible memory.



As with all good things, my time in the woods eventually ends. The small handheld radio I have alerts me that our students are all back from their time on the course; safe and accounted for. Reluctantly I leave my special place, knowing it will be another twelve months before I will enjoy it again. Taking one last look at the ridge, I realize how fortunate I am to have this day in the woods each spring.



While I understand how incredibly lucky I am to have this opportunity, you too can have one of your own. A wilderness setting isn't required to gain the benefits of a *Seton Watch*. Only time and the willingness to sit alone for a while in a quiet setting are required. Observing a winter bird feeder, sitting along a park trail, or gazing over a sand dune; all will allow you the privilege of looking deeper into your chosen spot. What you discover might amaze you, exciting you to come back again and again.



## In Loving Memory: Robert Mead and Jack Jakubek '16

The Recreation, Parks and Leisure Studies Department mourns the recent loss of two of its students: **Robert James Mead**, 28, of Baldwinsville, NY, and **Jack Donald Jakubek**, 22, of Newburgh, NY.

**Robert Mead**, a graduate student majoring in recreation with a concentration in management of leisure services, passed away on June 16, 2015, in a kayaking accident that also claimed the life of his brother, Joe.

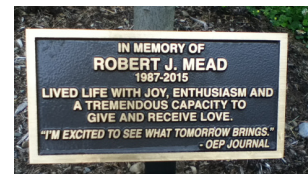


Rob was a graduate assistant in the Student Life Center. Although he had only been at SUNY Cortland for a year, he had made a lasting impact on campus programs and in the lives of all the students, faculty and staff who had the privilege of knowing him.

Rob had just completed the Outdoor Education Practicum a week before his passing. His close-knit trip group, dubbed the "Diamond Flock," are pictured (*right*) on top of Long Pond Mountain.



A celebration of Rob's life was held in the Outdoor Pursuits Center on November 13, 2015. In accordance with his family's wishes, a tree outside the Outdoor Pursuits office was dedicated in his name in a ceremony on June 7, 2016. The plaque at the base of the tree (*right*) captures the essence of how he avidly approached life.



**Jack Jakubek '16** passed away on May 28, 2016, in Pilgrim Lake (on Cape Cod), Massachusetts, during a lifeguard fitness test. Jack had just graduated two weeks before, earning a B.S. in outdoor recreation with a concentration in natural resource recreation management.

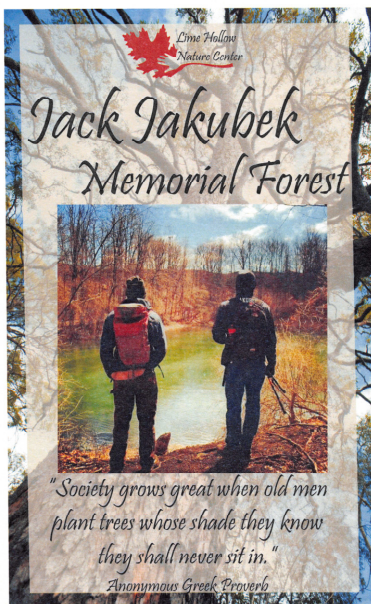


Jack was a record-setting swimmer and team captain of SUNY Cortland's swimming and diving team. He had planned to return to SUNY Cortland Fall 2016 to pursue his master's degree in recreation with a concentration in outdoor and environmental education. He had recently been awarded a graduate assistantship with the swim team to help coach his former teammates and run a community outreach adaptive swim program.

Jack completed his internship during the Spring 2016 semester at Lime Hollow Center for Environment and Culture. At his family's request, funds donated in Jack's name were used to establish a memorial forest at Lime Hollow.

On October 1, 2016, a memorial service was held on the pool deck of Holstein Pool in Park Center, followed by a reception at Lime Hollow. While there, friends and family participated in a 1.5 mile hike to view the work begun by the Center's staff to establish the forest. As Jack's friends and family planted various species of trees, they had ample opportunities to share their memories of Jack with each other in small group settings.

Jack was known not only for his leadership and athletic and academic talents, but also for his sincere, engaging smile. He reminded us all to "use your smile to change the world, don't let the world change your smile."



## Award and Scholarship Winners in the RPLS Department

**The Alumni OEP Award**, established by a generous alumna of 2001, is used to support the fee for the Outdoor Education Practicum at Raquette Lake. Preference is given to non-traditional students with financial need. Recipients were: **Melanie Corle** (2014); **Sean Hughes** and **Amanda Ruland** (2015); and **Jonathan Rowley** (2016).

**The Marcia K. Carlson Award**, in memory of Professor Emeritus of Recreation Marcia Carlson, recognizes a student who has made a significant contribution to the areas of outdoor education. Recipients were: **Olivia Joseph** (2014); **Adam Quigley** (2015); and **Mary McNally** and **Jordan Nesbitt** (2016).

**The NYS Federation of Home Bureaus Phyllis Doe Scholarship** is awarded to a student in therapeutic recreation for high academic achievement and leadership. Recipients were: **Hunter Aldridge** (2014); **Meaghan Pinker** (2015); and **Tamara Shannon** (2016).

**The Robert Ditton '64 OEP Award**, established in memory of Distinguished Alumnus Bob Ditton '64, is given to a student with high academic achievement and promise in the field to help offset costs of attending OEP at Raquette Lake. Recipients were: **Nate Farrington** (2014); **Geoffrey Peppel** (2015); and **Jessica Bonham** (2016).

**The Joyce A. Gaus '60 Scholarship** is given to an admitted freshman who demonstrates high academic achievement and leadership ability. Recipients were: **Clara Pittleman** (2014); **Emily Grote** (2015); and **Mary Kate Menges** (2015 and 2016).



**The Thomas L. Goodale '61 Community Service Scholarship**, established by Distinguished Alumnus Tom Goodale '61, is awarded to a recreation student who has demonstrated a strong record of community or school service activities and high academic achievement. Recipients were: **Klarisa Prikazsky** (2014, 2015); and **Marisa Lobelson** (Spring 2016).

**The Hearts of Gold OEP Award**, funded by Distinguished Alumnus Margaret Payne '64 and her sister Janet Kuney, is given to a student with financial need, professional promise, and high academic achievement to offset the fee for the Outdoor Education Practicum at Raquette Lake. Recipients were: **Brianna Frisk** (2014); **Kristina Georgilis** (2015); and **Emily Lockett** (2016).

**The John B. Knox Memorial Scholarship** is awarded to Hamilton County residents with an interest in outdoor education who demonstrate high academic achievement and leadership qualities outside the classroom. Recipient was **Hunter Aldridge** (2014).

**The Ralph S. Mauro Award** honors Ralph Mauro, who was a student in the RPLS Department in the 1970s. Ralph demonstrated a high degree of enthusiasm and dedication to helping others with disabilities and was an individual with a physical disability himself. When he died in 1978, Ralph was actively involved in several community organizations that support individuals with disabilities. Recipients were: **Caralie Fennessey** (2014); **Melissa Case** (2015); and **Jacqueline Hart** (2016).

**The Harlan "Gold" Metcalf Award** honors the founder of the RPLS Department, Harlan "Gold" Metcalf, and recognizes a student who exemplifies Dr. Metcalf's qualities of good scholarship, interest in many activities, high moral and ethical character, and dedication to serving people. Recipients were: **Greggory Houck** (2014); **Kaitlyn Goldrick** (2015); and **Ksenia Hanlon** (2016).

**The John MacPhee Scholarship** is given each semester to support conference attendance or internship expenses to a recreation major who shows academic achievement, professional promise, and clear educational goals. It honors John A. MacPhee, a founding faculty member of the RPLS Department. Recipients were: **Sarah Powers** (Fall 2013); **Brian Vonderlin** (Spring 2014); **Melanie Corle** (Fall 2014); **Chris Grisolia** (Spring 2015); **Vivian Thurston** (Fall 2015); and **Ksenia Hanlon** (Spring 2016).

**The John "Jack" MacPhee Award** is given each year to a recreation major who shows academic achievement and is a scholar/athlete. Recipients were: **Aubrey Barrett** (2014); and **Kaitlyn Ryan** (2016).

**The Jay '66 and Bettie Lee Yerka Award for Excellence in Recreation and Leisure Studies** recognizes a student who is majoring in recreation, demonstrates outstanding academic achievement and leadership, and has high moral and ethical character. In addition, the award is preferably given to a non-traditional student in therapeutic recreation. Recipients were: **Klarisa Prikazsky** (2014); **Sean Hughes** (2015); and **Tamara Shannon** (2016).

## Additional Awards

**The Outstanding Senior Recreation Major Award** was given to **Olivia Joseph** (2014), **Dan Spector** (2015), and **Jordan Nesbitt** (2016), who were selected by their peers.



**New York State Recreation and Parks Society Friends Foundation Scholarships** are awarded to NYS residents majoring in the recreation, parks and leisure services field at accredited colleges in the state. Applicants are judged on their academic records, leadership, activities, resourcefulness, personal philosophy, professional affiliations, and involvement. Two SUNY Cortland students received these prestigious scholarships in 2016: **Mary McNally** and **Rosemarie Tibbell**.



**The Central New York Recreation and Parks Society "Fran Tokar" Scholarship** honors one of the founders of CNYRPS, Francis Tokar. This region-wide award recognizes a recreation student who has excelled in leadership, volunteerism, or participation in his/her community/school or intern assignment. The recipients were: **Alexandra Dubin** (2014); **Kaitlyn Goldrick** (2015); and **Jordan Nesbitt** (2016).



**New York State Therapeutic Recreation Association Student of the Year** was awarded to graduate student **Mary Kelly** in 2014.

# Rho Phi Lambda



Rho Phi Lambda is the national honorary society for Recreation, Parks, and Leisure Services (see [www.rhophilambda.org/](http://www.rhophilambda.org/)). SUNY Cortland's Chapter is **Alpha Eta** with Dr. Susan Barnett serving as advisor.

To achieve the honor of membership in Rho Phi Lambda, a student must show evidence of academic excellence in scholarship, leadership, and service to campus or community. Undergraduate students must have completed 45 credit hours (at least 9 in the major) and be in the upper 15% of their class or have a minimum GPA of 3.2 in professional courses. Graduate students must have a minimum grade point average of 3.5 and completed 9 credit hours of professional courses.

Listed below are 2014, 2015, and 2016 inductees to Rho Phi Lambda. These students join the 105 other members that have been inducted into SUNY Cortland's Alpha Eta Chapter since its inception in 2004. These students embody the significance and spirit of excellence in scholarship, leadership, and service.

## Rho Phi Lambda Inductees

### 2014

<u>Undergraduate Students</u>	<u>Graduate Student</u>
Caralie Fennessey	Roger Barkman
Kaitlyn Goldrick	
Shelby Morrison	
Diana Ottomanelli	
Brian Vonderlin	

### 2015

<u>Undergraduate Students</u>	<u>Graduate Students</u>
Alexa Caselli	Eric Bacon
Christopher Grisolia	Tracy Frenyea
Megan O'Grady	Lisa Jamais
Marie Sullivan	
Rosemarie Tibball	

### 2016

<u>Undergraduate Students</u>	<u>Graduate Students</u>
Ashlee Boughton	Clarice Chastang
Regina Bulson	Chloe Crawford
Morgan Conley	Susannah Gertz
Kristina Georgilis	Ian Haines
Ksenia Hanlon	Geoffrey Peppel
Eleanor Harvey	
Marisa Lobelson	
Mary McNally	
Sydney Oshinsky	
Kaitlyn Ryan	

## Graduate Student Awards

**The Outstanding Graduate Student in RPLS Award** is given to a graduate student who demonstrates scholastic achievement at the highest level, creative contributions beyond degree or departmental requirements, commitment to diversity, and exceptional service to SUNY Cortland. The most recent recipients include **Alexandra Dubin** and **Mary Kelly** (2014); **Esther VanGorder** (2015); and **Judy Sinicropi** (2016).

**The Kevin S. Pieluszczak Memorial Award** was originally a one-time monetary award given by a thoughtful former graduate student (**May Faulk M '12**) who wanted to honor the memory of **Kevin Pieluszczak**, who passed away on Oct. 3, 2011, following a four-year battle with sarcoma. Kevin had been pursuing a Master's degree in Recreation with a concentration in Environmental and Outdoor Education. "Kevin was passionate about life and did not let cancer define what he did or who he was. Having someone honor his memory is an outstanding tribute to Kevin and how he lived life to the fullest," wrote John Pieluszczak, Kevin's father, upon learning about the department's plans to commemorate his son. May has generously continued to sponsor this award, which was most recently given to **Katherine Wryk** (2014), **Sarah Freedman** (2015), and **Erica Behler** (2016). The recipients closely exemplify the characteristics and talents of Kevin, which include high moral character, exemplary writing skills, love of the outdoors, and extraordinary service to the community.

## Alumni Advisory Committee

### **Raul 'Rocci' Aguirre '95**

Director of Conservation, Adirondack Council

### **Celeste Bernardo-Dunn '85**

Superintendent, Lowell National Historic Park, National Park Service

### **Karen Caccese Matson '99**

Owner, Company 20 Special Events Planning

### **Jessica Hatfield Daily '01**

Director of Sales and Marketing, Walden Place

### **Ike Kuzio '00**

Assistant Superintendent, City of Rye Recreation Department

### **Gary Lopez '96**

Park Superintendent, Oneida Shores Park, Onondaga County Parks

### **Timothy O'Connell '90**

Professor, Department of Recreation and Leisure Studies, Brock University

### **Lauren Penney McGee M '99**

Consultant; Self-directed Services Manager and Broker, Exceptional Family Resources

### **David Peppel M '97**

Executive Director, Greater Binghamton Health Center and Elmira Psychiatric Center

### **Kristina Mancuso**

President, SUNY Cortland Recreation Association

### **John Silsby '69, M '70 (Chair)**

Retired Director of Parks and Recreation, Groton, CT

### **Carol Zimmerman '95**

Adventure Education Specialist, St. Lawrence County Health Initiative

### **William Zimmerman '76**

Recreation Director, City of New Rochelle Recreation

### Emeritus Members:

**Dr. Tom Goodale '61**

**Dr. Geoffrey Godbey '64**

**Ellen O'Sullivan '70**

## An Examination of Bullying in the Cortland Community

*By Brooke N. Burk, Assistant Professor, Minnesota State University, Mankato and Amy Shellman DiRenzo, Associate Professor*

On the first day of this school year, Bart Palosz, a 15-year old Connecticut boy, took his own life. According to news media accounts, he had been targeted by bullies because he, like some of you reading this, was tall (6 feet 3 inches), and like some of you, he had an accent that made him sound 'different.' According to reports in the *Associated Press* he was also somewhat quiet, probably not unlike some of you. Bart is not the first young person to think the only way to end the bullying was to take his life, and sadly, he likely won't be the last. While this is an extreme case, victims of bullying are insecure, anxious, have high rates of depression, loneliness, and low self-esteem.

Bullying has received increasing attention in schools. Researchers have noted that bullying occurs during unsupervised time and in leisure-like settings such as after school, during lunch, and while at recess. As professionals in the parks and recreation field, many of us work with youth and/or in areas associated with positive youth development. Thus, it is necessary for us to address this widespread problem and assist with prevention efforts. For two years, we have been examining bullying among Cortland youth by interviewing parents and children to better understand concerns about bullying during recreation activities in our community.

We interviewed eight children between the ages of 8 and 16 and 8 parents. The parents, who included 7 mothers and 1 father, were between the ages 30 and 45. Most parents indicated that they had completed high school and some had attended a few years of college. Only two parents had completed college. With the exception of one parent who indicated a higher income level, all the parents noted that their annual household income was less than \$30,000.

The results of our study are quite telling of the issues and concerns of members of the Cortland community. Parents and children talked about bullying in similar ways and described it as on-going behavior that included teasing, name-calling, or physical interactions such as fighting or spitting on other children. Additionally, they described bullies to be people who were considered popular, dressed in clothes that were thought to be name-

brands, and those who were athletic or regularly participated in sporting activities. Typically, parents and children felt that bullying occurred because chil-



dren noticed differences in one another including being overweight, being too small or too tall compared to others in their grade or peer group, and also because children did not appear to have money or be talented at sports.

Parents and children had differing opinions when it came to strategies for coping with bullying. Many parents encouraged their children to avoid the bullying and the situation because they felt that if their child ignored the behaviors, it would stop. However, the children found this strategy to be ineffective in helping them cope with bullying because it did nothing to keep the bully from continuing to tease or threaten others. Children felt the best strategy was to create a buddy system that required youth to befriend a bully, and also encourage them to express their feelings through writing and drawing. The children also talked about a need to learn how to better communicate with one another in order to help them learn and practice effective communication strategies.



Both parents and children felt that bullying was more likely to happen when adults were not present and most indicated that it occurred during recess or during after-school activities. Parents who felt that their child had little experience with bullying also mentioned that their child did not regularly participate in recreation activities with other children. Many of these children preferred to play video games, read, or write stories. While bullying does not entirely explain why a child might prefer solitary and sedentary activities, it may have some impact on these behaviors. Additionally, when the children were asked about past recreation experiences, many how they had stopped participating for various reasons including money concerns within the family and moving to a new school. They also mentioned times where they were bullied when trying to rejoin active recreation activities, such as basketball or soccer. They were reluctant to continue these activities because they felt they were bullied for not remembering some of the rules or were no longer as talented as their peers.

One implication of this study is that the coping strategy of attempting to ignore the bully or his/her threats—a strategy often encouraged by parents and potentially other adults who interact with children—could be restricting children's ability to properly deal with or overcome the experience. Additionally, if ignoring others is encouraged, children may be reluctant to address any concerns about bullying with parents or leaders because they continue to be given advice that is useless. This may lead them to taking the situation into their own hands or retreating from others entirely. Furthermore, a lack of safety or feelings of acceptance in recreation or other social activities could have serious impacts on the health of young people, especially their emotional and physical well-being. Parks and recreation professionals must actively seek ways to empower youth to positively interact with one another in addition to teaching much needed recreation activity skills.

# Meet our New Faculty Members!

## Andrew Purrington, Ph.D.



Andrew Purrington joined the RPLS Department as a visiting assistant professor for the 2014-15 academic year. After a national search, he was subsequently hired Fall 2015 as assistant professor in recreation management. He earned his B.S. at Middle Tennessee State University and M.S. and Ph.D. from Penn State, all in recreation, with minors in business and anthropology.

### What plans do you have for your future here at Cortland?

I see a lot of opportunities. The department has a good reputation, and I would like to do my part in keeping that reputation intact. Since I am the recreation management faculty, I obviously will be focusing on that area. One of the goals I have is to review the Recreation Management curriculum at both the undergraduate and graduate levels. I want to make sure they are getting the necessary business skills along with opportunities to apply those skills in recreation settings. Recreation is largely about the experience we provide participants, which makes it unique compared to most businesses and organizations. So, I want to talk with students, professionals, and other professors to make sure we are preparing students as best as we can. Along the same lines, I have been discussing with the students ways to add to their time here outside of the classroom. For example, we are exploring the idea of having monthly meetings to talk about issues and allow everyone to get to know each other better. I also would like to see more recreation management majors. I'm convinced that there are students who would thrive in our program, but we haven't found them yet.

One of my long-term goals is to bridge the research-practice divide. Research would benefit from better collaboration with professionals, and professionals could benefit, I believe, a great deal from the research we do. That is a very long-term goal, but it is one I can start to address. I think one piece of the puzzle is in developing a strong practitioner-academic network as well as finding ways to collaborate.

## Susan Barnett



My name is Susan Barnett, and I am excited to join the department of Recreation, Parks and Leisure Studies as its newest assistant professor. I have known about the good work conducted at SUNY Cortland for over a decade, and look forward to assisting the department in further growth and innovation in a digital age.

I am currently finishing my doctoral work at Indiana University in Leisure Behavior and will defend my dissertation this year. The focus is on social networks, substance use, and group affiliation as freshman transition from high school to a four-year university. I received both my bachelor's degree in Recreation Administration – Therapeutic Recreation (TR) and my master's degree in Recreation Administration-Event Management at California State University-Chico. During my time at CSU, Chico, I taught several courses in the core curriculum, special events, and inclusive recreation. At Indiana University, I taught in therapeutic recreation and sociology.

My focus is in Therapeutic Recreation. I am a certified therapeutic recreation specialist (CTRS) and have a background in spinal cord injury, traumatic brain injury, and mental health. While at Indiana University, I utilized both my TR and event management background to be a founding member of U Bring Change 2 Mind College Toolbox Project with actress, Glenn Close and her non-profit organization, Bring Change 2 Mind. The focus of the College Toolbox Project was to foster for student, by student activities, campaigns and events that helped eliminate the stigma associated with mental illness and to increase the acceptance of difference in general on college campuses. As the interventionist on the project, it was my role to assist the students and develop the program manuals. I look forward to bringing this ground-breaking student program to SUNY Cortland in the upcoming years. My scholarship and service will continue to focus in the area of mental health, college student development, and social networks.



## Newsmaker

In July 2015, Lynn Anderson was contacted by Josh Peter, a *USA Today* reporter, as an expert in inclusion. He was writing an article on Unified Sports which is part of the Special Olympics program. Anderson was asked about research and the benefits of using an inclusion model in recreation. Unified Sports pairs athletes with and without disabilities to compete on the same teams. After months of practice and work, the teams compete in the World Games. Anderson stated that, "Inclusion is good for everyone, if it is done correctly."



## Exciting Years for the Inclusive Recreation Resource Center at SUNY Cortland

*By Dr. Lynn Anderson, Center Director*

The past two years were exciting ones for the Inclusive Recreation Resource Center (IRRC), bringing new resources, new initiatives, and new staff. Here is a synopsis of the activities that are bringing the IRRC to new levels of service to people with disabilities and recreation service providers.

### Excellent Staff and Student Involvement

Dr. Lynn Anderson, CTRS, CPRP continues as the director of the IRRC, and Dr. Vicki Wilkins continues as project faculty. Over the past two years, Deanna Moore, CTRS continued as an assessment specialist, and she was joined by Sarah Olear, CTRS, Mary Kelly, CTRS, Ben Banker, CTRS, Geoff Peppel, CTRS, Ian Haines, CTRS, and Tyler Pearson. Chloe Crawford, TR graduate student, also worked with the Center, helping develop new accessibility checklists. The staff has been an incredible asset to the Center as we work to implement our mission of helping all people play wherever they choose!

### Partnership Project with the DDPC, DEC, and OPRHP

The NYS Developmental Disabilities Council generously funded the IRRC for two years of work with our partnership project with the NYS Department of Environmental Conservation and the NYS Office of Parks, Recreation, and Historic Preservation. With this work, the IRRC assessed over 400 state parks, DEC recreation sites, and other state operated recreation amenities.

The assessments become part of the Online Recreation Database so the information is available to people with disabilities and their families and friends to plan recreation adventures. The assessment data is also used to give helpful feedback to the state recreation amenities to help them improve their usability for all visitors to their parks, campgrounds, and other recreation sites. The reports have been tied to capital improvement budgets and the recommended changes are being made. New York State is making great strides in improving usability for all visitors through this project.

In addition to all the assessments and recommendations, the IRRC also provided training to state park and DEC personnel. Staff were involved in Inclusion U Online. We also traveled around the state to deliver training in person. Also, with funding and support from the DDPC, we disseminated rack cards to all the state parks for I Love My Park Day, educating the public about the IRRC and the Online Recreation Database.

Partnership for Inclusivity

Inclusive Recreation Resource Center

NEW YORK STATE OF OPPORTUNITY. Developmental Disabilities Planning Council

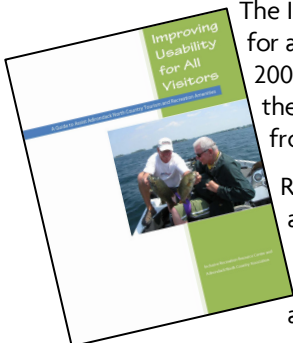
NEW YORK STATE OF OPPORTUNITY. Department of Environmental Conservation

NEW YORK STATE OF OPPORTUNITY. Parks, Recreation and Historic Preservation

### Adirondack North Country Association Partnership



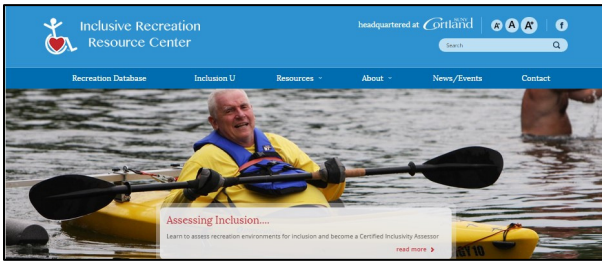
The IRRC worked in partnership with the Adirondack North Country Association (ANCA) to improve usability for all visitors to the North Country. With funding from the Department of Transportation, we assessed over 200 non-state operated recreation amenities along three NY Scenic Byways, the Adirondack, the Olympic, and the Central. The assessment information is a part of the IRRC Online Recreation Database, and is also linked from the new ANCA "North Guide" website.



Reports to improve usability were provided to all the assessed recreation amenities. In addition, we created a guide and webinar to further educate recreation providers on usability and accessibility. The guide, called "Improving Usability for All Visitors: A Guide to Assist Adirondack North Country Recreation and Tourism Amenities," was disseminated around the North Country. In addition, we delivered a free webinar open to anyone in the North Country that provided further education about improving access for all.

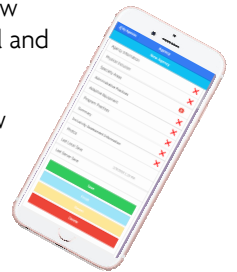


### Exciting New Website, Online Recreation Database, and Apps



Again with funding from the NYS DDPC, the IRRC worked to improve the website and Online Recreation Database. The resulting website is updated, much more accessible, and uses responsive design so any mobile device can display the site. The Online Recreation Database is now searchable by a map interface and is much more powerful and easily used.

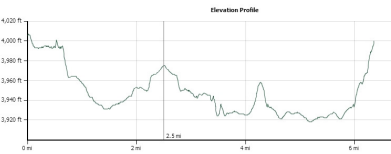
Last year the IRRC worked with Gorges, Inc. in Ithaca, New York to develop two apps. One app, *Recreation Finder*, is



available in the App Store, and allows anyone to search the online recreation database on any mobile device. The other app, the *CIA app*, is available for any Certified Inclusivity Assessor to use on their mobile device to enter inclusivity assessment data in the field as they complete an inclusivity assessment.

### Trail Accessibility Checklist

One of the most requested accessibility tools is now a reality. After a year of development and testing, we now have an accessibility checklist for trails. Given that hiking and walking are the most popular recreation activities, it was important to have a way to assess and share information about the accessibility of trails. The checklist, used in conjunction with the Inclusivity Assessment Tool by trained Certified Inclusivity Assessors, uses a free mapping app available from Backpacker and Trimble Outdoors. As CIAs collect trail data, they also map and take photos of features along the trail just by using their smart phone. Afterwards, an elevation profile of the trail can be viewed in the IRRC Online Recreation Database, as well as a topo map of the trail with photo views available for further detail.



### Inclusion U Online

This year, Inclusion U Online was delivered in its new learning management system format. Over the course of nine months, 188 people went through Inclusion U Online and became Certified Inclusivity Assessors (CIAs). Over the past two years, we added San Jose State University and the University of Wisconsin La Crosse to the long list of colleges and universities who take advantage of Inclusion U.

Inclusion U Online is now approved for 1.0 CEUs (10 contact hours) through NYSRPS. It is also pre-approved by NCTRC for continuing education for Certified Therapeutic Recreation Specialists.



### Outreach Far and Wide

The IRRC continues to provide assistance to recreation agencies to improve inclusion and accessibility. We have worked with agencies such as the Central Park Zoo, the Manhattan Community Board playground task force, the Warren County Tourism Department, and more. The work helped to make recreation available to people of all abilities.

Under the leadership of Dr. Vicki Wilkins, the IRRC continues to work with the Belize Zoo and other Belizian entities, improving accessibility and inclusion.

### ADA Legacy Project

The IRRC has been actively involved and featured in SUNY Cortland's partnership with the ADA Legacy project to celebrate the 25th anniversary of the Americans with Disabilities Act. The ADA Legacy Project mission is to "honor the contributions of people with disabilities and their allies by preserving the history of the disability rights movement, celebrating its milestones, and educating the public and future generations of advocates."

The IRRC and SUNY Cortland are proud to be a part of activities and advocacy of the Legacy Project.

**All people. All abilities.**

Through connected teaching, research and service, our College continues to create inclusive opportunities and shape leaders who make a difference.

Learn about us: [cortland.edu/ada](http://cortland.edu/ada)

- Inclusive Recreation**  
A pioneering resource center we created will accessibility information for hundreds of destinations.
- Community Programs**  
Students who locate and discover fun swimming to wheelchair sports for people of all abilities.
- Speech and Language Services**  
More than 800 screenings for local children provided annually by our students.
- Majors, Programs and Centers**  
Included general education, inclusive special education, the Leadership Disability Studies and more.

**We're proud to celebrate 25 years of the ADA.**  
Honoring the contributions and leadership of people who paved our campus today, it sets our course for the future.

# Where Are They Now?

**Rob Andrejewski M '05** was named the director of sustainability at the University of Richmond. After leaving Cortland, he received his Ph.D. in Recreation, Park, and Tourism Management from Penn State.



**Ben Banker '12** is the intern and logistics coordinator for the Adaptive Sports Center (ASC) in Crested Butte, CO, where he is also an instructor.

**Tinelle Bustam M '02** recently transferred from El Yunque National Forest in Puerto Rico to Colville National Forest in Washington state as a Republic District Ranger.

**Olivia Joseph '14** is the Program Coordinator at Vermont Adaptive Ski and Sports. She completed a year-long internship with **Ben Banker**



'12 and **Robyn Perez '13** at ASC before accepting the position in Waitsfield, VT.

**Devon Keir '13** is the challenge course coordinator with the National Ability Center in Park City, UT. "A fundamental aspiration of the National Ability Center is to provide high-quality, inclusive programs to individuals and families of all abilities and backgrounds, including those in need."

**Brittan Kuhlman '13** recently entered the master's program in Environmental Policy and Management at the University of Den-

ver. He is a graduate of the Red Rocks Police Academy (Colorado Police Academy).

**Tyler Merriam M '13** is the Coordinator of The Outdoor Program at The Evergreen State College in Olympia, Washington.

**Robyn Perez '13** also works at the Adaptive Sports Center in Crested Butte as an instructor teaching biking, hiking, climbing, ropes course, paddling and rafting in the summer and skiing and snowboarding in the winter.



**Natasha Roseboom '13** is a Research Assistant with the Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities.

## Rewarding Master's Project Realized

By *Ali Dubin M '14*

Severe food allergy (SFA) is a condition that is becoming increasingly prevalent and has many implications for individuals with SFA, their families, and communities at large. As recreation professionals, especially those who work in the camp and programming world, we need to be prepared to serve people with SFA in a way that is sensitive, positive, and safe. It is particularly important that we prepare to do so after the December 2012 ruling that defined SFA as a disability under the Americans with Disabilities Act.

My master's project was designed to empower children with SFA in the residential camp setting. Children with SFA face issues related to quality of life, self-esteem, self-efficacy, and anxiety. My project aims to improve quality of life, as demonstrated by factors that influence empowerment: increased feelings of control and competence, and decreased anxiety.

To accomplish this, I created an empowerment program of activities that require children to work together, communicate, trust and practice leadership. The activities were adapted to incorporate SFA situations. Examples include an activity where participants must help each other through a rope spider web without touching the web and avoiding the (imaginary) eggs that have been laid, and a magic carpet activity where participants must flip a tarp that they are standing on without stepping off the tarp into the peanut butter pit. The project also included an Operations and Safety Plan, which details guidelines to prevent cross contamination of allergens to assist the dining services staff in safely preparing, storing and cooking food for people with and without allergies.

This project was meaningful to me on both a personal and professional level, as I have spent the past few years working with children with SFA at a camp. These children are often either excluded from activities for fear of contact with an allergen, or are unnecessarily "protected" and thus singled out.

It is incredibly rewarding to get a phone call from an anxious parent and to be able to assuage their fears by outlining exactly what measures will be taken to keep their child safe. "I feel so much better knowing that you have allergies and know what to do!" is a line I hear often. But what is the most important lesson I've learned from my experiences at camp and with this project? Children who have severe food allergies can eat just as much dirt as children who don't.

### FOOD ALLERGY AWARENESS

Between 1997 and 2011, food allergies among children increased 50% and now affect 6 million or #1in13 US children.



# SUNY Cortland Recreation, Parks & Leisure Studies Alumni Profile

Please take a minute to complete the "Alumni Profile" form. Mail or email it back to us with a photo (if possible). We love hearing from you!

<b>Name:</b>			<b>Year Graduated:</b>	
<b>Degree:</b>	<input type="checkbox"/> B.S.	<input type="checkbox"/> B.S. Ed.	<input type="checkbox"/> M.S.	<input type="checkbox"/> M.S. Ed.
<b>Other Degrees Earned:</b>				
Date:	Degree:	Field:	Institution:	
<b>Certifications:</b> (check all that apply)	<input type="checkbox"/> CPRP	<input type="checkbox"/> CTRS	Others:	
<b>Present/Most Recent Position (job title):</b>				
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time				
Brief description of duties:				
Agency and Address:			Type of Agency (e.g., therapeutic recreation, outdoor recreation, recreation management, etc.):	
<b>First position after graduating from Cortland:</b>				
Title:	Agency:	Location:		
<b>Other Positions:</b>				
Title:	Agency:	Location:		

<b>Fondest memory of Cortland:</b>
<b>What the Cortland degree did for me:</b>
<b>A word of advice to current Cortland Recreation majors:</b>
<b>Topics on which you would be willing to be contacted by students:</b>

Note: The department assumes that, by completing this form, you are authorizing this information to be shared with current and prospective students and with others interested in our department and programs.

If you are also willing to have your name in a database of alumni and/or internship sites, which present students may contact, please provide as much of the following additional information you are willing to share.

Phone: (Work) ( \_\_\_\_ ) \_\_\_\_\_ (Home) ( \_\_\_\_ ) \_\_\_\_\_

Fax: ( \_\_\_\_ ) \_\_\_\_\_ E-Mail: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

Preferred means for students to contact you: \_\_\_\_\_

**I am interested in mentoring an intern. Please have Dr. Vicki Wilkins contact me about the possibility of being part of the Internship Database.**

**Your responses and contributions to this newsletter are welcome. If you have news you'd like included in next year's newsletter, please include a hard copy of the information you'd like to share with this Profile.**

Please return to: *(with a photo, if possible) (or email the form and photo to rpls@cortland.edu)*

**Department of Recreation, Parks and Leisure Studies**  
**SUNY Cortland, P.O. Box 2000, Cortland, NY 13045.**  
**Fax: 607/753-5982; Voice: 607/753-4941. Thank you!**